

2024-25



College Catalog



President's Welcome



It is my privilege to welcome you to Urban College of Boston. Our College provides a welcoming community that fosters curiosity, supports learning and academic achievement, and promotes socioeconomic mobility for all. Whether English is your only language or your second or third language, we take pride in the diverse community that we serve. We understand that each learner is different and has different objectives for enrolling in college. Our focus on meeting students where they are and helping them develop enduring skills has been part of our secret sauce at Urban College for nearly 30 years.

At Urban College of Boston, you will find faculty and staff who are multilingual, who were the first in their families to attend college, and who will demonstrate a high level of cultural dexterity. Many of them have traveled similar paths to you. Our team is prepared to help you discover your unrealized potential and achieve your dreams. Our students and alumni are changemakers in their communities. We are committed to helping you achieve your dreams.

This catalog includes information about our degree and certificate programs, course descriptions, academic policies, enrollment policies, financial aid award procedures, and scholarship information. Don't hesitate to reach out to us if you have any questions.

Thank you for choosing Urban College of Boston.

Yves Salomon-Fernandez
President

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About Urban College of Boston

Urban College of Boston (“Urban College” or “the College”) opens new pathways to opportunity through individualized, supportive, and multilingual education that prepares a diverse community of learners to pursue career advancement and transform their lives. Urban College is a private, nonprofit college accredited by the New England Commission of Higher Education (NECHE),

The College grants Associate of Arts degrees in Early Childhood Education, General Studies, and Human Services Administration, and offers five certificates: Case Management Certificate, Clinical Research Coordination Certificate, Early Childhood Education Certificate (Preschool or Infant-Toddler Option), Early Childhood Education Certificate – Bilingual (Preschool or Infant Toddler Option), General Studies Certificate, and Human Services Administration Certificate. Students looking to enroll in classes for credit but do not plan to complete a degree or certificate program at the College or receive financial aid can register for classes as nonmatriculated students. The College enrolls over 1,000 students annually, many of whom attend college part-time while working full-time and raising a family. Classes are offered in online asynchronous, online hybrid, and in-person formats. The College currently offers classes in English, Spanish, Mandarin, and Portuguese.

Mission

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

Vision

Urban College of Boston graduates are gainfully employed, leading in their communities, and on the path to building financial security for themselves and their families.

Diversity, Equity, and Inclusion

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

students include recent high school graduates, parents, working adults, transfer students, international students, and individuals interested in changing careers or completing their degree.

Chartered in 1993, the College has long served an ethnically- and racially- diverse student body. Of the over 1,100 students enrolled during the 2022-2023 academic year, 59% identified as Hispanic or Latinx, 14% as Black or African American, 10% as Asian, 6% as white, 3% as another race or ethnicity, and 8% did not indicate their race or ethnicity. Additionally, 92% of students were women, the average age was 37, and students came from 97 cities and towns across Massachusetts.

History

Founded as the Urban College Program by Action for Boston Community Development (ABCD) in 1967, the College subsequently received its charter in 1993, its 501(c)(3) status in 1998, and full accreditation from the New England Association of Schools and Colleges (NEASC) – now the New England Commission of Higher Education (NECHE) – in 2001. Throughout its history, the College has been dedicated to supporting students in attaining their higher education aspirations and equipping graduates with the skills necessary to succeed in their chosen careers. In 2017, the College moved to its current campus, which is located on the first and second floors of the China Trade Center. NECHE gave the College temporary approval to offer online courses to supplement its in-person course offerings in 2020 due to the COVID-19 pandemic. In 2022, The College received permanent approval to offer distance education and became an affiliate of Impact.org, a 501(c)(3) nonprofit organization.

Impact.org is a 501(c)(3) nonprofit organization (a Type II supporting organization) created in 2022 to expand the mission of Southern New Hampshire University (SNHU). One of the goals of Impact.org is to build a national affiliate network of small mission-aligned, community embedded institutions and other nonprofits to help them thrive and serve more students. Outside of SNHU, Urban College of Boston was the first institution added to this network.

Partners in Education

Urban College's community partnerships support and enhance the college's programs and curricula. The College's partners include Action for Boston Community Development (ABCD), American Student Assistance, Asian American

Civic Association, The BASE, Boston Chinatown Neighborhood Center (BCNC), Children's Services of Roxbury, The Community Group, Jewish Vocational Services, Massachusetts Department of Early Education and Care, Neighborhood Villages, Tufts Medical Center, Vital Village Network, YMCA Training, Incorporated, and many others.

Articulation Agreements

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

Urban College currently offers bachelor's completion programs with Southern New Hampshire University and Lesley University. For additional information regarding articulation agreements, please contact the Admissions offices at each institution.

Accreditation

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.

On November 18, 2022, NECHE considered the interim report submitted by Urban College, as well as the report of the visiting team, and took the following action:

- that the interim report submitted by Urban College of Boston be accepted;
- that Urban College of Boston be granted general authority to offer distance education programs within the scope of its mission;
- that Urban College of Boston be continued on the Program of Special Monitoring to assess the institution's ongoing implementation of its change of ownership to Impact.org and that the institution be reminded of the program's disclosure and prior approval requirements;
- that the Spring 2023 on-site evaluation and the Fall 2024 progress report to assess implementation of the change of ownership be confirmed;
- that the comprehensive evaluation scheduled for Spring 2025 be confirmed.

Individuals seeking information about Urban College of Boston's accreditation can contact the Chief Operating Officer, Caitlin Callahan:

caitlin.callahan@urbancollege.edu.

Individuals may also contact:

New England Commission of Higher Education

3 Burlington Woods Drive #100

Burlington, MA 01803

781-425-7785

Program of Special Monitoring

On June 17, 2022, the New England Commission of Higher Education approved the change of ownership of Urban College of Boston to Impact.org, a nonprofit Type II Supporting Organization established by Southern New Hampshire University. In approving the change of ownership, the Commission applied its Program of Special Monitoring to the College. The Program of Special Monitoring is routinely implemented by the Commission in cases of change of ownership and enables the Commission to monitor the institution's ongoing compliance with the Standards for Accreditation.

Further information about the Program of Special Monitoring is available on the Commission's website (<http://neche.org/>) or upon request from:

New England Commission of Higher Education

3 Burlington Woods, Suite 100

Burlington, MA 01803-4514

[Email: info@neche.org](mailto:info@neche.org)

Professional Memberships and Affiliations

American Association of Collegiate Registrars and Admissions Officers
Association of Independent Colleges and Universities of Massachusetts
Hispanic Association of Colleges and Universities
National Association of Financial Aid Administrators
National Association of Independent Colleges and Universities
New England Commission of Higher Education
Philanthropy Massachusetts

Campus Location and Services

2 Boylston Street, 2nd Floor,
Boston MA 02116

Urban College of Boston's downtown Boston campus is located within a convenient walking distance from several Massachusetts Bay Transportation Authority (MBTA) T stations on the 1st and 2nd floors of a building known as the China Trade Center.

The College's main entrance is on the 2nd floor and accessible via stairs and elevators near the building's entrance. The College's administrative offices, student support services, and meeting rooms are located on the 2nd floor of this building, including Enrollment Services, Academic Advising, Financial Aid, Student Services, the Business Office, Advancement, the Student Lounge, and the Learning Resource Center. Classrooms are on the first and second floors. All classrooms and meeting rooms are equipped with an instructor station and standard educational technology.

Transportation Options

For individuals intending to drive to and from the campus, limited public parking spaces may be available across the campus for a parking fee. Parking in downtown Boston can be expensive. Students and campus visitors are strongly encouraged to take advantage of alternate and sustainable commuting solutions, including buses and trains. The College is located across from the Chinatown Orange Line Massachusetts Bay Transportation Authority (MBTA or "T") station in Boston. The College is easily accessible via the Orange, Red, Green, and Silver T Lines, and numerous bus routes. Young adults aged 18-25 may qualify for reduced MBTA fares via the Youth Pass program. Interested individuals are advised to check the Youth Pass Program directly on the MBTA website.

Urban College Resource Directory

URBAN COLLEGE Front Office

Phone: (617) 449-7070

www.urbancollege.edu

<https://www.urbancollege.edu/college-services-and-resources>

Email: contact@urbancollege.edu

Fax: (617) 830-3137

Urban College Catalog Format and Amendments

The Catalog is published online at www.urbancollege.edu. This electronic document is considered by the college to be equivalent to the previous editions and contains the most recent policies and procedures of the college.

When necessary, amendments will be noted in the web-based Catalog. In the case where policies are amended, readers will be referred to an Amendments page. When the catalog is edited solely to resolve typographical errors or to note corrections (including personnel changes), no change may be recorded in the Amendments page.

The Catalog web version will be maintained for reference.

Amendments as of August 9, 2024

- Removed the paragraph titled "Release of Education Records to Educational Partners" under "Other College Regulations and Policy" and the subheading "Educational Records and Privacy."
- Added a list of approved program electives to the Human Services Administration Associate of Arts degree program.
- Established criteria for a new President's List to recognize high-achieving students with a 4.0 GPA and updated the criteria for the Dean's List under "Academic Honors and Awards."

Academic Calendar

Fall 2024 Calendar

Fall 2024 Calendar Significant Days	16-week classes (16W) September 2-December 23	First 8-week classes (8W1) September 2-October 28	Second 8-week classes (8W2) October 29-December 23
Labor Day/college closed	Monday, September 2		
Fall 2024 classes begin	Tuesday, September 3	Tuesday, September 3	Tuesday, October 29
Last day to add classes	Tuesday, September 10	Tuesday, September 10	Tuesday, November 5
Last day to drop classes with 100% tuition refund	Tuesday, September 17	Tuesday, September 17	Tuesday, November 12
First day to withdraw from a class with a "W" grade	Wednesday, September 18	Wednesday, September 18	Wednesday, November 13
Last day to resolve Incomplete grades from the Summer 2024 semester	Tuesday, September 24		
Midterm progress grades Due from faculty	Tuesday, October 29	Tuesday, October 1	Tuesday, November 26
Graduation Application for December 2024 graduation opens	Tuesday, October 1		
Midterm progress grades are available to students	Wednesday, October 30	Wednesday, October 2	Wednesday, November 27
Graduation Applications due for students graduating in December 2024	Friday, October 11		
Indigenous Peoples' Day/ college closed	Monday, October 14		
Last day to withdraw from a class with a grade of "W"	Tuesday, November 12	Tuesday, October 15	Tuesday, December 10
Veterans Day/college closed	Monday, November 11		

Fall 2024 Calendar Significant Days	16-week classes (16W) September 2-December 23	First 8-week classes (8W1) September 2-October 28	Second 8-week classes (8W2) October 29-December 23
Spring 2025 course registration begins	Wednesday, November 13		
Thanksgiving Break/college closed	Thursday, November 28-Friday, November 29		
Last day of classes and final exams	Monday, December 23	Monday, October 28	Monday, December 23
Final grades are due from faculty	Tuesday, January 2	Wednesday, October 30	Tuesday, January 2
Winter Break/college closed	Wednesday, December 25-Wednesday, January 1		
Final grades are available to Students	Friday, January 3	Friday, November 1	Friday, January 3
Degree Conferral for Fall graduates	Monday, December 23		
College reopens for business	Tuesday, January 2		

Spring 2025 Calendar

Spring 2025 Calendar Significant Days	16-week classes (16W) January 21- May 19	First 8-week classes (8W1) January 21- March 17	Second 8- week classes (8W2) March 25 - May 19
Martin Luther King (MLK) Day/college closed	Monday, January 20		
Spring 2025 classes begin	Tuesday, January 21	Tuesday, January 21	Tuesday, March 25
Last day to add classes	Tuesday, January 28	Tuesday, January 28	Tuesday, April 1
Last day to drop classes with 100% tuition refund	Tuesday, February 4	Tuesday, February 4	Tuesday, April 8
First day to withdraw from a class with a "W" grade	Wednesday, February 5	Wednesday, February 5	Wednesday, April 9
President's Day/college closed	Monday, February 17		
Last day to resolve Incomplete grades from the Fall 2024 Semester	Tuesday, February 18		
Midterm progress grades are due from faculty	Tuesday, March 18	Tuesday, February 25	Tuesday, April 22
Graduation application opens for students graduating in May 2025	Tuesday, February 25		
Midterm progress grades are available to students	Wednesday, March 19	Wednesday, February 26	Wednesday, April 23
Last day to withdraw from a class with a "W" grade	Tuesday, April 1	Tuesday, March 4	Tuesday, May 6
Graduation Applications due for students graduating in May 2025	Friday, March 7		
Last day of classes and final exams	Monday, May 19	Monday, March 17	Monday, May 19
Spring Break/college closed	Tuesday, March 18-Monday, March 24		
Summer 2025 course registration begins	Monday, April 14		
Patriot's Day/college closed	Monday, April 21		

Spring 2025 Calendar Significant Days	16-week classes (16W) January 21- May 19	First 8-week classes (8W1) January 21- March 17	Second 8- week classes (8W2) March 25 - May 19
Last Day for the approval of Incomplete grades	Wednesday, May 21	Wednesday, March 20	Wednesday, May 21
Final grades are due from faculty	Wednesday, May 21	Wednesday, March 20	Wednesday, May 21
Final grades are available to students	Friday, May 23	Monday, March 24	Friday, May 23
Commencement Day	To be announced		

Summer 2025 Calendar

Summer 2025 Significant Days	Summer 8W Term, June 3-July 28
Memorial Day/college closed	Monday, May 26
Summer 2025 classes begin	Tuesday, June 3
Last day to add classes	Tuesday, June 10
Last day to drop classes with 100% tuition refund	Tuesday, June 17
Last day to resolve Incomplete grades from the Spring 2025 semester	Tuesday, June 24
Midterm progress grades are due from faculty	Tuesday, July 1
Midterm progress grades are available for students	Wednesday, July 2
Independence Day/college closed	Friday, July 4
Fall 2025 course registration begins	Monday, July 7
Graduation Application due for students graduating in August 2025	Friday, July 11
Fall 2025 registration opens	Friday, July 11
Last day to withdraw from classes with a "W" grade	Tuesday, July 15
Last day of classes and final exams	Monday, July 28
Final grades are due from faculty	Wednesday, July 30
Last day for approval of Incomplete grades for summer classes	Wednesday, July 30
Final grades for summer classes are available to students	Thursday, July 31
Degree Conferral for Summer graduates	Monday, July 28

Other Important Dates and Deadlines

Financial Aid Deadlines and Important Dates:

<https://www.urbancollege.edu/financial-services-and-funding-options>

For other important dates and deadlines, please visit the college's website:

<https://www.urbancollege.edu>

Admissions

Email: admissions@urbancollege.edu

Phone: (617) 449-7067 or (617) 960-0253

<https://www.urbancollege.edu/admissions-overview>

General Requirements

Urban College of Boston is an open enrollment college which means that all applicants who have obtained a high school diploma, a GED/HiSET Certificate, or other state-approved equivalency credential, including an associate degree or a higher degree from an accredited institution, are all eligible to be admitted to the “open enrollment” academic degree or certificate programs. Therefore, admissions decisions are made and communicated on an ongoing basis.

Prospective students are expected to review the admissions requirements for the program of study that they are interested in pursuing. The Clinical Research Coordination Certificate program is restricted for admission. A restricted program has additional requirements that must be completed (such as English language proficiency or a mandatory orientation) before a student can be considered for admission.

Information for Prospective Students

The College currently offers three associate degrees and five certificates, and students can also take several courses for their own personal or professional development without enrolling in a program.

All individuals that are interested in enrolling at Urban College as a new or transfer student must apply to the College and provide necessary documentation, including copies of their high school diploma, certificates, transcripts, and Government-issued IDs. Additional requirements, including English language proficiency and mandatory orientation, may exist for certain selective admissions programs. All applicants to criteria-based programs will initially be offered acceptance into the General Studies AA degree program.

All documentation must be in English or accompanied by a certified translation. See the “Documentation Evaluation and Translation Guidelines”. Certain restrictions may

exist on who can certify such documents. Please see section on “Acceptable Translations” to avoid rejection or delays in processing.

Instructions for Preparing Application

- Visit our website to access the Urban College online application.
- Review the application and admissions requirements for the program of study that is of interest.
- Collect all necessary documentation, including copies of diplomas.
- Complete the online application and provide necessary documentation. A checklist is provided below for reference.
 - A certified copy of a prospective student’s high school diploma OR equivalency (a copy of a GED/HiSET certificate), OR an official school transcript indicating an associate or higher degree.
 - Students from the Caribbean or British Territories with a British system of education can present certified copies of a GCE (General Certificate of Education), a CXC (Caribbean Examinations Council) or a School Certificate.
- Students that need to access a hard copy (paper) of the application should contact admissions@urbancollege.edu or call (617) 449-7067.

Required Documents

Applicants and current students at Urban College should be prepared to submit the following documents for review by an Urban College official when requested:

- A copy of a Government-issued ID, such as a passport or a driver’s license.
- Urban College English Placement assessment report for all degree- and certificate- seeking students, except for professional studies students. For information about how to obtain this report, see the “Placement Testing Requirements” section of this catalog.
- Official transcripts from previous colleges or universities, if applicable.
- Health Insurance and Immunization records.
 - Students enrolled at Urban College with nine or more credits are required to have health insurance. This is a legal requirement of the

Commonwealth of Massachusetts and applies to Urban College students.

- Full-time students (12 or more credits) under 30 years of age are required to provide immunization records to the college.
- All documentation must be in English or accompanied by a certified translation. See the “Documentation Evaluation and Translation Guidelines”.

Document Evaluation and Translation Guidelines

Transcripts from non-U.S. countries must be translated into English and evaluated for equivalency with U.S. education standards before the Office of Registration Services can accept those records as official for admission or transfer credit.

The College reserves the right to determine if translations and evaluations submitted will be considered complete for admission and transfer credit purposes and may request additional information from any applicant or student.

The following agencies provide evaluations of transcripts from non-U.S. countries (these services are not free of charge):

- Scholaro
- CED
- WES
- ECE

Transcripts from regionally accredited U.S.-based institutions that are not in English must be translated. Students must submit both the original document and the official English translation and/or evaluation.

All translations must be:

- complete and literal (word-for-word) with no attempts to interpret or evaluate the credential,
- prepared in same format as the original document,
- typed on business or school letterhead/stationery, and
- signed by a neutral, third-party translator attesting to familiarity with the foreign language.

Official translations may be provided by:

- the consulate or embassy of the country that is issuing the document,
- a translation agency or a certified translator,

- an immigrant or refugee association in the U.S. representing the country issuing the document,
- an authorized representative of the institution where the student studied; or
- a faculty member of a U.S. high school, college, or university (must specify their institution, academic department, and rank).

Translations may **not** be provided by:

- the student or members of their family, or
- individuals not affiliated with any of the organizations listed above.

Conditional Acceptance

Students who are otherwise admissible but are missing a requirement for admission (such as an official version of a document, translation, etcetera) may be conditionally accepted by the college into open programs. The conditional acceptance letter will outline the missing requirement(s) and a deadline by which the requirements must be completed.

Placement Testing Requirements

Learning Resource Center

Phone: 617-449-7044

Email: LRC@urbancollege.edu

<https://www.urbancollege.edu/learning-resource-center>

Students beginning the English course sequence are assessed using a layered, asset-based placement method that reviews students' speaking and conversation, grammar, reading comprehension, and writing. With the goal of completing College Writing I and II at the forefront, students may be placed in developmental or ESL courses to assist them in gaining the academic language, skills, and strategies necessary to achieve college-readiness and prepare them for this coursework.

Procedure

To set up testing appointments, email LRC@urbancollege.edu

Matriculation

Registrar's Office

Email: registration@urbancollege.edu

Phone: 617-449-7070

<https://www.urbancollege.edu/course-registration>

Majors/Academic Program

- All students must declare a degree or certificate program when they apply to the College. After admission, students may apply to change degree or program to align with their enrollment and professional goals. Students are encouraged to discuss their academic and career goals with their advisor in advance of submitting a change of program request.
- Students enrolled in Associate of Arts degrees may also pursue a certificate program concurrently if the courses taken apply to both the active degree and the certificate.
- Courses successfully completed in a certificate program may be applicable to a degree program in the same or related area of study.

Changing Majors/Academic Program

Current students may request a change of academic program at any time by submitting a "Change of Program" request form to the Office of Registration Services. Program changes go into effect at the beginning of their next enrolled semester. If a student is making a program change request prior to the start of late-session classes (e.g., an eight (8) week session) and has not registered for a full-semester course, the program change will be in effect for the entirety of that semester.

Readmitted Students

Readmitted students are those who were previously enrolled at the College and whose last class at the College was taken 365 days prior to returning **who have been withdrawn from the institution.**

Readmitted students are not required to reapply to the college, but certain restrictions may exist on enrollment if their program is no longer offered by the college. If a student is readmitted and their declared program is no longer being

offered by Urban College, the student may only enroll in a program offered in the Course Catalog that is active during the term of re-enrollment (see also “Enrollment Policy for Students Enrolled in Closed/Discontinued Programs”).

Enrollment Policy for Students Enrolled in Closed/Discontinued Programs

When the College discontinues a program of study, it allows students enrolled in the program to complete program requirements, it closes the program for new students and allows students already enrolled in the closed/discontinued program to continue completing the program requirements subject to the condition that they remain continuously enrolled in such a program every semester (Fall, Spring, and Summer) till graduation.

Students returning to URBAN COLLEGE **after being withdrawn** with a lapse in enrollment of three or more years are considered “readmitted” students and must choose from a current/ active program when enrolling. Returning students who wish to petition to satisfy program requirements for the closed/discontinued program instead of enrolling in a new program may send their request to the Vice President of Academic Affairs at academicaffairs@urbancollege.edu. Such a request must come from the student’s official Urban College email address and include the following information: the student’s name, Urban College student identification number (Student ID number), current program of study, and justification for remaining in the closed/discontinued program. The decision of the VP of Academic Affairs will be final and may not be appealed.

This policy applies only to current students. Students returning to URBAN COLLEGE with a lapse in enrollment of three or more years are considered “readmitted” students and must choose from a current/ active program when enrolling.

Transfer Credit Evaluation

Procedure:

- At the time of application: students seeking transfer credits from other regionally accredited institutions should provide an official transcript for review to their Admissions Officer or the Admissions Department at the time of application.
- Any time after a student is admitted: Official transcripts that are not received by Admissions at the time of application should be directed to the Office of Registration Services: registration@urbancollege.edu

Transfer Credit Restrictions:

- Transfer credits can only be awarded for undergraduate-level courses from regionally accredited U.S. institutions or their equivalents.
- Urban College accepts up to 39 undergraduate credits toward an Associate of Arts Degree and up to 9 undergraduate credits for a Certificate for applicable courses in which a grade of C (2.0) or better was earned. All remaining credits required for the degree must be awarded by Urban College of Boston. The total number of credits transferred may not exceed 39.
- Transfer credit will not be awarded for courses in academic disciplines that are not offered by Urban College or for courses that are not applicable to a student's declared program of study.
- Credit for Prior Learning counts towards the total number of Transfer Credits accepted by the college (see "Credit for Prior Learning").
- College transcripts and course descriptions in a language other than English must be evaluated by an external transcript evaluation agency and the official evaluation must be submitted to Urban College. The following agencies provide evaluations of non-English transcripts (these services are not free of charge):
 - Scholaro
 - CED
 - WES
 - ECE

Financing and Resources

Financial Services Department

Email: financialservices@urbancollege.edu

Phone: 617-449-7429

<https://www.urbancollege.edu/financial-services-and-funding-options>

Urban College of Boston (URBAN COLLEGE) offers several options to help students fund their education. Depending on the program of study, URBAN COLLEGE offers state, City of Boston, and federal financial aid to all eligible students.

Federal Financial Aid Application

Free Application for Federal Student Aid (FAFSA)

<https://studentaid.gov/h/apply-for-aid/fafsa>

Urban College School Code for FAFSA: 031305

Urban College strongly encourages all eligible students to complete the Free Application for Federal Student (FAFSA) for the appropriate award year. The FAFSA will determine eligibility for need-based aid, such as Pell Grants and Direct Subsidized Loans. In addition, completion of the FAFSA will determine eligibility for non-need-based aid, such as Direct Unsubsidized Loans. The FAFSA can be completed at <https://studentaid.gov/h/apply-for-aid/fafsa> with the Urban College School Code: 031305.

To be eligible for federal financial aid, including grants, loans, and work-study funds, a student must meet certain requirements:

- Be enrolled in a degree or certificate program.
- Be a U.S. citizen or eligible non-citizen.
- Not be in default on federal student loans.
- Possess a High School diploma or equivalent.
- Maintain Satisfactory Academic Progress.

Students will need the following information to complete your FAFSA:

- Their parents' Social Security Numbers (SSNs) if they are a dependent student
- Tax Return Information, including,
 - IRS W-2
 - IRS Form 1040

- Foreign tax return or IRS Form 1040-NR
- Tax return for Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, the Marshall Islands, the Federated State of Micronesia, or Palau
- Records of child support received
- Current balances of cash, savings, and checking accounts
- Net worth of investments, business, and farms
- The student's driver's license number
- The student's A-number if you are not a U.S. Citizen

If students have already have a completed 2024-2025 FAFSA application, they will need to add the Urban College School Code: 031305

Assistance with Financial Aid Application

Urban College Financial Services Department

Email: financialservices@urbancollege.edu

Phone: (617) 449-7429

Urban College staff can assist students who encounter difficulty completing the FAFSA. Students who need assistance can contact Urban College Financial Services Department via email: financialservices@urbancollege.edu or by phone: 617-449-7428

Dependency Status Criteria

The US Department of Education considers the following students to be independent of their parents for the purposes of offering federal financial aid for the 2023-2024 school year (July 1, 2023, through June 30, 2024):

- Students who were born before January 1, 2000.
- Students who are married.
- Students who are veterans of the US Armed Forces*.
- Students who have children, or will have children, if they provide or will provide more than half of the support for the child.
- Students who have dependents (other than a child or spouse) living with them, if they provide more than half of the support for the dependent.
- Students who will be graduate/professional students in 2023-2024.
- Students who are serving on active duty in the US Armed Forces for purposes other than training.
- Students who are or were emancipated minors as determined by a court.
- Students who are orphans or wards of the court or were wards of the court as of age 13.
- Students who are or were in a legal guardianship as determined by a court.

- Students who are or were considered an unaccompanied youth who was homeless on or after May 1, 2022.

*Please answer “no” to the dependency status question for veteran status if you (1) have never engaged in active duty in the US Armed Forces, (2) are currently a Reserve Officers’ Training Corps (ROTC) student, cadet, or midshipman at a service academy, (3) are a National Guard or Reserves enlistee activated only for state or training purposes, or (4) were engaged in active duty in the US Armed Forces but were released under dishonorable conditions.

As the questions above illustrate, financial independence is not one of the criteria used in determining whether a student is considered dependent or independent. Parental data must be provided on the Free Application for Federal Student Aid (FAFSA) for students who are unable to answer “yes” to one of the listed criteria. Urban College of Boston uses the US Department of Education’s definition of dependency status for all federal and state aid programs. Students should refer to the FAFSA for specific details on each of the above criteria or contact the Urban College Financial Services Department for assistance in determining dependency status.

Prior bachelor’s degree

Students who possess a bachelor’s degree prior to enrollment are not eligible for certain grant programs, including the Federal Pell Grant and Federal Supplemental Educational Opportunity Grant.

FAFSA Follow Up

C-Flags, Verification, Unusual Enrollment History

In some instances, the College is required by federal and state regulations to review the student’s FAFSA and confirm the accuracy of the information provided. The College reserves the right to verify any data submitted by applicants or the parents of applicants.

After the FAFSA has been signed, the application is run through a series of database matches, including but not limited to Social Security Administration, National Student Loan Data System, and the Department of Homeland Security. If the student and/or parent does not successfully pass one of the matches, the student and/or parent may be required to submit additional documentation to the

university to verify the accuracy of the data provided on the FAFSA. If additional documentation is required, the student will be notified via email of the documentation requirements.

Failure to submit requested documents may result in a delay or cancellation of a financial aid offer. If during the process, data is found to be incorrect, the data may be corrected, and the financial aid offer revised.

If a student is found to have knowingly submitted falsified or intentionally misleading information, Urban College of Boston shall reserve the right to (1) refuse to offer financial aid or (2) cancel all aid that has previously been disbursed, with all fraudulent information forwarded to the Office of the Inspector General for further investigation.

FAFSA Corrections

Any corrections to a student's FAFSA information will be reported electronically by Urban College of Boston to the Central Processing System (the CPS) for processing. When electronic corrections are made, the school will receive a corrected Institutional Student Information Report (ISIR) and the CPS will notify the student of the corrections electronically via a Student Aid Report (SAR).

Duration & Renewal of Aid

The FAFSA becomes available for the new aid year typically by October 1. By law, the US Department of Education must post the new FAFSA no later than January 1 of the aid year for which it is intended. It is the student's responsibility to complete this application each year to meet any applicable deadlines. Students intending to use financial aid in future terms will need to file a FAFSA that corresponds with the appropriate award year.

Contact the Urban College Financial Services Department for more information on when you should renew your FAFSA.

Cost of Attendance

The cost of attendance (COA) is an estimate of the student's educational expenses for the period of enrollment. For the purposes of Urban College of Boston, the period of enrollment will be one academic year. The COA at the College follows along with federal guidelines for what are considered allowable costs and exceptions to the rules. The components of the COA are tuition, fees, books,

miscellaneous expenses, transportation, and room & board. Currently, the COA will be based on on-campus enrollment, off-campus enrollment, or with-parent enrollment.

For students attending less than halftime, the COA cannot include allowances for miscellaneous expenses. In addition, the financial offer may not exceed the COA for the academic year.

Expected Family Contribution (EFC)

The Expected Family Contribution (EFC) is a measure of a family's financial strength and is calculated according to a formula established by law. It is an index number that the staff at the College will use to determine how much financial aid the student would be eligible for; it is not the amount the student's family are required to pay. The student's taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered are family size and the number of family members who will attend college during the year.

Determining Financial Need

The financial need for the student is determined by a simple formula: COA minus EFC equals the student's financial aid. This number is then used by the College to determine the amount of need-based financial aid the student is eligible to receive. Need-based financial aid includes Direct Subsidized Loans and Federal Pell Grants, as well as Federal Supplemental Educational Opportunity Grants (FSEOG). As the COA cannot be exceeded for the academic year, the financial need also cannot be exceeded within the academic year.

Financial Aid Offer Package

Once the COA, EFC, and financial need are determined, the student will receive the notification of a financial aid offer package electronically. After the student reviews the package, the offer may be reduced or canceled according to request. To complete a request, the student may contact the Financial Services Department at the Urban College of Boston.

Outside Resources

In addition to federal funds in the initial financial aid offer, the student may receive additional outside resources to assist with educational expenses. This additional assistance may include, but is not limited to, employer reimbursement, tuition

waivers, private scholarships, and fellowships. Any outside resource that is used by the student will need to be reported to the financial aid office and be included in the student's financial aid package. If the student fails to inform the school of the additional funds, the student may be required to repay the school or the government all or part of the need-based financial aid package.

If the student's financial aid offer with the outside resources exceeds either the COA or need, the student's financial aid package will be adjusted, even if the financial aid has already been disbursed. Should the additional funds result in a change to a student's financial aid status or eligibility, they will receive notification of the change.

Use of Aid

Funds listed on financial aid offers may be used only for education-related expenses incurred at the College for the respective academic year.

Federal Funds

Pell Grants

Federal Pell Grants are gift aid entitlement grants for eligible students with exceptional financial need. Applicants need to be enrolled in a degree program (associate or certificate) and must not have already earned a bachelor's degree. Students must complete a Free Application for Federal Student Aid (FAFSA) and any required documents to receive a Pell Grant. Pell Grants do not have to be repaid. More details are available on the US Department of Education's Federal Student Aid website: <https://studentaid.gov/understand-aid/types/grants/pell>

Federal Pell Grant Lifetime Limit

An eligible Federal Pell Grant recipient has a lifetime limit of 12 full-time semesters or six full years of eligibility. This federal policy is retroactive to whenever a student first received a Federal Pell Grant and includes payments received at colleges or universities that the student attended prior to Urban College.

Federal Supplemental Opportunity Grant

Federal Supplemental Opportunity Grants (FSEOG) is a campus-based federal grant program with awards ranging from \$100 to \$300 per year, depending on demonstrated need and availability of funds. Grants are awarded to students with exceptional financial need, and typically to students receiving Federal Pell Grants.

Iraq and Afghanistan Service Grant

A student may be eligible to receive the Iraq and Afghanistan Service Grant if they are not eligible for a Pell Grant, and their parent or guardian was a member of the US Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001. Additional rules require the student to be under 24 years old or enrolled in college at least halftime at the time of the parent or guardian's death.

Children of Fallen Heroes Scholarship

A student may be eligible to receive the Children of Fallen Heroes Scholarship if the following terms are met: the student is eligible for a Pell Grant and the student must have been less than 24 years of age or enrolled at an institute of higher education at the time of their parent's or guardian's death. The student becomes eligible if the parent or guardian died in the line of duty as a result of service while performing as a public safety officer or military service person. Unlike the Iraq and Afghanistan Service Grant, a student is not eligible for this scholarship if they are not Pell Grant eligible.

Federal Work-Study

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

Urban College Work-Study students earn at least the current federal minimum wage. However, students may earn more depending on the type of work that they do, and the skills required for the position.

A total work-study award depends on:

- when a student applies
- their level of financial need, and
- The College's funding level.

Students cannot work as many hours as they like, as the amount a student earns can't exceed their total Federal Work-Study award. When assigning work hours, the

employer or the College's financial aid office will consider a student's class schedule and academic progress. Please email studentservices@urbancollege.edu or call 617-449-7380 for more information about the Federal Work-study program.

Disclaimer

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

Education Loans

Direct Loans

These are fixed-rate student loans for undergraduate and graduate students to help pay for the cost of their education. The lender of the loan will be the US Department of Education. The Direct Student Loan programs offer the following types of loans for students in eligible programs:

Direct Subsidized Loan

Available to eligible undergraduate students who demonstrate financial need. The US Department of Education pays the interest on a Direct Subsidized Loan while the student is in school at least halftime, and for the first six months after the student leaves the institution.

Direct Unsubsidized Loan:

Available to eligible undergraduate and graduate students. In order to be eligible, the student does not need to demonstrate financial need. Unlike the Direct Subsidized Loan, the interest begins accruing once the loan disburses on the student's account. Repayment of the loan begins six months after a student is no longer maintaining a minimum enrollment status of halftime.

*Grace Period

For Direct Subsidized and Unsubsidized loans, the grace period is the period of time after the student graduates, leaves school, or drops below half-time enrollment. During this time, the student is not required to make payments. You are not required to apply for a student loan, but should you decide to, students must complete the Master Promissory Note (MPN).

Federal Direct Loan Lifetime Limits

All student types are subject to aggregate lifetime borrowing limits. Please see the chart below:

Academic Career	Maximum Subsidized	Maximum Unsubsidized	Combination Subsidized and Unsubsidized
Dependent Undergraduate	\$23,000	\$8,000	\$31,000
Independent Undergraduate	\$23,000	\$34,000	\$57,000
Graduate Level (includes UG loans)	\$65,000*	\$73,000	\$138,000

*As of the 2013-2014 award year, graduate students are no longer eligible to borrow Direct Subsidized Loans

Disbursement of Federal Financial Aid Funds

After confirming enrollment and attendance, Urban College credits all available financial aid funds (excluding Federal Work-Study) to the eligible charges on the student's account. Eligible charges include tuition and any associated fees. Once the charges are covered, any remaining financial aid funds will be released to the student in the form of a refund in the manner that complies with the Department of Education's requirements for refunding federal financial aid. All refunds are paid to the student via a check mailed to the student. If subsequent charges occur on the student's account after a refund is processed in a given semester, the student will be responsible for these new charges.

In the event that noneligible financial aid funds are disbursed in error, the student agrees to repay the full amount to Urban College of Boston. If a mistake was made, whether by the student, the College, or another agency, federal regulations require that the mistake be corrected, and funds returned.

Financial Aid Enrollment Status

As mandated by the US Department of Education, for financial aid purposes, only courses that are considered a requirement to complete the program can be included when the financial aid office determines the student's enrollment status.

For repeat coursework, students may retake coursework until they receive a grade above an F. If a student passes a course but would like to receive a higher grade or

it is required by their program, the student may retake the course one time while receiving financial aid.

The student's financial aid eligibility is based on two parts: enrollment status and participation. The student's enrollment status is reviewed at the time of disbursement and throughout the given term of enrollment. The student's participation is defined as the submission of a graded project or discussion, for online forums. The student must participate in any given class to receive disbursement.

Loan Counseling and Federal Student Loan Repayment Options

Entrance Counseling

Federal law requires any students who have not previously received a subsidized or unsubsidized loan (or PLUS Loan) to complete Entrance Counseling. The purpose of completing this process is to gain a greater understanding of the student's rights and responsibilities in borrowing through the Direct Loan program. While completing entrance counseling, the student will learn about what a Direct Loan is, how the loan process works, how to manage educational expenses, other financial resources, and what repayment programs are available. Entrance Counseling can be completed online at studentaid.gov. Or through the Urban College Online Financing Portal.

Financial Awareness Counseling

Unlike Entrance Counseling, Financial Awareness Counseling is not a requirement by federal law. However, Urban College encourages all students to complete Awareness Counseling routinely to stay up to date with Direct Loan information. This counseling includes topics such as understanding your loans, managing spending, repayment plans, avoiding default, and how to make finances a priority. Financial Awareness Counseling can be completed online at studentaid.gov.

Exit Counseling

Like Entrance Counseling, Exit Counseling is a federal requirement of all students who received subsidized, unsubsidized, or PLUS loans under the Direct Loan Program or the Federal Family Education Loan (FFEL) Program to complete once the student graduates, leaves school, or drops below half-time enrollment. As part of the Exit Counseling requirements, the student will be reminded of their obligations to repay, along with other information on deferment, forbearance, avoiding default, and how to make finances a priority.

Students at the College will receive an Exit Counseling Packet via their Urban College email if they withdraw or graduate. Borrowers of Federal Direct or Graduate PLUS loans can also complete the online Exit Counseling requirement at studentaid.gov.

Federal Loan Repayment Options

Loan Repayment Responsibility

It is the responsibility of the student borrower to repay student loans. This is true even if financial circumstances become difficult. Students are encouraged to understand their repayment options should they choose to borrow federal direct loans to cover the cost of their tuition. Borrowers can find several repayment options at studentaid.gov.

Prepayment of Student Loans

There are no penalties for paying on student loans prior to repayment or making larger monthly payments than is required. By doing this, the student will reduce the total interest applied to the loans and will pay less over the repayment period. Students are encouraged to understand their repayment options should they choose to borrow federal direct loans to cover the cost of their tuition. Borrowers can find several repayment options at studentaid.gov.

Federal Student Aid Loan Simulator

To help students review and compare loan repayment options, Urban College encourages all students to use the Federal Student Aid Repayment Estimator to see what options will fit for their financial circumstances. The Federal Student Aid Repayment Estimator will allow students to make use of an interactive online tool to look through the above repayment options. It can be found online at <https://studentaid.gov/loan-simulator/>

Deferment

A deferment is a period during which payments of principal are postponed. No interest accrues on Direct Subsidized loans. Interest is charged on Direct Unsubsidized Loans and may be paid or allowed to accrue and capitalize. Borrowers must meet specific eligibility criteria and request the deferment from their lender(s).

Forbearance

Forbearance is defined as a period in which your monthly loan payments are temporarily suspended or reduced. It is important that the student works hand in hand with their lender to obtain a grant of forbearance if the student is unable to make loan payments due to certain types of financial hardships. During the time of forbearance, principal payments are postponed but interest will continue to accrue.

Visit <https://studentaid.gov/h/manage-loans> to learn more about the payment plans, payment deferment, and payment forbearance options that are available.

Return of Title IV Funds

Return of Title IV funds requirements apply to a Title IV grant and/or loan recipient or eligible recipient who withdraws or ceases attendance from Urban College of Boston before completing the payment period.

The payment period is the academic period established for which financial aid is offered and disbursed. Students are encouraged to learn and understand their program's payment period definition.

URBAN COLLEGE will perform a Return to Title IV calculation and notify the student of any Federal Student Aid (FSA) fund return within 30 days of the date of withdrawal or the last date of attendance.

URBAN COLLEGE has 45 days from the date of determination that the student withdrew to return all unearned FSA funds that it is responsible to return.

URBAN COLLEGE divides the number of days attended for the student (numerator) by the number of days scheduled in the period (denominator), excluding breaks of five days or more. Once this calculation is completed, it will show the percent of earned aid. However, if the student has earned greater than 60% of the payment period, they are considered to be 100% earned.

The percent earned multiplied by the total federal aid (grants and/or loans) for the payment period is the amount the student earned based upon their withdrawal date or last date of attendance. If this amount is greater than what was actually disbursed, then Urban College of Boston will offer the student a post-withdrawal disbursement, provided the funds meet the conditions for a late disbursement. If the amount that was actually disbursed is greater than the amount earned, the excess is considered unearned federal aid.

The College will return a portion of any unearned FSA based upon the student's institutional charges for the payment period. Institutional charges will include tuition. The total amount of institutional charges is multiplied by the percent earned to determine the unearned amount of institutional charges. The College will return the lesser of the unearned institutional charges or the total amount unearned.

Return of Funds

The College will return FSA to the programs from which the student received aid during the payment period in the following order, up to the net amount disbursed from each source:

- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Direct PLUS Loan
- Federal Pell Grant*
- Federal Supplemental Education Opportunity Grant (FSEOG)
- Iraq and Afghanistan Service Grant*

*There is a 50% grant protection allowance for the student built into the Return to Title IV calculation. Students are also not required to return unearned funds of \$50 or less for Title IV grant programs.

Students are responsible for immediate payment on account balances that are a result of a Return to Title IV calculation.

Within the Return to Title IV calculation, there is also an amount of unearned Title IV aid due from the student.

Title IV grant funds are typically repaid by the College and the student is responsible for payment to the University. The College will waive any grant repayment and will not report an overpayment for any affected individual covered by the HEROES Act.

Direct Loans are to be repaid in accordance with the terms and conditions outlined in the student's signed Master Promissory Note (MPN).

Post-Withdrawal Disbursement

There may be an instance of a student who is subject to a return of unearned aid as a result of a Return to Title IV calculation but may also be eligible to receive a portion of earned, but undisbursed aid. In this case, the student must decide if they would like the post-withdrawal disbursement of aid applied to their account. Post-withdrawal disbursements fall into two categories when it comes to authorization: (1) grants do not require authorization, while (2) Direct Loan funds require student authorization.

Student Financial Services will notify the student in writing if they are eligible for any Direct Loan post-withdrawal disbursement. In order to receive the post-withdrawal disbursement, the student must sign and return the authorization letter within fourteen (14) days of the date of the notice. The Direct Loans are to be repaid in accordance with the terms and conditions outlined in the student's signed Master Promissory Note (MPN).

Return of Title IV Fund Requirements

Return of Title IV funds requirements do apply to a student who:

- Officially withdraws during a payment period; or
- Unofficially withdraws during a payment period (student stops attending without providing notification to the university); or
- Ceases attendance during a payment period

Return of Title IV funds requirements do not apply to a student who:

- Graduates during a payment period; or
- Successfully completes 49% (a non-rounded percentage) of a payment period that is constructed of modules (successful completion equates to earning a passing grade); or
- Withdraws from some classes but remains enrolled in other courses during the same payment period at Urban College of Boston, or
- Never attended any classes, or for whom Urban College cannot document academic engagement in at least one class for the payment period or period of enrollment. If the student never attended any classes or Urban College cannot document the student's academic engagement in at least one class, the student did not establish Title IV eligibility for the payment period and all funds must be returned.

State Financial Aid

MASSGrant

The MASSGrant Program is funding awarded by the Commonwealth of Massachusetts to eligible full-time students; these grants do not have to be repaid. Massachusetts part-time Grants are awarded by the College to eligible students who complete at least 6 but fewer than 12 credit hours for the Fall and Spring terms; these grants are estimated to be from \$125 to \$400 for fall and spring and do not have to be repaid. More information is available online:

<https://www.mass.edu/osfa/programs/massgrant.asp>

Students must complete a Free Application for Federal Student Aid (FAFSA) by the deadline to be considered.

State of Massachusetts Early Childhood Educators (ECE) Scholarship

The ECE Scholarship “is designed to provide financial assistance for currently employed early childhood and “out of school time” educators and providers who enroll in an associate, bachelor's or master's degree program in Early Childhood Education or related programs.” More information is available online:

<https://www.mass.edu/osfa/programs/earlychildhooded.asp>

Students must complete a Free Application for Federal Student Aid (FAFSA) and the ECE application by the deadline to be considered.

Special Assistance Funding

City of Boston Financial Aid

Tuition-Free Community College Expansion Program

Contact Information

Urban College Admissions

Email: financialservices@urbancollege.edu

Phone: (617) 449-7428

This City of Boston program covers up to three years of tuition and fees for eligible students. In general, students are eligible if they have received their high school credential (diploma, HiSET, or GED), and are a City of Boston resident. The program covers a \$250 stipend per semester, tuition, and fees costs until December 2026 and up to \$2500 in past due debt from a partnering institution. Please speak with an Admissions Officer at Urban College or call Urban College Financial Services

department for more information. Students must complete a Free Application for Federal Student Aid (FAFSA) by the deadline to be considered.

The City of Boston Tuition-Free plan details are available for students to review: <https://www.boston.gov/departments/workforce-development/tuition-free-community-college-plan>

Urban College of Boston Institutional Aid

Urban College awards financial assistance in the form of institutional aid up to a maximum of \$200 per course to eligible students. **These funds are considered a grant and do not need to be repaid.**

- Students who receive Pell, FSEOG, or MASS Grant awards and still have a balance will have their remaining tuition covered by institutional aid.
- Students who receive only partial Pell, FSEOG, or MASS Grant awards can apply to have institutional grants applied to their remaining balance.
- Students who are not eligible for Federal Financial Aid or other State/City grant programs must apply for the institutional grant to cover a portion of their tuition.
- To apply for this grant, students must complete the Institutional Grant Application.

Private Funding

Employer Support

Many employers pay for some or all the cost of their employees' courses. Students should check with their employer to see if this is an option.

Student Payment Plans

Urban College allows students to make payment arrangements for tuition that they cannot pay in full up front. These payment plans allow students to pay on tuition balances over the course of the semester.

For paying through employer support or by setting up Student Payment Plans, contact Urban College Business Office.

Email: studentpaymentplans@urbancollege.edu

Phone: (617)449-7430

Tuition and Fees

Urban College Business Office

Phone: (617) 449-7430 or (617) 449-7428

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

Student Accounts and Payment Procedures

- When a student registers for a course, they are responsible for paying in full all tuition and fees by the established due date.
- Tuition and fees are expected to be paid in full at the time of registration or by the establishment of a payment plan with payment to be paid by the due date.
- The College accepts cash, checks, money orders, all major credit/debit card(s), and requests for billing from the student's employer. To pay by phone, please call the business office. To pay via a check or a money order, mail a check or a money order to Urban College of Boston Business Office, 2 Boylston Street, 2nd Floor, Boston MA 02116.

Tuition

Per Credit Hour	Per 3-Credit Course
\$317	\$951

Fees

Fee	Details	Amount
Transcript	The first official transcript	Free
	Each subsequent official transcript	\$6/transcript
Returned checks	If checks made to Urban College are returned due to insufficient funds	\$25/check
Replacement Diploma	One replacement diploma. Contact registration@urbancollege.edu to request. Students should include their name (at the time of graduation), semester and year of award, Student ID	\$29.95 (includes standard shipping and handling)

	Number, credential awarded, and contact information.	
Transcript Review	No charge	Free
Portfolio evaluation for Credit-for-prior learning (CPL)	A nominal fee for portfolio evaluation is charged. Contact an academic advisor.	\$50 (non-refundable)
Health Insurance (can be waived)	Full year coverage starting with the fall semester	Varies
Health Insurance (can be waived)	Half year coverage starting with the spring semester	Varies

The College reserves the right to adjust tuition, fees, or schedules as necessary.

Tuition and Fees Nonpayment, Financial Holds, and other implications

Students are advised to keep their student account free of outstanding balances and follow the payment plan schedule. Outstanding balances can create barriers for students' own progress through college as follows:

- The College reserves the right to drop students from their classes for nonpayment. Late payments may prevent a student from reentering a class from which they were dropped if the class is full.
- The College may place a financial hold on a student account with outstanding balance from a previous semester that may prevent the student from registering for classes.
- Students will be allowed to register for the next semester after outstanding balances have been paid in full.

Registering for Classes

Registrar's Office

Email: registration@urbancollege.edu

Phone: 617-449-7070

<https://www.urbancollege.edu/course-registration>

New students are advised to consult the College website frequently to find the latest information about information sessions, orientations, and class schedules. Registration for courses occurs several weeks before classes begin. New students are required to attend orientation. At orientation, students are counseled about the various policies and procedures that are deemed critical to their studies and educational success. There is also an opportunity to meet key administrative staff who will be involved in the students' education.

Students are advised to review program requirements and consult their academic advisor several weeks in advance of the semester's start. The schedule of courses for each semester can be found on the College's portal

(<https://portal.urbancollege.edu/GENSRsC.cfm>).

- Each semester, students can choose to be full-time or part-time. Full-time is defined as a course load of 12 or more credits (four 3-credit courses).
- To register for English and Math classes, students must first participate in a one-time layered intake assessment.

Students must resolve any financial hold(s) on their Urban College student account before they can register for a class at Urban.

New Degree or Certificate-seeking Students:

1. Complete the Urban College admissions application.
2. Submit high school transcript, a copy of high school diploma, or GED certificate.
3. Apply for Financial Aid, if necessary. For information, review Financial Assistance guidelines.
4. Satisfy English placement requirements or provide appropriate documentation, such as official transcripts documenting the completion of college-level English or math.
5. Meet their advisor, review course schedules, and sign up for classes.
6. Pay tuition and fees for their classes or arrange a payment plan.
7. Attend student orientations or information sessions as required.

8. Access their Urban College email, Learning Management System (Brightspace), and Student Information System (SONIS) for student records.
9. Start attending classes.

Currently Enrolled Students:

1. Meet their advisor, review course schedules, and sign up for classes.
2. Pay tuition and fees for classes or arrange a payment plan.
3. Start attending classes.

Nonmatriculated students:

1. Satisfy English placement requirements or provide appropriate documentation such as official transcripts documenting completion of college-level English or math.
2. Pay tuition and fees for classes or arrange a payment plan.
3. Start attending classes.

Academic Programs

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

With these goals in mind, Urban College ensures that all curricula are consistent, integrated, and aligned with workforce and transfer needs. Building on the strengths that every student brings to the classroom, faculty at Urban College use instructional methods and teaching practices that recognize and value different abilities and learning styles; incorporate active and collaborative learning; promote strong academic and critical thinking skills; and ensure the application of knowledge gained.

The Associate of Arts Degree

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

General Education Core

The General Education Core at Urban College includes courses in psychology, humanities, social sciences, natural sciences, computer applications, and mathematics. Students are also required to take two courses in College Writing and one in Speech Communication. All associate degrees require 33 credits in General Education.

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

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

- Utilize quantitative and qualitative reasoning or computational skills to make informed decisions.

Internships

Some degree programs include up to two 3-credit internship courses. Internship placements are directed by an onsite supervisor and are supported by a concurrent seminar at Urban College. Internships help assess professional capabilities and career readiness, apply acquired knowledge and skills in the workplace, and produce a product or portfolio as evidence of professional experience.

The Early Childhood Internship courses require students to spend at least 15 hours per week in a licensed early childhood program.

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

Electives

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

Certificate Programs

Urban College of Boston offers certificate programs that help prepare students for the workforce and further educational opportunities. Certificate program credit and other requirements range from 21 credits (7 courses) to 27 credits (9 courses).

Specific course requirements for each certificate can be found in the college catalogue and each certificate's coursework can be applied toward an associate degree.

Approach to English Language Learning

Urban College serves a diverse community of learners, many of whom are English language learners. The College has adopted an inclusive approach by translating a limited number of Urban College classes in languages other than English. This allows students to take classes in their native language while progressing through a sequence of English for Speakers of Other Languages (ESOL) classes.

Some restrictions may exist:

1. Not all programs or courses will be translated into languages other than English and Urban College students are strongly encouraged to complete English course requirements as early as possible in their program of study.
2. Students who receive placement in English courses ENG096, ENG097, or ENG098 must complete the English course sequence by the time that they complete 30 credits.
3. Students taking courses in languages other than English must take a minimum of one English (ENG) course for every two non-English courses they take.

Through a strengths-based, scaffolded approach, Urban College English courses focus on listening, speaking, reading, writing, and incorporating lessons and activities that provide students the opportunity to build college level skills such as presenting, reflecting, discussions, and writing at a college level. In teaching reading and writing as processes, students gain the critical thinking skills and strategies necessary to successfully complete college level work and apply what they have learned to courses across the curriculum. The College's ESL and developmental classes scaffold material from the sentence and paragraph level to the formal essay, referencing texts that students need to succeed in College Writing I and II and in future courses and their careers.

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

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

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

Associate of Arts in Early Childhood Education

The Early Childhood Education program provides the theoretical knowledge and practical experience that is 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 early childcare programs. Transfer agreements with other colleges allow students to continue their education in this important career field.

Course	Title	Credits
	General Education Requirements	
ENG 111	College Writing I	3
COM 111	Speech Communication	3
PSY 100	General Psychology	3
ENG 112	College Writing II	3
HUM ***	Humanities Elective	3
HUM ***	Humanities Elective	3
HUM/SOC ***	Humanities/Social Science Elective	3
SOC 202	Cultural Aspects of Families and Children	3
NTS ***	Natural Science Elective	3
MAT ***	College Math Elective	3
CIS ***	Computer Information Systems Elective	3
	Program Requirements	
ECE 104	Child Growth and Development	3
ECE 105	Observing Recording and Assessing	3
ECE 106	Guidance and Discipline	3
ECE 107	Early Childhood Curriculum	3
ECE 110	The Exceptional Child	3
ECE 231	Internship I	3
ECE 232	Internship II	3
	Elective	3
	Elective	3
	Total Credits	60

Early Childhood Education Requirements

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

Offender Registry Information (SORI) check before they can enroll in an ECE internship course.

Program Learning Outcomes:

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

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

Early Childhood Education Certificate (Preschool OR Infant Toddler Focus) - English and Bilingual

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

The URBAN COLLEGE Early Childhood Education Bilingual Program

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

Early Childhood Education (Preschool or Infant Toddler Focus) Bilingual Requirements

1. Program concentration courses must be completed in Spanish or Mandarin.
2. General education courses must be taken in English.

Course	Title	Credits
	General Education Requirements	
ENG111	College Writing I	3
	Program Concentration Requirements	
ECE104	Child Growth and Development	3
ECE105	Observing and Recording	3
ECE106	Guidance and Discipline	3
ECE110	The Exceptional Child	3
	Focus Area Requirement	
ECE107 OR ECE114	Early Childhood Curriculum OR Infant Toddler Curriculum	3
	Program Electives**	9
	Total Credits	27

** Program Electives - Choose from the list: COM111 Speech Communication, SOC202 Cultural Aspects of Families and Children, PSY100 General Psychology, HUS103 Introduction to Human Services, ECE119CDA Introduction to CDA, ECE120 Professional CDA – Resource File Development, ECE123CDA Competency Standards Review and Resource File Development, HUS204 Child Welfare and Family Law, ECE213 Caring for the Social and Emotional Wellbeing of Children, and ECE214 Early Intervention (0-3).

Associate of Arts in General Studies

Through a blend of general education core courses and electives aligned with individual aspirations, the General Studies program provides students the opportunity to plan, analyze, and execute their individual career and education goals. Transfer agreements with other colleges allow students to continue their education. Students may also go on to employment.

Course	Title	Credits
	General Education Requirements	
ENG 111	College Writing I	3
COM 111	Speech Communication	3
PSY 100	General Psychology	3
ENG 112	College Writing II	3
HUM ***	Humanities Elective	3
HUM ***	Humanities Elective	3
HUM/SOC/NTS/MAT ***	Humanities/Social Science/Natural Science or Math Elective	3
SOC 202	Cultural Aspects of Families and Children	3
NTS ***	Natural Science Elective	3
MAT ***	College Math Elective	3
CIS ***	Computer Information Systems Elective	3
	Program Requirements	
PRO 101	Professional Seminar I	3
PRO 201	Professional Seminar II	3
	Program Elective*	3
	Program Elective*	3
	Elective (area of study 1)**	3
	Elective (area of study 2)**	3
	Elective (area of study 3)**	3
	Elective	3
	Elective	3
	Total Credits	60

*Program Electives: courses taken in student's area of interest.

**Choose any three areas of study for electives: CRC, CIS, ECE, HUM, HUS, MAN, MAT, NTS, SOC

Mathematics: Any 100-level or higher-level MAT course

Program Learning Outcomes:

Upon successful completion of all General Studies degree program requirements, graduates will be able to:

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

General Studies Certificate

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

General Studies Requirements

Course	Title	Credits
	General Requirements	
ENG111	College Writing I	3
COM111	Speech Communication	3
PSY100	General Psychology	3
PRO101HS	Professional Development Seminar I	3
	Program Concentration Requirements	
	Electives**	9
	Total Credits	21

**Elective(s): Choose three courses from at least one of the listed areas: Humanities (HUM), Natural Sciences (NTS), Management (MAN), Early Childhood Education (ECE), Human Services (HUS), Clinical Research Coordination (CRC), Computer Information Systems (CIS), Mathematics (MAT), and Sociology (SOC).

Associate of Arts in Human Services Administration

The Human Services Administration Program at the College prepares students for transfer and employment in social service agencies, schools, and other organizations. The well-planned program of study provides a unique combination of college coursework and human services field experience, which is valued by employers. Graduates can pursue a 4-year degree at a transfer institution in a human services field of study.

Course	Title	Credits
	General Education Requirements	
ENG 111	College Writing I	3
COM 111/COM 112/COM 113	Speech Communication	3
PSY 100	General Psychology	3
ENG 112	College Writing II	3
HUM ***	Humanities Elective	3
HUM ***	Humanities Elective	3
PSY 115	Counseling Methods and Interviewing Techniques	3
SOC 202	Cultural Aspects of Families and Children	3
NTS ***	Natural Science Elective	3
MAT ***	College Math Elective	3
CIS ***	Computer Information Systems Elective	3
	Program Requirements	
HUS 103	Introduction to Human Services	3
HUS 241	Case Management	3
HUS/SOC***	Human Services/Social Science Elective*	3
PRO 101HS	Professional Seminar I	3
PRO 201HS	Professional Seminar II	3
PRO 102HS	Internship	3
	Elective	3
	Elective	3
	Elective	3
	Total Credits	60

Human Service Administration Requirements

In order for a student to be eligible to participate in an academic, community, or clinical program that involves potential unsupervised contact with children, the

disabled, the elderly, or other vulnerable populations, the student may be required to undergo a Criminal Offender Record Information (CORI) check and/or a Sex Offender Registry Information (SORI) check.

*Human Services or Social Science Electives for AA in Human Services Administration and Certificate in Human Services:

- PSY104 – Human Behavior in the Social Environment
- PSY105 – Psychology of Aging
- PSY222 – Special Topics in Psychology
- SOC101 – Introduction to Sociology
- SOC121 – Social Problems
- SOC202 – Cultural Aspects of Families & Children
- SOC203 – Introduction to Criminal Justice
- SOC207 – Law, Justice and Society
- SOC208 – ECE Systems and Policy in the Time of COVID-19
- HUS106 – Concepts and Practices in the Eldercare Network
- HUS203 – Foundations in Community Advocacy
- HUS204 – Child Welfare and Family Law
- HUS205 – Community Advocacy: From Knowledge to Action
- HUS206 – Community Advocacy: Internship
- HUS222 – Special Topics in Human Services Administration
- ECE104 – Child Growth and Development (Prenatal to Age Eight)
- ECE110 – The Exceptional Child
- ECE131 – Nutrition, Health and Safety for Young Children
- ECE213 – Caring for the Social and Emotional Development of Infants & Toddlers (0- 3)
- COM112 – Speech Communication for Health Professions
- COM113 – Communication and Conflict in the Helping Professions

The course must not be used to satisfy another program requirement. Alternative electives may be approved by the Human Services Program Chair.

Program Learning Outcomes:

Upon successful completion of all Human Services degree program requirements, graduates will be able to:

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

Case Management Certificate

The Case Management Certificate equips students with the essential skills and knowledge required to excel in entry-level case management positions within social service agencies. Designed for both aspiring professionals and current practitioners seeking career advancement, this program provides a comprehensive framework for delivering effective and compassionate support to individuals, families, and communities through a combination of theoretical foundations and practical experience.

Program Requirements

Course	Title	Credits
	General Requirements	
ENG111	College Writing I	3
PSY100	General Psychology	3
PSY115	Counseling Methods and Interviewing Techniques	3
	Program Concentration Requirements	
PRO101HS	Professional Development Seminar I	3
HUS103	Introduction to Human Services	3
HUS241	Case Management	3
PRO102HS	Internship I HS	3
	Total Credits	21

Clinical Research Coordination Certificate

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

Program Requirements:

- Students must place at or above ENG101 Academic English to satisfy program requirements.
- Students are required to attend an orientation prior to the start of CRC101 to remain in the program.

Course	Title	Credits
	General Requirements	
ENG111	College Writing I	3
COM112	Speech Communication for Health Professions	3
	Program Concentration Requirements	
CRC101	Clinical Research Coordination I	3
CRC131	CRC Professional Seminar I	3
CRC102	Clinical Research Coordination II	3
CRC132	Professional Seminar II	3
CRC231	CRC Internship	3
	Total Credits	21

Human Services Certificate

The Human Services Certificate focuses on workforce development, equipping students with the generalist skills and practical knowledge required to excel in the human services profession in their home communities and the wider United States. Whether new to the field or holding prior human services/social work degrees from other countries, this program offers a robust foundation in understanding U.S. human services systems, social problems, and culturally responsive practices.

Upon graduation, students are well-prepared for entry-level positions in a wide range of human services agencies, such as YMCAs, Boys and Girls Clubs, community centers, vocational programs, schools, residential programs, and day treatment programs. Potential job titles include case manager, outreach worker, advocate, crisis counselor, and residential counselor.

Program Requirements

Course	Title	Credits
	General Requirements	
ENG111	College Writing I	3
COM111	Speech Communication	3
PSY100	General Psychology	3
	Program Concentration Requirements	
PRO101HS	Professional Seminar I	3
HUS103	Introduction to Human Services	3
HUS241	Case Management	3
HUS/SOC***	Human Services/Social Science Elective	3
	Total Credits	21

Non-matriculation Option (Professional Studies)

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

Course Descriptions

How to read course descriptions and requirements:

Course designation: Course designation begins with a capitalized abbreviation that designates the subject area followed by the course number and title.

Prerequisite(s): Coursework to be completed and/or requirements required before taking the course; not every course may have a prerequisite.

Corequisite(s): Course(s) that must be taken in the same term.

Course description: The course description outlines the topics covered in the course.

Credits: Number of credits awarded upon completing the course.

COM113 - Communication and Conflict

This course introduces students to theories and approaches for addressing conflict during communication interactions at work, home, school, and the community.

Students in this course will compare different communication styles and approaches and assess their effectiveness in conflict interactions. Major topic areas include defining conflict, comparing approaches to address conflict, identifying stakeholder interests and goals, power and culture, process and planning for effective communication, listening and speaking, and applying different models for addressing conflict. **3 Credits**

Prerequisite: Placement in ENG101 or higher.

This is followed by a course description consisting of several topics that describe what students can expect to learn by taking COM113. The course description followed by the number 3 followed by the word “credits” which states the number of credits awarded upon completion of the course. The prerequisite is the placement in “ENG101 or higher,” which means that the student will need to have taken a placement assessment and demonstrated placement in an English course with the code ENG101 or ENG 111.

Course Descriptions

Art

ART202 – Art Through a Child’s Eyes

This course focuses on the imaginative and creative processes of young children. Students will have the opportunity to learn more about the creative art process in children and how to plan, implement, and evaluate developmentally appropriate activities for young children in the creative arts. During this class, students will be asked to think of the world of art through a child’s eyes. Selecting suitable materials, working with various art media, and developing creative expression are incorporated into this course. **3 Credits**

ART207- Drawing From Observation

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

ART222 – Special Topics in Art

Topics will be announced in the course schedule. **3 Credits**

Clinical Research Coordination

CRC101- Clinical Research Coordination I

This introductory course will provide a broad overview of clinical research. We will examine the difference between “clinical research” and “clinical trial”. We will also examine the process from preclinical studies to the different phases of a clinical trial. Additional topics include historical events that led to current regulations governing clinical trials, such as the informed consent, research, and medical terms that are encountered routinely; health administration; and billing for research and developing budget proposals. Effective communication practices for clinical research coordinators will also be addressed. This class is only open to students in the CRC certificate program. **3 Credits**

CRC102 – Clinical Research Coordination II

This course explores core competency domains and examines a variety of subjects including the processes and essential components of a protocol in depth, elements of informed consent, and the types, roles, jurisdiction and submission requirements for Institutional Review Board review. This course will also teach important skills for

a good coordinator, including how to build a compliant regulatory binder; how to maintain master trial files, electronic and paper binders; and understanding source documentation. In addition, students will complete the Human Subjects Protection training, CITI, and Good Clinical Practice and be certified in the same. This class is only open to students in the CRC certificate program. **3 Credits**

Prerequisites: CRC101, CRC 131, ENG 111

CRC131 - Professional Seminar I for Clinical Research Coordinators

This course will equip students with the academic, personal, cultural, and professional management tools to effectively complete the CRC Program and prepare them to enter the clinical research workforce. The seminar will cover a variety of topics such as academic transition and personal reflection, cultural competency, professional communication, research methods and technology, presentation and communication, and time management. This course is only open to students enrolled in the CRC certificate program. **3 Credits**

CRC132 –Professional Seminar II for Clinical Research Coordinators

This course focuses on advanced professional development, additional instruction on clinical research trials, and reflection on students' internship experiences. This course will build on CRC131 to ensure that students are prepared to apply for clinical research coordinator positions upon the conclusion of the program. This course is only open to students enrolled in the CRC certificate program. **3 Credits**

Prerequisites: CRC 101, CRC131, ENG 111

CRC231 - CRC Internship

Students will be placed in an internship in a local academic medical center, where they will have the opportunity to explore, apply, and reflect on the topics and skills that they have learned in the CRC certificate coursework. This course is only open to students enrolled in the CRC certificate program. **3 Credits**

Prerequisites: CRC101, CRC131, ENG111, CRC102, and CRC 132 as well as the timely completion of all applications, hiring, and onboarding paperwork that are required by the internship site.

Computer Information Systems

CIS100 – Computer Basics

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

CIS101 – Introduction to Computer Applications

This introductory course will provide students with the core concepts needed to utilize word processing skills, presentation skills, and spreadsheet skills. Word processing skills will include creating documents, formatting text, and editing documents. Presentation skills will include creating slideshows with themes, transitions, and animations. Spreadsheet skills will include creating spreadsheets using simple formulas, complex formulas and inserting charts. These skills will provide students with a solid foundation in computer literacy that can be used to enhance their academic excellence or in their employment, including for those that decide to run their own business/childcare. This course includes discussions of fundamental, current, and new technologies. Students will utilize the internet to access online resources such as professional information, training, licensure, marketing, and record-keeping. Students will expand their knowledge on the use of applications such as some of the applications in Microsoft Office and Google Workspace.” **3 Credits**

It is strongly recommended that students have at least one year of experience using computer programs such as Microsoft Word, Excel, and PowerPoint. Students may also complete CIS 100 to prepare for this course. Students in this course must have access to the internet and access to a desktop or laptop computer.

CIS102 – Effective Use of the Internet

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

Prerequisite: CIS 100 or CIS 101

CIS105 – Using Technology/Family Childcare Business

Students will learn to use various technology to enhance the running of their childcare businesses or classrooms. Each student will learn how to access the resources of the Massachusetts Department of Early Education and Care (DEEC) for professional information, training, licensure, etc. Marketing, record-keeping, and the use of the Internet to locate materials and professional resources will be tailored to the needs of each individual student. Students in this course must have internet access and a computer or laptop. **3 Credits**

Prerequisite: Placement in ENG101 or higher.

CIS222 – Special Topics in Computer Information Systems

Topics will be announced in the course schedule. **3 Credits**

Communication

COM111 – Speech Communication

Students will learn the fundamentals of speech communication. They will listen to, deliver, discuss, and respond to presentations of increasing complexity. Emphasis will be placed on organization of introduction, body and conclusion; development of main points; analysis of effective supporting materials; and elements of speech delivery, including effective verbal and nonverbal aspects of communication. Students will demonstrate an ability to evaluate an oral presentation through a public speaker critique. **3 Credits**

Prerequisite: Placement in ENG 111.

COM111L – Speech Communication: ESOL

Designed for students who speak English as a Second or Other Language, this course will teach students the basic principles of speech communication. They will listen to, deliver, discuss, and respond to presentations ranging from short talks on personal topics to academic topics and debates, learning to construct effective introductions, main points and conclusions. Emphasis will be placed on elements of speech delivery, including effective verbal and nonverbal aspects of communication and the differences between cultural communication styles. In addition, this course focuses on vocabulary and pronunciation activities in the classroom and as homework assignments. **3 Credits**

Prerequisite: Placement in ENG101 or higher.

COM112 - Speech Communication for Health Professions

Students will learn the fundamentals of speech communication in health contexts. They will listen to, deliver, discuss, and respond to presentations of increasing complexity. Emphasis will be placed on organization of introduction, body and conclusion; development of main points; analysis of effective supporting materials; and elements of speech delivery, including effective verbal and nonverbal aspects of communication. Additionally, students will focus on key components of face-to-face communication and the types of communication utilized in various health professions. Focus will be placed on process, professionalism, timeliness, tone, and format. This class is only open to students in the CRC certificate program.

3 Credits Placement in ENG101 or higher.

COM113 - Communication and Conflict in the Helping Professions

This course equips students with theoretical frameworks and practical skills for effective communication and conflict transformation in the helping professions. Students will define conflict, examine different communication styles and models for addressing conflict, consider factors such as gender, culture, language, and power dynamics in communication, and identify stakeholder interests and goals. Particular emphasis is placed on restorative justice practices and skill-building exercises, where students will focus on employing socially and culturally sensitive communication practices to strengthen human services delivery across diverse populations.

3 Credits Prerequisite: Placement in ENG101 or higher.

COM222 – Special Topics in Communication

Topics will be announced in the course schedule. **3 Credits**

Early Childhood Education

ECE104 – Child Growth and Development (Prenatal to Age Eight)

This course provides an overview of the theory and principles of human growth and development from conception through age 8. Content includes an in-depth study of the interrelatedness of physical, cognitive, social, and emotional aspects of development. Development is studied in the context of family, gender, culture, language, ability, socioeconomics, diversity, and society. **3 Credits**

ECE105 – Observing, Recording and Assessing Early Childhood Behavior

This course prepares students to observe children in a variety of school settings and to assess children's social, emotional, physical, and intellectual skills. Students will acquire the skills to examine the role of teachers, environments, classrooms, curriculum, and organization. The course will customize and meet the specific needs of infant-toddler and/or preschool settings. **3 Credits**

Prerequisite: A grade of C or higher in ECE 104

ECE106 – Guidance and Discipline – Classroom Management

This course focuses on teachers' attitudes and effective communication in guiding behavior. Emphasis is placed on techniques that help children build positive self-concepts and individual strengths within the context of appropriate limits and discipline. The course will be customized to meet the specific needs of infants and toddlers and/or preschool children. **3 Credits**

Prerequisite: A grade of C or higher in ECE 104

ECE107 – Early Childhood Curriculum

This course focuses on developmentally appropriate curriculum to meet the individual needs of children. Students will research current curriculum materials and curriculum development trends. Lesson plans, instructional units, and learning centers will be designed by students. **3 Credits**

Prerequisite: A grade of C or higher in ECE 104

ECE109 – Early Language and Literacy Development

This course emphasizes creative development and critical thinking from birth through primary-aged children. Topics will include theories of language acquisition, strategies for effective educational intervention, English as a second language, analyzing children's literature, the art of storytelling, and effective strategies for learning to read. **3 Credits**

Prerequisites: A grade of C or higher in ECE 104, successful completion of an additional ECE course, and placement in ENG 111.

ECE110 –The Exceptional Child

This course introduces students to the broad span of children with exceptionalities and to the field of special education. The overview of this group of children and their special needs includes those children at risk; those with communication disorders; children with intellectual differences; children with the learning disabilities; those who are gifted, creative, and talented; children with sensory impairments; and children with behavioral problems. Additional areas discussed include interventions with infants and preschoolers. **3 Credits**

Prerequisite: A grade of C or higher in ECE 104

ECE114 – Curriculum Development for Infants and Toddlers

This course covers curriculum development for infants and toddlers, including the planning of appropriate learning experiences, the creation of learning environments, and the utilization of various methods of stimulating development. The course topics include relationships among developmental theory, philosophy, practice, curriculum models, and the development of curriculum based on the needs and interests of infants and toddlers, including those who are culturally, linguistically, and ability diverse. **3 Credits**

Prerequisite: A grade of C or higher in ECE 104

ECE119 – Introduction to CDA

This course provides an overview of the Child Development Associate (CDA) national credential competency standards. These standards, which are the criteria used by

the Council to assess the CDA candidate's performance, make up most of the course's content. Although the six Competency Goals are the same for all settings (center-based, family childcare, and home visitor), this course will provide students with the opportunity to focus on their specific setting. **3 Credits**

Prerequisites: A grade of C or higher in ECE 104, and Placement in ENG101

ECE 120 – CDA: Professional CDA Resource File Development

This course is designed to support individuals working in early childhood programs who are preparing to apply for their Child Development Associate (CDA) credential. Students will be expected to finalize their CDA application, including a professional portfolio, a professional philosophy statement, and online exam preparation. **3 Credits**

Prerequisites: A grade of C or higher in ECE 104, successful completion of ECE 119, and Placement in ENG101 or higher.

ECE131 – Nutrition, Health and Safety for Young Children

This course provides an overview of the standards and practices that promote children's physical and mental well-being, sound nutritional practices, and maintenance of safe learning environments. Content includes roles and responsibilities of adults in meeting children's diverse needs; the promotion of healthy lifestyle practices; understanding common childhood illnesses and injuries; meeting health, nutrition, and safety standards; and planning nutritious meals that are appropriate for each child. **3 Credits**

ECE206 – Working with Children and Families under Stress

This course presents theory, research, and clinical evidence concerning the effects of stress on children's coping patterns and development. Students will explore concepts of vulnerability and resilience as they relate to children and families. Topics will include the effects of stress in relationship to the threat of separation and loss through divorce, illness or death, and poverty. **3 Credits**

Prerequisites: A grade of C or higher in ECE 104, and Placement in ENG 111

ECE210 – Planning Learning Environments for Young Children

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

to include the physical space, time schedule, materials, and interpersonal environment. **3 Credits**

Prerequisites: A grade of C or higher in ECE 104, and Placement in ENG 111

ECE213 – Caring for the Social and Emotional Development of Infants & Toddlers (0- 3)

This course is designed to provide students with a solid foundation in the development of infants' and toddlers' social and emotional growth. Students will be exposed to a variety of ways to support this area of development as they establish positive and productive relationships with children and families; as well as to the steps that are necessary to ensure a well-run, purposeful program responsive to infants' and toddlers' needs. **3 Credits**

Prerequisites: A grade of C or higher in ECE 104, and Placement in ENG 111

ECE214 – Early Intervention – Infants and Toddlers (0-3)

This course is specifically designed for childcare professionals, interventionists, and others who work with infants, toddlers, and their families. The course focuses on recognizing differences in development, supporting families to access needed services, embedding learning opportunities into natural settings and daily activities, and collaborating with specialists in the community to offer high quality services to the families of infants and toddlers. **3 Credits**

Prerequisites: A grade of C or higher in ECE 104, and Placement in ENG 111

ECE215 – Family Childcare Administration

This course is a study of organization and administration practices applicable to the childcare center. Topics of special consideration will include leadership, enrollment and public relations, staff management, financial management, facilities, regulations, parent relations, and program development. **3 Credits**

Prerequisites: A grade of C or higher in ECE 104, and Placement in ENG 111

ECE218 – Early Childhood Education Administration

This course examines the administrator's roles and responsibilities, including preparation, implementation, and appraisal of various early childhood programs. Topics will include selection, supervision and evaluation of staff; the budgeting process; food and health services; and the design of facilities. **3 Credits**

Prerequisites: A grade of C or higher in both ECE 104 and ECE 107; successful completion of ECE 105, ECE 106 and ECE110; and Placement in ENG 111

ECE221– Supervision and Staff Development in Early Childhood Education

This course is designed for individuals who face the challenges of daily supervision in an early childhood setting. The course examines and discusses the supervisor's role in team building in light of emerging changes in the workplace. Special emphasis is placed on community resources, leadership, problem solving, conflict resolution, and change. The course will also focus on staff development through a training and evaluation process. The role of the volunteer in the classroom will also be addressed in view of societal changes and community needs. This course satisfies the management requirement for General Studies. **3 Credits**

Prerequisites: A grade of C or higher in both ECE 104 and ECE 107; successful completion of ECE 105, ECE 106, ECE110, and ECE 218; and Placement in ENG 111

ECE222 – Issues and Trends in Early Childhood Education

This course is designed to explore the critical issues and controversies being debated within the field of Early Childhood Education (ECE). It will examine current trends, cultural and political processes, historical origins, recurring issues, research findings, and resulting program developments in the ECE field. **3 Credits**

Prerequisites: A grade of C or higher in ECE 104, and Placement in ENG 111

ECE231 – Internship I

In Internship I, students have the opportunity to explore, apply, and reflect on the research, theory, and strategies that they have learned in their early childhood education coursework. With these goals in mind, this course focuses on curriculum design and implementation in early childhood education, lesson planning, skills in communicating with children, classroom management, and collaborating with caregivers. Students are expected to spend a minimum of 150 hours at an approved internship site and participate in a weekly seminar. **3 Credits**

Prerequisites: A grade of C or higher in both ECE 104 and ECE 107; successful completion of ECE 105, ECE 106 and ECE110; and Placement in ENG 111

ECE232 – Internship II

Internship II develops and expands on the knowledge and skills learned in Internship I. In addition to spending a minimum of 150 hours at an approved internship site, students will complete their educational philosophy statement; engage in program planning, including assessment; and demonstrate a deep understanding of the National Association for the Educators of Young Children (NAEYC) standards. Students are also required to participate in a weekly seminar. **3 Credits**

Prerequisites: A grade of C or higher in both ECE 104 and ECE 107; successful completion of ECE 105, ECE 106 and ECE110; and Placement in ENG 111

English

ENG096 - Transition to English

This is a transitional course to be taken by students who are taking their first courses in English reading and writing skills. Topics will include reading and writing assignments centered around content as to facilitate the acquisition of English writing skills using a common theme. This course may not be used as an elective and does not satisfy graduation requirements. Placement in this course is based on a layered intake and assessment. **3 Credits**

ENG097 – Reading and Writing Skills ESOL I

This is a beginner-intermediate course designed to improve the communication skills of students who speak English as a Second or Other Language and to assist students with developing their reading, writing, and vocabulary skills in academic English. Much of the content of this course will revolve around the themes of identity, culture, and education. There will be regular intensive grammar exercises, reading and writing responses, one paragraph writing assignments, and collaborative communication exercises. This course builds on skills taught in 096 and begins to teach /focus on Rhetoric; i.e.; word choice, text structure, and point of view, purpose and persuasive arguments. This course does not fulfill the English requirement for a certificate or degree and cannot be used as an elective. **3 Credits**

Prerequisite: ENG 096 with a grade of C or better, or appropriate score on initial layers intake and assessment

ENG098 – Reading and Writing Skills ESOL II

This is a moderate-intermediate course designed to improve the communication skills of students who speak English as a Second or Other Language and to assist students with their reading, writing, and vocabulary skills in English. Reading assignments focus on fluent reading by training in faster reading, close understanding by training in intensive reading assignments, grammar instruction and collaborative in-class discussions and exercises that foster academic, practical, and cultural language acquisition. This course does not fulfill the English requirement for the certificate or degree and cannot be used as an elective. **3 Credits**

Prerequisite: Completion of ENG 097 with a grade of C or higher, or appropriate score on initial layered intake and assessment

ENG101 – Introduction to Academic Writing

This is a developmental course designed to support students with the skills, strategies, and critical thinking necessary to approach college academic writing in English. Students will learn how to read and write effective essays in English using

rhetorical strategies. Essay development will be practiced through pre-writing, drafting, revising, and editing expository essays in response to college-level readings of increasing levels of difficulty. Students will focus on areas of specific need, including moderate grammar, punctuation, sentence structure, and vocabulary instruction. Students will also be expected to communicate through oral presentations to develop fluency in vocabulary and pronunciation, in development and organization of ideas and in group discussion. This course is comprised of both lecture/recitation and writing laboratory sessions. This course does not fulfill the English requirement for the certificate or degree but may be used as an elective. **3**

Credits

Prerequisite: Completion of ENG 098 with a grade of C or better or appropriate score on the initial layered intake and assessment

ENG111 – College Writing I

This course focuses on essay development from pre-writing and drafting through rewriting, revising, and editing. Various forms of expository and impromptu writing are practiced, and assignments include short, in-class responses and longer essays. The three major course areas are informational reading and writing, analytical reading and writing, and writing for advocacy. Students are encouraged to read, analyze, discuss, and write, studying both the content and rhetoric of selected essays. Grammar instruction will be limited and introduced as needed. Students requiring extra grammar help will be referred to the Office of Academic Support Services for assistance. This course is comprised of lectures, workshops, and writing laboratory sessions. **3 Credits**

Prerequisite: Completion of ENG101 with a grade of C or better, or appropriate score on initial layers intake and assessment

ENG112 – College Writing II

This course will develop students' reading, writing, and analytical skills through intensive and extensive reading and writing assignments, including a common course novel and essay question. Specifically, this course will focus on the rhetoric of argumentation, and students will practice effective means of critically thinking, critically speaking, and writing about relevant cultural issues, including themes of identity, education, and family/work topics. Students will be required to practice limited research skills and handling of the source material. Students requiring extra grammar help will be referred to the Office of Academic Support Services for assistance. This course is comprised of both lecture/recitation and writing laboratory sessions. **3 Credits**

Prerequisite: Completion of ENG 111 with a grade of C or better

ENG202— Critical Thinking and Writing

Students will learn the basics of critical thinking as a branch of learning. These will include – but not be limited to – Elements of Thought, The Problems of Egocentric Thinking, Universal Intellectual Standards, and tools for Problem-Solving and Research Analysis. These fundamentals will be put to use in day-to-day situations involving parenting, consumerism, and relationships, to name a few. Students will be required to share their work in written form as well as debates and presentations. **3 Credits**

Credits

Prerequisite: Placement in ENG101 or higher

ENG222 – Special Topics in English

Topics will be announced in the course schedule. **3 Credits**

Food Service and Safety

FSN101 – Food Service Sanitation

Introduces the food production practices governed by changing federal and state regulations. Topics include prevention of food borne illness through proper handling of potentially hazardous foods (TCS foods), HACCP procedures, legal guidelines, kitchen safety, facility sanitation, and guidelines for safe food preparation, storing, and reheating. Students will also take the National Restaurant Association ServSafe examination. **3 Credits**

Health and Life Fitness

HLF201 – Health and Wellness

Students will examine personal health and wellness issues, such as nutrition, substance abuse, fitness, sexuality, violence prevention, alternative healing, emotional health, and stress management. Emphasis is placed on choosing healthy behaviors and implementing them in small steps. **3 Credits**

Humanities

HUM101 – Studies in American Literature I

Concepts of American life and thought will be reviewed through readings of major American writers of fiction, nonfiction, poetry, and drama from the colonial period through the Civil War. **3 Credits**

Prerequisite: ENG 111

HUM102 – Studies in American Literature II

This course is a chronological survey of literature in America through readings of major American writers of fiction, nonfiction, poetry, and drama from the post-Civil War period to the present. The emergence of modern American literature as a response to cultural, social, and economic changes will be explored in the works of authors from all segments of society. **3 Credits**

Prerequisite: Placement in ENG 111

HUM103 – Studies in American History I

This course reviews the social, economic, political, and intellectual developments in America from early settlement to 1865. Topics include religious movements and revivalism; interrelationships between Africans, Europeans, and Native Americans; agrarianism and industrialism; state's rights and federalism; temperance movements; abolitionism; and transcendentalism. **3 Credits**

Prerequisite: Placement in ENG 111

HUM104 – Studies in American History II

Students will review American history since the Civil War. Focusing on the myth or reality of the "American Dream", students will examine the history and sociopolitical implications of the industrial revolution, urbanization, immigration, racism, and the development of the United States as a major power, as well as current inequalities and issues within the United States. **3 Credits**

Prerequisite: Placement in ENG 111

HUM106 - Introduction to the Humanities

This course introduces the humanities through various art forms, including music, theatre, visual, and design art forms as well as literature and philosophy. Students will explore global cultures through the humanities and develop tools for gaining a deeper understanding of the great artistic works of human cultures and the enduring truths about human life that are expressed in these works. **3 Credits**

Prerequisite: Placement in ENG101 or higher

HUM107 - The Role of Music

In this course, we will begin to explore the role music plays in our own lives and in the lives of others. We will examine music's role to entertain, express, and empower while experimenting with music-making of our own. This course is designed for any student with an interest in music. Through in-class discussion, teaching demonstrations, self-reflection, and performance, we will better understand the role

of music in our own lives and learn how to use music to create change in the world around us. **3 Credits**

HUM110 American Government

This course explores the origins, theories, institutions, and enduring themes of American government and politics. Students will have an opportunity to explore how governmental actions impact their lives and relate to their values. **3 Credits**

Prerequisite: Placement in ENG101 or higher.

HUM150 – Poetry and Empowerment

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

Prerequisite: Placement in ENG101 or higher

HUM151 – Through the Looking Glass: Science Fiction and Fantasy Literature as a Mirror for Life

Stories help us know who we are, where we come from, and sometimes, where we are going. In this course students read from the genres known as science fiction and fantasy, to understand these forms better and to explore them in relation to their own lived experience. Literary elements such as plot, characterization, world-building and metaphor are examined. Class discussion and short, reflective writing assignments are featured learning activities. **3 Credits**

Prerequisite: Placement in ENG101 or higher

HUM170 Business Ethics

This course introduces philosophical theories of ethics and applies them to analyze modern business dilemmas through case studies and collaborative learning.

Students examine issues of corporate social responsibility, discrimination, sustainability, data privacy, and the responsible use of emerging technologies through the lenses of moral frameworks such as utilitarianism, deontology, virtue ethics, and social contract theory. The course also aims to foster greater cultural awareness by engaging respectfully with students' diverse lived experiences in relation to ethical business practices and more inclusive organizational structures. **3 Credits**

Prerequisite: Placement in ENG 111

HUM172 Cyber Ethics

This course examines ethical issues in cybersecurity, internet usage, and emerging technologies through philosophical frameworks like duty-based ethics and utilitarianism. Students analyze case studies on topics such as online privacy, hacking, and responsible use of AI through collaborative discussion. The course aims to foster sensitivity to diverse legal and cultural environments shaping cyber ethics globally. **3 Credits**

Prerequisite: Placement in ENG 111

HUM201 – Studies in World Literature I

This survey course of literature acquaints students with the work of writers from the biblical era to the 17th century. Students will read works chosen from Biblical, Greek, Roman, Asian, African, Medieval, and Renaissance literature. **3 Credits**

Prerequisite: Placement in ENG 111

HUM202 – Studies in World Literature II

Students who enroll in this course will examine a broad range of writers and literary styles. Students will read the works of American, European, African, South American, and Asian writers from the late 17th century to the present. **3 Credits**

Prerequisite: Placement in ENG 111

HUM203 – Studies in World History I

This survey course covers the origins of humanity and ends with the year 1500. Emphasis is placed on the various ancient civilizations as seen from the perspective of Western and Non-Western traditions. **3 Credits**

Prerequisite: Placement in ENG 111

HUM204 – Studies in World History II

Students will study the history of the world from the 16th century to the present. Selected regions for study include Africa, Asia, the Middle East, India, Europe, and Latin America. **3 Credits**

Prerequisite: Placement in ENG 111

HUM205 – The Influence of Boston's Immigrants on Boston and US History

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

3 Credits

Prerequisite: Placement in ENG101 or higher

HUM208 – African American History

This course will introduce students to the broad and dynamic discipline of African American History. It will examine significant aspects of the history of African Americans with particular emphasis on the evolution and development of black communities from Africa to enslavement to the present. **3 Credits**

Prerequisite: Placement in ENG101 or higher

HUM210 – The Constitution and You

This course explores the meaning of the US Constitution, its basic features, and its relationship to everyday life. Topics include the Bill of Rights, rule of law, limited government, constitutional judiciary, and the concept of checks and balances. **3 Credits**

Prerequisite: Placement in ENG101 or higher

HUM212 – Children's Literature

This course introduces students to the realm of literature for children. Through studying, reading, listening to and using books and poems, students develop sensitivity to qualities in literature that are meaningful to children. This course guides students in the development and application of criteria for evaluating children's literature. In addition, students will be introduced to the major areas of controversy, such as children's reading, racism, sexism, preferences, censorship, and fairy tales. **3 Credits**

Prerequisite: Placement in ENG101 or higher

HUM214 - Women in Literature & Film

This course will use international film and literature to investigate the portrayal of female identities in the art of various cultures. Cultural-feminist terminologies will be explained and analyzed using current film, prose, and poetry. **3 Credits**

Prerequisite: Placement in ENG101 or higher

HUM235 -Teaching Music to Empower

Who are you musically? What does your musical soundtrack say about you? How can that soundtrack help you to connect with others? By investigating what music is personally meaningful to us and discussing the ways we can make music meaningful to others, we will explore the ways that music unites us and forms community. Music and the creative arts unite people of different backgrounds within a community. Discover your musical side and learn how to share and teach music to others as a means of connection. **3 Credits**

HUM222 – Special Topics in the Humanities

Topics will be announced in the course schedule. **3 Credits**

Human Services Administration

HUS103 – Introduction to Human Services

This course surveys the wide range of human services available for children, adolescents, family, and the aged, ranging **from** information and referral through legal services and advocacy. History, philosophy, and the changing goals of support systems will be considered. The importance of the values and attitudes of clients, service providers, and society will be discussed. **3 Credits**

Prerequisite: Placement in ENG101 or higher

HUS106 – Concepts and Practices in the Eldercare Network

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

3 Credits

Prerequisite: PSY 104

HUS203—Foundations in Community Advocacy

This course presents a practice-based approach to community advocacy. Students will share tools and develop one another's skills to serve as better advocates in their home, their workplace, their community, and beyond. Students will learn from one another, local advocates, and community-based organizations' ongoing efforts and discuss their findings. This class will explore several areas of community advocacy, early childhood education, neighborhoods, and health. **3 Credits**

HUS204 – Child Welfare and Family Law

This course introduces the student to fundamental roles of the Massachusetts legal system, with emphasis on Probate, Family and Juvenile Courts. Topics will include child abuse and neglect, guardianship, child custody, divorce, domestic violence, and adoption. Additional topics relate to contracts, consumer, victim, employee and welfare rights, health care proxies, special education law, and parent advocacy. **3**

Credits

Prerequisite: Placement in ENG111

HUS205 – Community Advocacy: From Knowledge to Action

This course builds on the knowledge that students gained in Foundations in Community Advocacy and Leadership, HUS203, and hones the skills needed to be an effective advocate in their internship placement, their home, their workplace, their community, and beyond. This class will explore topics such as community organizing, leadership reflection and development, advocacy campaign strategies, and the use of data and media. These topics will be paired with hands-on practice both in-class, through an individual project, and in Fellow's Community Advocacy internship placement. **3 Credits**

Prerequisite: HUS203; Corequisite: HUS206

HUS206 – Community Advocacy: Internship

This is a supervised learning activity designed to give students opportunities to apply classroom learning in a community advocacy setting. Students also participate in seminars designed to enhance the internship experience through group interaction and reflection on the internship experience. **3 Credits**

Prerequisite: HUS203; Corequisite: HUS205

HUS222 – Special Topics in Human Services Administration

Topics will be announced in the course schedule. **3 Credits**

HUS241 – Case Management

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

Improved worker satisfaction and organizational efficiency will be explored, and students will practice a range of professional skills, including self-assessment and collaboration. **3 Credits**

Prerequisite: HUS 103

Language**SPN111 – Conversational Spanish**

This course is designed to enable students to communicate effectively in Spanish. Comprehension and speaking are taught in addition to practical vocabulary and language structure as they relate to communication in and beyond workplace

settings. Emphasis on the use of Spanish in teaching, human services, and community agency environments, and is determined by the needs of the students. **3 Credits**

Management

MAN101 – Management I

This course introduces students to basic concepts of management. Topics will include planning, controlling, evaluating, and motivating, in addition to the social, technological, international, and environmental factors affecting management. The management practices of organizations are examined through case analysis, student projects, and experiential exercises. **3 Credits**

Mathematics

MAT098 – Preparation for College Mathematics

This course provides a foundation for college mathematics, starting with applied practical problem solving with numbers, decimals and fractions, ratios and proportions, rates, and percentages culminating in an overview of basic topics in algebra and statistics including variables, algebraic expressions, equations, and calculating numerical mean, median, and mode. **3 Credits**

MAT112 - Quantitative Reasoning

The course covers basic concepts in mathematical modeling, algebra, and descriptive statistics. Students learn to gather, collate, process, analyze, and present quantitative information using mathematical concepts. Real world problems are emphasized, and students are required to read, write, and use technology (computers, spreadsheets, free tools available on internet, and graphing calculators) solve problems and present solutions. **3 Credits.**

Prerequisite: Appropriate score on math placement score, completion of MAT 098 or higher, or instructor permission.

MAT116 - College Algebra

This course extends the basic algebra skills acquired in MAT 098. The topics will include exponents, polynomials and factoring, graphing, systems of linear equations, inequalities, radicals, and scientific notation. **3 Credits**

Prerequisite: MAT 098 or instructor permission

MAT118 - Introduction to Statistics

This course for introduces students to concepts in descriptive and inferential statistics, covering topics, including measures of central tendency, data analysis, graphing, probability, correlation, linear regression, sampling, confidence intervals, and hypotheses testing. Pre-requisite: Appropriate score on math placement, completion of MAT 098 or higher, or instructor permission. **3 Credits**

MAT 222 – Special Topics in Mathematics

Topics will be announced in the course schedule. **3 Credits**

Natural Sciences

NTS101 – Biology of Human Health

This course provides students with an opportunity to study the biological processes involved in the maintenance of good health, emphasizing the prevention of disease at both the personal and community levels. Major topics include the circulatory, respiratory, excretory, digestive, reproductive, nervous, skeletal, and muscular systems. **3 Credits**

Prerequisite: Placement in ENG101 or higher

NTS102 – Nutrition

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

Prerequisite: Placement in ENG101 or higher

NTS103 – Biology of Human Sexuality

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

Prerequisite: Placement in ENG101 or higher

NTS203 - Human Biology

A survey of human anatomy and physiology. Topics will include the organization and structure of the major body systems, including muscular, skeletal, nervous, circulatory, digestive, excretory, endocrine, and reproductive. Emphasis placed on

the integration of bodily processes and the impact of disease and other illnesses on human biology. **3 Credits**

Prerequisite: Placement in ENG101 or higher

NTS222 – Special Topics in Natural Science

Topics will be announced in the course schedule. **3 Credits**

Professional Studies

PRO101HS – HSA/GS Professional Development Seminar I

This course is designed as a laboratory for professional growth for General Studies and Human Services Administration majors. Students will examine the purpose of education at Urban College of Boston. Students practice a range of professional skills, including self-assessment and collaboration. Personal observation, identifying individual learning styles, journal reflection, skill inventory and goal setting, with additional exercises and assignments, contribute to an understanding of student responsibilities, barriers to learning, and support available to students. **3 Credits**

Prerequisite: Placement in ENG101 or higher

PRO102HS – HSA Internship

The internship in Human Services is a supervised practicum, which involves on-the-job training in the chosen area of professional concentration. This field-based learning activity is designed to expand the scope and level of work capability. Interns also participate in seminars designed to enhance the internship experience through group interaction, clarification of career goals and job competencies, and the interpretation of the internship working environment. Students must meet with the Human Services Administration Division Chair to plan and formalize the internship(s) prior to registration. **3 Credits**

Prerequisites: HUS103, PRO101 HS

PRO108 – Becoming a Master Student

Through interactive journaling, motivational writing, and hands-on activities that students can apply right away, this course is designed to help students succeed in college and in life. Students will examine the purpose of education while practicing a range of professional skills including self-assessment, collaboration, personal observation, identifying individual learning styles, journal reflections, skill inventory and goal setting, with additional exercises and assignments that contribute to developing successful study skills and an understanding of student responsibilities. Tools including the Discovery Wheel, Discovery and Intention Journals, Power

Process articles, Master Student Profiles, and the Kolb Learning Styles Inventory (LSI) deepen students' knowledge of themselves and the world around them. This course is designed as a laboratory for professional growth for all majors. **3 Credits**

PRO 201HS – Professional Development Seminar II

Students in Human Services Administration and General Studies conduct a professional self-assessment, review and practice workplace skills, develop a portfolio, produce a resume, and explore career options and opportunities. Students should take this course in the final semester prior to graduation. Students who are completing the Human Services Major will complete this course in conjunction with PRO102HS **3 Credits**

Prerequisites: Completion of PRO101HS, Placement in ENG111.

Corequisite: PRO102HS for Human Services Administration majors

Social Sciences

PSY100 – General Psychology

Students in this course study foundations for understanding human behavior, including the brain and nervous systems, sensation and perception, motivation, learning, maturation and development, personality theory, abnormal behavior, psychotherapy, and social psychology. **3 Credits**

Prerequisite: Placement in ENG101 or higher

PSY104 – Human Behavior in the Social Environment

This course traces physical, cognitive, and social-emotional development of the individual throughout the lifespan from conception to death. Special emphasis will be placed on the role of the family and culture and their impact on the individual. **3 Credits**

Prerequisite: Placement in ENG101 or higher

PSY105 – Psychology of Aging

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

3 Credits

Prerequisite: PSY 104

PSY115 – Counseling Methods and Interviewing Techniques

This course reviews a number of theories and practices in counseling individuals and groups in multiple contexts. Various theoretical approaches to counseling are explored and practical exercises in interviewing and counseling methods will be provided. Counseling settings include the workplace and the manager's roles in providing coaching, mentoring, counseling, and traditional mental health settings. Special focus is placed on the impact of social and cultural dynamics. **3 Credits**
Prerequisite: PSY 100

PSY116 – Counseling: Interpersonal Communications in the Aging Network

This course introduces counseling skills that can be used in a variety of settings in the human service area where older adults are served. It focuses on counseling older adults and their families; addresses the common mental health problems in later life and how to assess them; basic counseling theories and their application to problems in later life, such as grief and adjustment to health issues; evaluating the effectiveness of interventions; and ethical issues in elder care. **3 Credits**
Prerequisite: PSY 100

PSY222 – Special Topics in Psychology

Topics will be announced in the course schedule. **3 Credits**

SOC101 – Introduction to Sociology

This is an introductory course which presents the basic processes of human interaction and the concepts which describe their operation in everyday life. Topics include the impact of culture, how we learn and conform to culture, and why deviance occurs. Principles of group behavior and social organization are viewed in the context of American culture and subcultures. **3 Credits**
Prerequisite: Placement in ENG101 or higher

SOC121 – Social Problems

This course offers an analysis of several fundamental problem areas in American social life, such as unemployment, poverty, welfare, racial and sexual discrimination, crime, illegal immigration, the environmental and health care crises, and unequal educational opportunities. It seeks to offer an understanding of the social causes of these problems as well as to provide possible solutions. **3 Credits**
Prerequisite: Placement in ENG101 or higher

SOC202 – Cultural Aspects of Families and Children

The family unit is an important developmental building block and an influential societal institution. This course explores contemporary families and will focus on how

identities, including race, class, gender, age, sexuality, religion, and nationality, shape the organization, behaviors, attitudes, and experiences of family life and child rearing. Students will also examine how individuals' family lives are impacted by broader social systems and better understand their own family experiences. **3 Credits**

Prerequisite: Placement in ENG101 or higher

SOC203 – Introduction to Criminal Justice

This course provides an introduction to the criminal justice system, including its basic component parts: policing, the courts system, and corrections. It will also examine society's response to crime. Primary focus will be placed on criminal justice in the United States, and the balance of the rights of individuals with the need to maintain public order. Students will evaluate our current system and propose ways to shape the system to meet the needs of our society. **3 Credits**

Prerequisite: Placement in ENG101 or higher

SOC205 – Advocating for Justice

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

Prerequisite: Placement in ENG101 or higher

SOC207 – Law, Justice and Society

This course provides an overview and continuing introduction to the U.S. criminal justice system, from its beginnings through the second decade of the twenty-first century. Students will link the foundation of the system in its adherence to laws and respect for civil rights and civil liberties as articulated in the Constitution and the Bill of Rights to the visible manifestations of our system of criminal justice as embodied in the police, the courts, and the correctional apparatus. Topics that will be carefully considered, surveyed, examined, and investigated include juvenile crime and juvenile institutions; sex crimes and sex offenders; criminological theory and crime explanation; the roles of gender, race, culture, and the media in our understanding of crime, terrorism and cybercrime; contemporary policing and police organizations; and the court and correctional systems. **3 Credits**

Prerequisite: Placement in ENG101 or higher

SOC208 – ECE Systems and Policy in the Time of COVID-19

The COVID-19 pandemic has presented an unprecedented opportunity to explore the role of government in the lives of children, families, and their communities. This introductory course explores the history of ECE systems and policy, and government actions on those systems during the COVID-19 pandemic. Drawing on a diversity of disciplinary perspectives, students will learn how early learning systems function, with particular attention on developing a greater understanding of the various entities charged with early childhood implementation, monitoring, and funding. Students will focus on recent government responses, including policies and funding, during COVID-19 and how those actions impacted ECE systems. In particular, we will examine recent federal investments such as the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the American Rescue Plan Act of 2021, and their impact on early childhood education systems. **3 Credits**

Prerequisite: Placement in ENG101 or higher

Academic Technology and Learning Support

Academic Technology and Helpdesk

Online Learning

Urban College of Boston regularly offers courses in the following teaching modalities:

- Remote Hybrid – These courses feature both a regular weekly synchronous session online and asynchronous activities in Brightspace. Carnegie credit hours are roughly 50/50 or 40/60 split. This means that students are expected to meet the instructor each week via a videoconference and must continue to learn some material asynchronously online.
- Asynchronous Online – These courses are taught entirely in Brightspace but there is no weekly meeting requirement. Activities have set deadlines. These courses are not self-paced.

Learning Resource Center

Email: LRC@urbancollege.edu

Phone: 617-449-7044

Appointments for tutoring: <https://www.urbancollege.edu/learning-resource-center>

The College's Learning Resource Center (LRC) offers a range of academic support including one-on-one tutoring, group study sessions, free conversation groups for English for Speakers of Other Languages (ESOL), and academic workshops for Urban College students. The LRC is staffed by the Manager of the LRC and a team of Learning Support Associates (LSAs). LSAs provide services in English, Spanish, and Mandarin.

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

LRC Computer Facilities

Urban College of Boston has a Learning Resource Center with twelve computer workstations and two printers for student use, as well as a language lab and a separate computer classroom. Students can do research for class assignments and term papers and have access to the library and other research materials through

the Internet. Students are encouraged to call ahead at 617-449-7044 or stop by the LRC to check on the computers' availability. Computers are generally available on a first-come, first-served basis.

Library and Information Resources

Urban College of Boston is committed to ensuring that all students gain the information literacy skills that they need to be successful students and engaged citizens. Urban College students have access to a full array of print and nonprint resources through the College's dedicated suite of Gale Databases, an interlibrary 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, Urban College provides students with over thirty Gale databases covering virtually every academic discipline. Located at http://galesites.com/menu/mlin_b_urbancb

Urban College'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 *The New York Times*; encyclopedias; e-books; and a wide variety of other materials.

Emerson College

As the result of our interlibrary loan agreement with neighboring Emerson College, Urban College students and staff are able to borrow materials from Emerson College.

Boston Public Library (BPL)

Urban College 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. Urban College students can use their personal library card to gain access to BRLS online services, including ProQuest, EBSCO, Gale, OCLC, NewsBank, and many more electronic resources.

Student Services

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

Personal Counseling and Support

The Office of Student Services and Support provides resources and referrals to help students meet their personal and academic challenges. Students may call 617-449-7380 or email studentservices@urbancollege.edu to schedule an appointment. Other services include workshops/seminars geared to students' needs, as well as career and professional guidance.

Academic Planning and Advisement

Students and their academic advisors should meet regularly to review and discuss students' academic progress, and professional and personal goals. Advisors make recommendations regarding course selection and sequence and remain key points of contact and sources of guidance throughout the students' academic career at Urban College. Students are expected to schedule an appointment and meet with an academic advisor prior to registration each semester. In addition to the ongoing guidance provided by academic advisors, each student has access to staff who are available to offer information on financial aid, assist with internships and field placements, and provide referrals to other agencies and organizations.

Accessibility and Accommodations

The Director of Student Services and Support at Urban College of Boston provides services to students who qualify as having a disability under the Americans with Disabilities Act (ADA). The Director of Student Services and Support is responsible for accommodations in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and applicable state law. The ADA defines a person with a disability as someone who: "has a physical or mental impairment that substantially limits one or more major life activities, has a history or record of such

an impairment (such as cancer that is in remission), or is perceived by others as having such an impairment (such as a person who has scars from a severe burn).” The services provided to registered students with disabilities may include, but are not limited to:

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

Questions and Contact Information: -The Director of Student Services and Support, may be reached by email at studentservices@urbancollege.edu by phone at: 617-449-7380.

Career Planning and Development

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

Urban College of Boston Alumni Association

Office of the Chief Operating Officer

Email: alumni@urbancollege.edu

Phone: 617-449-7038

The Urban College of Boston Alumni Association was established in the spring of 2004 with a generous grant from Hannah and Moses Malkin. The Urban College of Boston Alumni Association is open to all degree and certificate recipients. Those interested in more information about the Urban College of Boston Alumni

Association may contact the Chief Operating Officer or email alumni@urbancollege.edu.

Academic Policies

Registrar's Office

Email: registration@urbancollege.edu

Phone: 617-449-7070

Definitions:

Academic Year: The academic year is defined as two semesters (fall and spring) and one summer session.

Term: A term refers to the fall, spring, or summer terms with one or more sessions.

Session: A session is defined by start and end dates in a term and could be approximately 8-weeks, 10-weeks, or 15/16 weeks long.

Full-time course load: When a student is enrolled in 12 or more credits per semester, they are carrying a full-time course load.

Part-time course load: When a student is enrolled in less than 12-credits credits per semester, they are carrying a part-time course load.

Academic Honesty

At our college, we expect students to submit work that is entirely their own. You must not copy or use the words, ideas, or thoughts of others, including from Artificial Intelligence (AI) systems, and present them as your own.

Plagiarism is unacceptable. Plagiarism means using someone else's language, ideas, or work without properly giving them credit. This includes content from human sources, AI, and online resources.

If you intentionally plagiarize or do not clearly differentiate your own work from the work of others, you may face disciplinary action. This could include failing the course or being dropped from your program.

You are responsible for correctly citing and attributing any information, ideas, or content that is not originally yours. Failing to do so is considered plagiarism.

Each of us is responsible for maintaining academic integrity as a community – students, faculty, staff, and administration, all. As a community, we cannot, and will not, tolerate any instances of plagiarism or misuse of others' work, whether it was done on purpose or not.

If you have any questions about properly acknowledging your sources, please ask your instructors or visit the Learning Resource Center.

Attendance Policy

Urban College of Boston is a federal attendance reporting institution. This means that faculty are required to report attendance for all courses each week. “Official Attendance” reporting may differ from an instructor’s grading for attendance or participation in a course.

Most Urban College courses are structured for group participatory learning; therefore, class attendance is critical. In addition to “Official Attendance,” individual instructors may determine and announce attendance and participation policies specific to their course section. If illness or other emergency prevents attendance, the student must notify the instructor as soon as possible.

Attendance and engagement are expected in all classes. Failure to attend or participate in classes regularly may result in a lowered grade or result in unsatisfactory academic progress.

Student success research shows a strong correlation between student engagement and student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student’s achievement.

Procedures

“Official Attendance” is documented in the student information system, SONIS, and is a record of whether or not a student can be designated as “present” or “not present” for the purposes of federal reporting.

“Official Attendance” in an online or hybrid course includes items such as:

- Submitting an academic assignment;
- Taking or submitting an exam or quiz;
- A posting by a student showing the student’s participation in a course related activity;
- Participating in or posting by a student in a discussion forum showing the student’s participation in an online discussion and
- Initiating contact (email, in-person, text, phone, or other documented contact) with the instructor to ask a substantive question related to the course or course activities.

“Official Attendance” in an on-campus course (or course at an on-ground, partner location) is completed by the student’s physical presence at the scheduled course session.

Unless otherwise noted in the “Course Lesson Weeks” calendar at the start of a semester, “Official Attendance” is recorded on Tuesdays for the preceding lesson week. Students can view their official attendance records in the student portal (<https://portal.urbancollege.edu>) and are responsible for assuring accuracy.

It is the students’ responsibility to contact their instructor should they find any discrepancy.

Students with three consecutive official absences are administratively withdrawn from their course and are responsible for 100% of their tuition (see **“Administrative Withdrawal”**).

Outreach/Attendance Monitoring

Students with inconsistent attendance are contacted by the Director of Student Services and Support and members of the Learning Resource Center to discuss appropriate support, personal outreach, and information on academic policies and options. Advising is provided as well as referrals to tutoring services and other resources offered by the LRC.

Class Cancellations

In case of emergency and storm-related college closure or class cancellations, Urban College shares closure information with NECN, NBC (WBTS, NBC10), WHDH (Channel 7), WCVB (ABC, Channel 5), Fox 25, and WBZ (CBS Channel 4). The

information will be broadcast on those TV stations and posted on those stations' websites. In addition, the College will provide updates via email and its website. Students should follow the instructions provided by their faculty and the College regarding any makeup classes.

In case of individual class cancellations, the College will provide updates via email to students in the specific class(es) and students should follow the instructions provided by their faculty and the College regarding any makeup classes.

Course Substitutions

For some programs such as the Clinical Research Coordination Certificate Program, courses substitutions may not be available. For other programs, such as the Early Childhood Education program, all course substitutions must be approved by the department chair, director, or the Vice President for Academic Affairs.

Directed Study

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

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

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

Credit for Prior Learning (CPL), also known as Prior Learning Assessment (PLA) or Life Experience Credit – Policy

Phone: 617-960-0257

Email: academicaffairs@urbancollege.edu

Many people have developed skills and knowledge that may make them eligible for college credit. Individuals seeking college credits may apply to earn Credit for Prior Learning (CPL) based on their job, training, military service, or other relevant life experiences. Since each person's situation is unique, students are advised to contact an academic advisor at the college to begin the process for CPL.

Types of Evaluation and Assessment for CPL

Credit for Prior Learning is determined on a case-by-case basis by program, department, and course. Listed below are some examples of how a student may earn CPL at the College:

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

Limitations of CPL

- Students seeking an associate degree can apply a maximum of 18 CPL credits to their degree. Certificate- seeking students can apply a maximum of 9 CPL credits.
 - These credit limits count toward total allowed transfer credits (The total transfer credits allowed is 39 for AA students and 9 credits for Certificate students; see the section on "Transfer Credit Evaluation" in this catalog for details).

- A nominal and nonrefundable fee of \$50/student is charged for CPL evaluation and credit.
- CPL may not be transferable to another college so please check with the transfer institution to learn more.
- General Education courses in areas such as science, math, humanities, and social sciences are generally not eligible for credit for prior learning assessment except through national exams such as CLEP.
- The College is not able to evaluate subject areas where the college has no matching courses or subject areas offered.

Grading Policies and Requirements

Credit Hour Policy

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

Grading

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

Midterm grade

Approximately around the mid-point of a given academic session, instructors submit midterm grades that indicate the student's academic performance. If a student earns C- or lower, they are advised to meet with their academic advisor to discuss options for improvement.

Final grade

Final grades are awarded based on the instructor's assessment of a student's performance at the end of the semester and following the grading procedures established by the instructor. Grades reported by the instructor are considered permanent and final. However, a student may appeal their grade under certain circumstances, such as when they believe the grade was issued in error or because of injustice, invoking the procedures outlined in the section on "Grade Appeals".

Grade Point Average (GPA)

Every student's Grade Point Average (GPA) is calculated as the sum of the numerical values of the final grades divided by the total number of course credits earned. (see below Course Grading System). Courses graded pass/fail are not included in the GPA.

Grade Calculation

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

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

Pass/Fail Option

In rare circumstances students may request approval to enroll in a class and earn a Pass/Fail grade. All requests to elect a pass/fail grading option must be made to the Vice President of Academic Affairs.

The following policies govern this option:

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

Incomplete Grade

An incomplete (I) grade must be requested by the student from the instructor and approved by the instructor before the scheduled deadline for submission of final grades. To be considered eligible to receive an Incomplete, the student must be passing the course at the time the request made. An incomplete grade may be granted for medical reasons or other personal emergency situations. **An incomplete grade may only be requested in the last two weeks of a course.**

Procedures

- Request the Incomplete Grade Contract available from the Office of Registration Services.
- Complete, sign, and submit your request to the instructor for approval.
- Once the contract is signed by both the instructor and student, all remaining assignments and examinations are normally completed no later than the end of the third week of the following semester, regardless of student enrollment in that semester.
 - If a student needs a further extension, the extension must be approved by the course instructor and approved by the Vice President of Academic Affairs.
- If course requirements are not completed by the date published in the Academic Calendar in the subsequent semester, the incomplete grade will change to "F."
 - It is recommended that all work completed away from the College, outside of the college Learning Management System, 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 and Accessing Grades

Students are expected to access grades through the student portal at <https://portal.urbancollege.edu>. Access to final grades and official transcripts for both students and third parties may be limited until all financial accounts are settled with the College. Students who have completed the requirements for a credential will not receive their official document (certificate or diploma) until all financial accounts are settled and/or payment arrangements with the College have been made.

Grade Changes

All requests for changes of grade must originate with the instructor, who must complete a Change of Grade Form, which is available from the Office of Registration Services. The instructor should complete the Change of Grade Form and duly submit it to: registration@urbancollege.edu.

Course Registration (Add/Drop/Administrative Drop):

Students are advised to meet with their academic advisor before registering for courses.

- All matriculated students registered for course(s) at Urban College of Boston are considered enrolled for that semester on the first day of classes. Enrolled students may add, drop, and withdraw from courses until the deadlines published on the Academic Calendar.
- The add/drop and course withdrawal periods are intended to allow students to adjust their schedules. They are not intended for students to drop or withdraw from *all* their courses (see "Withdrawal from the Semester").
- Students may drop courses from the start of the registration period through the second week of the semester without penalty. Dropped course(s) do not incur any tuition charges and do not appear on the student's transcript.
- Students that are enrolled in a course but fail to post attendance (see "Attendance") by the course drop deadline, as listed in the Academic Calendar, will be administratively dropped from the course. Students are eligible for 100% tuition refund for administrative course drops.
- Students who are administratively dropped from all their courses will be placed on an administrative leave of absence for the semester.

Course Withdrawal and Administrative Course Withdrawal:

After the add/drop deadline, students may withdraw from courses and receive a grade of "W" on the transcript. Withdrawn courses will appear as credits attempted but no credits earned on a student's transcript. Students continue to be financially responsible for withdrawn courses and are not eligible for a tuition refund.

Course withdrawals could have adverse implications for a student's Satisfactory Academic Progress (see "Satisfactory Academic Progress"). Students who do not maintain Satisfactory Academic Progress will experience an impact on financial aid eligibility.

If a student fails to post attendance for one class lesson week, they are at risk of an administrative course withdrawal. Immediately following the second consecutive missed attendance reporting deadline, the student will be administratively withdrawn from that course. Students who are administratively withdrawn receive a grade of "W" for the course on their transcript and are responsible for all tuition charges for that course.

Students administratively withdrawn from all registered courses for a semester will be administratively withdrawn from the semester (see "Withdrawal from the Semester and Administrative Withdrawal from the Semester").

Leave of Absence and Administrative Leave of Absence:

All enrolled students must maintain continuous enrollment during the fall and spring semesters or arrange for a leave of absence to remain active. A leave of absence is an approved temporary break from study with an intent to return for a future semester. Students on a leave of absence do not register for courses, are not considered enrolled, but remain matriculated in their program. Matriculated students in good academic standing may arrange a leave of absence for up to two consecutive semesters (not including the summer semester).

Students who do not register for courses in a particular semester or arrange a leave of absence are placed on an administrative leave of absence. The administrative leave of absence will remain in place for up to two consecutive semesters (not including the summer semester).

Students do not incur any tuition charges or fees for semesters they are on a leave of absence.

Students may arrange a leave of absence by submitting the Request a Leave of Absence or Withdrawal form.

Withdrawal from the Semester and Administrative Withdrawal from the Semester

If a leave of absence is scheduled to begin in a semester in which the student is currently enrolled, they will be withdrawn from that semester. After the start of the semester, students may only drop or withdraw from individual courses but not all registered courses. If a registered student no longer wishes to continue in classes after the start of the semester, they must withdraw from the semester. Students who cease to attend all their registered courses will be administratively withdrawn from the semester.

Students who withdraw from the semester will receive grades of "W" in all registered courses. A semester withdrawal may impact the student's Satisfactory Academic Progress and/or financial aid eligibility (see "Satisfactory Academic Progress").

Students who wish to withdraw from a semester in the first week of classes and have not posted attendance (see "Attendance") in any registered courses may be eligible for a leave of absence beginning at the start of that semester. A final determination of this will be made by the Registrar, based on the student's attendance record.

The deadline to withdraw from the semester is published in the Academic Calendar.

Students may withdraw from the semester by submitting the Request a Leave of Absence or Withdrawal form.

Withdrawal from the College and Administrative Withdrawal from the College

Students who no longer wish to remain enrolled at Urban College of Boston may withdraw from the college. Students who do not return from a leave of absence or an administrative leave of absence will be administratively withdrawn from the college.

Students may withdraw from the college by submitting the Request a Leave of Absence or Withdrawal form.

Returning to the College

Students on a leave of absence are considered active students and will be included in all communications regarding registration for the semester they intend to return to. These communications will be directed to their urbancollege.edu email address. They may return to the college by following the registration process outlined in those communications.

Students withdrawn from the College need to re-apply to the college through the Office of Admissions to return (see "Readmission to Urban College").

All returning students must be registered for the semester they intend to return for on the first day of classes.

Registration and Tuition Refund Appeal and Process

We understand that sometimes situations arise that are beyond the control of a student and that may warrant exception from certain rules, procedures, or deadlines. When such situations happen, students may appeal to the College for relief from a process, a deadline, a payment, or a ruling.

Appeals are meant to address unusual circumstances and exceptions, such as:

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

If a student believes they have one of the unusual and/or extenuating circumstances listed above which justifies, with evidence, an exception to the standard registration policies, the student may appeal to the Academic Policy Appeal Committee.

All appeals should begin with a conversation between the student and the Director of Student Services and Support, who will assist the student in preparing and submitting their appeal.

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

Students must complete their own appeal; appeals made on behalf of a student will not be reviewed. Students may write their appeal in English, Spanish or Mandarin. Add/drop and withdrawal deadlines are widely publicized. Therefore, appeals based on lack of awareness of these issues will not be reviewed. The Committee's decisions are final.

Satisfactory Academic Progress (SAP) Policy

Satisfactory Academic Progress (SAP) indicates the successful completion of coursework towards a degree or certificate. (HEA Sec. 484(c), 34 CFR 668.16(e), 34 CFR 668.32(f), 34 CFR 668.34 Q&A)

- Federal regulations require schools to monitor student progression within a degree or certificate. Students who fail to make satisfactory academic progress towards their degree or certificate will lose their eligibility to receive Federal Student Aid.
- Evaluations are performed based on the grades posted at the end of each payment period (Fall, Spring, Summer) prior to the next term begin date.
- Students who progress to “suspension” will lose their aid eligibility but may appeal the loss provided there are extenuating circumstances that inhibited their academic progress.
- Students who wish to submit an appeal must follow the SAP Appeal Process.
- If an appeal is approved, the student will regain their eligibility under a “probationary” status for one semester.
- If an appeal is denied, the student can remain in their courses but will be required to apply for other payment method to cover the cost of tuition.
- Students who change certificates or degrees, only credits that apply to the new certificate will be counted toward qualitative and quantitative calculations.

SAP Measurements

- Cumulative grade point average (qualitative)
- Credit hour completion/Program Pace (quantitative)
- The requirements of each criterion must be met and are described in detail below.

Qualitative Standard

- Cumulative GPA is the qualitative measure of SAP, meaning that it looks at the quality of the grades that each student earns in their courses.
- Students enrolled in a undergraduate or certificate program must maintain a minimum cumulative GPA based on the number of credit hours attempted.

• Number of Credit Hours Attempted	• Cumulative GPA required
• 1 – 9	• 1.50
• 10 – 21	• 1.70
• 22 – 45	• 1.90
• 46+	• 2.00

- Cumulative GPA is calculated after 3 undergraduate credits are completed at
- Courses that receive a “W” do not calculate into CGPA.

- If a failed course is retaken, the later grade will replace the failed grade and factor into the CGPA.
- Students who fail to meet CGPA requirements also fail to meet SAP requirements and will be denied Federal Student Aid but will have an opportunity to appeal, in most cases.
- Students registered in remedial/developmental courses are graded on an A,B,C,D,F scale, these grades are not calculated into the students CGPA.

Quantitative Standards

Credit hour completion is the quantitative measure of SAP, meaning that students must complete 67% (standard rounding rules apply) of courses to maintain eligibility for Federal Student Aid. Each undergraduate degree or certificate has a defined number of credits to complete. To maintain SAP, students must achieve a minimum percentage of credits earned versus credits attempted and cannot exceed the number of credits needed by more than 150%.

The pace of completion is required to ensure that the student will complete their educational program within the allowed maximum time frame for the student's program of study.

Maximum Time Frame/Pace

Urban College of Boston is a credit hour school, meaning that each academic program is defined by a set number of credits required for completion. In order to complete the program within the maximum time frame, the student must complete the program within 150% of the published credits. Students become ineligible to receive federal financial aid once they meet the 150% time frame.

- With the exception of remedial/developmental courses, all grades earned at the College will count toward cumulative GPA.
- The number of credit hours a student may attempt cannot exceed the maximum number of credit hours allowed in the student's program of study, less the number of applicable transfer credits accepted from other institutions.
- All credits attempted will count toward the maximum qualitative time frame except for remedial/development or nondegree courses.
- The College performs semester reviews of student's progress toward successful program completion. For example, once a student reaches 110% of their program published credits and will not be able to complete their

program within the number of maximum credits as indicated in the chart below, all federal financial aid will stop.

- Maximum time frame is not an appealable status.

Program/Certificate	Program Credits Required	150% Credit Maximum
Associate Degrees	60	90
Certificate Programs		
Case Management Clinical Research Coordinator	21	31.5
Human Services		
Early Childhood Development	27	40.5

Coursework Included in the SAP Calculation

- Undergraduate degrees & Certificate courses with a final grade of A through F will be counted towards credits attempted and completed.
- Final grades of "W" are counted as attempted credits towards completion rate.
 - Courses dropped during add/drop will not be counted towards credits attempted.
- Grade changes will be monitored, and SAP will be rechecked using any new information to comply with the SAP new/conflicting information requirement.
- Incomplete grades ("I") will be counted as attempted credits but not earned.
 - Incomplete grades that are later updated with an actual grade are not considered grade changes, so SAP will not be re-run.
 - The Incomplete grade was the valid grade at the time of the SAP run and the changed grade was earned at a later point. The updated grade will be picked up with the student's next SAP evaluation.
 - If the student would like to request a re-evaluation, the student can send in a written request to the Office of the Registrar asking for a new SAP evaluation.
- Repeat Coursework:
 - All repeats count in the calculation as credits attempted for failures and grade improvement.

- Previously passed courses can be repeated once and be eligible for federal financial aid.
- The first course grade will not be computed into the total grade-point average; instead, the most recent grade will be used.
- Transfer Courses
 - For the purposes of SAP calculation, program-applicable transfer credits are considered to be credits attempted and completed toward the completion of the student's program (pace or maximum time frame) but are not counted toward the student's GPA.

SAP Results

Satisfactory Academic Progress results are reviewed for Federal Financial Aid eligibility. One of the following results will occur upon an academic review of SAP:

- Satisfactory (SAP Met): Students are placed on this status upon review that determines the student is achieving the qualitative and quantitative standards require for SAP and may continue to receive federal financial aid.
- Financial Aid Warning (SAP Warning): Students are placed on this status if after the most recently completed semester they are not meeting either qualitative or quantitative standards from a SAP Met status. Students will remain eligible for federal financial aid until the next evaluation period.
- Financial Aid Suspension (SAP Suspension): Failure to meet either the qualitative or quantitative standards for satisfactory academic progress will result in the student being placed on unsatisfactory status that suspends financial aid eligibility until the next evaluation period.
 - Notification is provided when placed on this status and the student is not eligible to receive financial aid. Students may continue to take coursework without the use of financial aid assistance until eligibility is reinstated by achieving the required SAP standards. The status may be appealed under extenuating circumstances.
- Financial Aid Probation (SAP Probation)– Students who have been placed on Financial Aid Suspension, and who have an approved appeal, are placed on SAP probation. The student's eligibility for aid is considered to be reinstated.

Student Action & Appeal Process

Students who are notified that they are on financial aid suspension can submit a financial aid satisfactory academic progress (SAP) appeal. A student may appeal SAP if they believe that extenuating circumstances prevented normal academic success for successful completion of the term. Federal regulations describe the basis upon which a student may file an appeal as extenuating circumstances.

Extenuating Circumstances beyond a student's control include,

- Death of an immediate family member (spouse, significant other, parent, guardian, siblings, or child)
- Major medical issues experienced by the student, including a need for long-term care due to injury to the student or immediate family member of the student (as listed above),
- Domestic Violence
- Involuntary call to active duty
- National Disaster/Emergency Relief
- Involuntary loss of Job
- Homelessness
- Other extraordinary circumstances (on a case-by-case basis)

SAP Appeals

SAP Appeal Form

To appeal, the student must complete the **Urban College of Boston Suspension Appeal Form** to provide their explanation of how the extenuating circumstance prevented them from meeting academic requirements, how their situation has changed, and their strategy on how they plan to get back on track.

Academic Plan

As part of the students' SAP appeal, they must also agree to an Academic Plan. The Academic plan is created and provided to the student upon completion of committee review. The plan becomes part of the student's SAP appeal file and must be followed.

Appeal Committee Review

Appeals are reviewed on an ongoing basis by the Urban College of Boston Review Committee, which is composed of members of different department staff. The committee reserves the right to request additional documentation when applicable.

The appeal will be rendered within ten (10) business days upon receipt of all documentation submitted for review. Appeal decisions are final and will be delivered to the students via their Urban College email address.

Appeal Decisions

Once the student receives their SAP appeal decisions, it will be the responsibility of the student to reach out to their Student Services Advisor for further discussion on the result of their appeal. All committee appeal decisions are final.

Approved Appeals

Approved appeals are for one term only (unless special approval is granted by the committee to allow a 2-semester appeal).

- Students will retain their Financial Aid eligibility
- Students will be placed on a SAP Monitoring (SAP Probation) for each subsequent terms until they meet academic good standing
- They must follow the condition of their academic plan

Denied Appeals

Denied appeals are for one term only unless the student is not able to meet the conditions of their academic plan within their subsequent term. Students who are denied their appeal are no longer eligible for Federal Financial Aid.

Students who wish to remain in courses must do one of the following or they will be administratively withdrawn from the College by add/drop per the academic calendar associated with the start of the semester.

- Contact the Financial Services Department to secure other payment methods by emailing **financialservices@urbancollege.edu**

Graduation and Degree Conferral

Students must apply by the date published in the Academic Calendar each semester to graduate from Urban College and to receive a degree or certificate.

Students can only apply to graduate from the program they are enrolled in.

"Students must be in good standing with the Business Office in order to participate in the College graduation ceremony. All outstanding debts must be paid and/or arrangements for payments must be made in order to receive approval to participate in any graduation events.

Graduation Requirements for Associate Degree and Certificate Programs

Candidates must fulfill all course requirements of their chosen program of study, attain a cumulative grade point average of at least 2.00, and be in good standing at the time of graduation. The Urban College of Boston catalog that is in effect at the date of the student's matriculation will determine all requirements for the degree.

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

Second Degree Status and Pursuing a Certificate After Degree Conferral

To receive a second associate degree from Urban College, after completion of the initial degree, students must complete a minimum of 15 additional credits at the college beyond the credits used to satisfy the requirements of the first associate degree. The General Studies program may NOT be the second degree under this option.

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

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

Grade Appeal

Office of the Vice President for Academic Affairs

Email: Academicaffairs@urbancollege.edu

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

The grade appeal process is a series of steps with specific deadlines that must be honored:

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

Step 2: The student must contact the Director of Student Services and Support by emailing studentservices@urbancollege.edu to discuss their concerns and prepare a letter of appeal. This must be done within 10 business days of the completion of Step 1.

Step 3: The student must submit a letter that outlines circumstances and explains the reason(s) for the appeal. Letters should be emailed to: academicaffairs@urbancollege.edu within 15 business days of the completion of Step 1.

A Grade Appeals Committee, comprised of faculty and staff at the college will review the letter and documentation from the student and request relevant information from the faculty member. The Grade Appeals Committee will then consider all evidence and will forward a written decision to the student with a copy to the Vice President for Academic Affairs. The student may appeal the decision of the committee by writing to the Vice President for Academic Affairs. Decisions made by the Vice President of Academic Affairs will be final.

Academic Honors and Awards

Dean's List

To be included on the Dean's List a student must be matriculated in a program and have: achieved a term GPA of at least 3.30 or higher but less than 4.0 at the term's end; earned at least 6 college-level graded credits in the semester or during summer terms I and II combined; no incomplete grades; no grade less than a "C" in the term; in good standing; and achieved a cumulative GPA of at least 2.00 at the end of the term.

President's List

To be included on the President's List student must be matriculated in a program and have: achieved a term GPA of 4.0 at the term's end; earned at least 6 college-level graded credits in the semester or during summer terms I and II combined; no incomplete grades; no grade less than a "C" in the term; and achieved a cumulative GPA of at least 2.00 at the end of the term.

Commencement Honors

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

Grade Point Averages Needed for Graduating with Honors

Highest honors	3.75 GPA
High honors	3.50 GPA
Honors	3.25 GPA

GRADUATION AWARDS

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

These awards currently include:

Coard Family Scholar Award

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

Roberta L. Nourse Memorial Award

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

John and Mary Walsh Scholarship

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

Academic Standing, Performance Indicators, and Progress

Mid-Semester Progress Evaluation

On a designated date at mid-session, faculty will issue progress reports for all students using the student information system SONIS. Students whose work has fallen below a "C" average, must consult with their instructor(s) and/or academic advisor to discuss their academic progress and make appropriate decisions.

Unsatisfactory Progress Reports

In addition to mid-semester reports, faculty may, at any time during the semester, notify students of unsatisfactory progress or excessive absences. It is also recommended that students who receive unsatisfactory progress reports make an appointment with the Learning Resource Center for assistance.

Repeating Courses

If a course is repeated, the highest grade earned in the course will become the official grade for the course, and the grade included in the cumulative grade point average.

When a course is repeated, credit is granted only once. The highest grade for a repeated course is used in computing a student's grade point average. All other attempts to take a course will also be recorded on a student's transcript,

Withdrawing from or repeating a course may affect a student's academic programs and/or financial aid eligibility. Students that withdraw from a course or repeat a course are strongly encouraged to discuss the possible effects with their academic advisor, the Director of Student Services and Support, and/or a financial aid officer.

Academic Standing: Probation, Suspension, and Dismissal

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

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

Students who fail to meet the standard above have earned a probationary record and earn an academic status of "Probation". Students on probation may not withdraw from classes and must meet with their academic advisor to devise an academic plan to help them return to good standing.

Students on probation who earn a second consecutive probationary record are suspended from the college for a minimum of one semester, after which they may return to their original program. During the first semester after returning from suspension, the student is on probation. If they earn a third consecutive probationary record then, they are subject to dismissal from the college.

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

Other College Regulations and Policies

Educational Records and Privacy

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

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

Students are informed of their rights under this act through the College Catalog and the Student Handbook. In compliance with this federal law, the college has established a policy to protect students from misuse of information in their education records and to allow students access to their own education records.

The policy is summarized as follows:

Student's Rights: FERPA

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

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

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

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of

their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibility.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Urban College of Boston to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Access to Education Records

Access to records is limited to school officials with a legitimate educational interest. A school official is defined as follows:

- a person employed by the College in an administrative, counseling, supervisory, or academic, student support services position, or a support person to these positions; or
- a person employed by or under contract to the College to perform a special task.

Legitimate educational interest needed for a school official to access a record includes:

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

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

Directory Information

The following pieces of information are considered Directory Information and may be released with or without notice by the college except in cases where they have been specifically protected by written request from a student:

- Name as it appears in the College's records
- Degrees or Certificates enrolled or conferred and Date of Graduation
- Dates of Attendance
- Enrollment status
- Urban College Email address
- College Honors including Dean's List (see "Dean's List").

COMPUTER AND NETWORK USAGE

General Principles

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

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

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

No Expectation of Privacy

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

Guidelines

In making acceptable use of resources, users MUST:

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

In making acceptable use of resources, users MUST NOT:

- use another person's system, user ID, password, files, email address or data without permission; use computer programs to decode passwords or access control information;
- download, transmit or display obscene material;
- circumvent or subvert, or attempt to circumvent or subvert system or network security measures;

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

- use the College's systems or networks to transmit any material in violation of United States or Massachusetts laws or regulations;
- engage in any illegal or unethical act, including violation of any criminal or civil laws or regulations, whether state or federal;
- engage in any conduct that violates the College's other policies; and
- engage in any other activity that does not comply with the General Principles presented above.

College Email

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

Student email accounts will be created for each new student upon registration. Students are required to use and check their College email account regularly.

Important College information will be communicated to students through the student email system. The College will not allow students to update their email addresses with private or other email addresses, but they can forward their Urban College email to another email account. Only the assigned College email address will be used by the College for email communications with students.

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

Social Media

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

Enforcement

College officials will review alleged violations of acceptable use policies on a case-by-case basis. Violations of policy will result in appropriate actions, consideration of

appropriate disciplinary measures, and/or referral to appropriate authorities responsible for enforcing local, state, and federal laws. Users who breach this policy may be denied access to the College's computer and communications networks and may be subject to further disciplinary action.

To prevent further possible unauthorized activity, the College reserves the right to disconnect that user from the network. If this is deemed necessary by College staff, where appropriate, reasonable effort will be made to inform the user prior to the disconnection. Breaches of this Computer and Network Usage Policy will be referred to appropriate administrators for consideration of discipline in accordance with applicable College policies and procedures.

The College considers any violation of acceptable use of principles or guidelines to be a serious offense and reserves the right to copy and examine any files or information resident on the College systems allegedly relating to unacceptable use.

Violators are subject to disciplinary action as prescribed in student and employee policies, handbooks, or contracts.

Online Course Etiquette

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

Here are a few things to remember:

- Access to Urban College systems including Urban College emails, student information systems (SONIS), and learning management system (Brightspace) is an earned privilege and students are advised to use these with caution. Never provide your Urban College login information to any other individual, including friends or family.
- Please refer to the Academic Honesty section of this catalog for academic honesty policies that apply to all students, including those in online classes.
- If you have a question about assignment deadlines or closed assignments in a course for your instructor, please do not submit a helpdesk ticket. Instead, reach out to your instructor directly with your specific request. An IT Helpdesk Ticket should be submitted only for true IT problems, such as email or Brightspace login issues.
- When communicating online, remember that your classmates who are reading your words deserve to be treated

with respect. Without the benefit of facial cues and other physical indications, your readers may not interpret your words as you intended. Before sending any communication, ask yourself if you would say the same thing if you were face-to-face.

- Behavior standards are the same in face-to-face and online courses. This includes:
 - following the copyright laws and Urban College of Boston codes of conduct and civility
 - responding honestly but thoughtfully and respectfully
 - using language that others will not consider foul or abusive.
 - being constructive when providing feedback to classmates
 - Communication which is acceptable on one platform (texting) may not be appropriate in an academic setting. If you are not sure if a method is appropriate, you should ask your instructor.
 - Your communication should be relevant and concise.
Your classmates and instructor will need to be able to read your work within a reasonable amount of time. Avoid attaching large files or images that might take a lot of time to download. Your instructor will let you know what to expect in terms of response time and feedback.
- Make sure your written work is well crafted, relevant to the topic and proof-read before submitting. Always follow your instructor's guidance for the class. When appropriate, share your expertise, resources, and reference materials so others can learn from you as well. Handling disagreements:
- It is okay to disagree with a classmate, but interactions must remain respectful. Focus on the issue and not on any individual.

Privacy considerations:

Never share a classmate's personal information; always respect their privacy. This privacy extends to all aspects of the course. Sharing screenshots, video, or audio of your classmates without their permission is a violation of student privacy rights as well as state and federal law. Similarly, you should not share any of your classmates' classwork, group work, presentations, or other educational materials without their explicit permission.

A few communication tips:

- Stay actively engaged with each class you are taking at the College. This means checking your Urban College courses and email daily. Check your course's syllabus to see what expectations and policies the instructor has set around communication.

- Don't be shy. If you have a question, concern, comment, or suggestion, make sure that you speak up. Even though you cannot raise your hand online, you can send an email to your instructors or post a message to the discussion board. It is your responsibility to communicate with your instructors when you have a question or issue that needs to be addressed.
- Follow the online etiquette rules set out in your courses.
- You can expect your instructor to respond to communications within 2 business days.

STUDENT CODE OF CONDUCT

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

College Statements, Policies and Disclosures

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

DRUG AND ALCOHOL POLICY

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

Violation of this policy will result in actions ranging from mandated participation in drug counselling and rehabilitation programs, to dismissal. For complete policy details, refer to the Student Handbook.

Policy and Rules

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

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

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

Health Risks

The negative physical and mental effects of the use of alcohol and other drugs are well documented. Use of these drugs may cause blackouts, poisoning and overdose, physical and psychological dependence, damage to vital organs, as well as an inability to learn and remember information and psychological problems. For more information about the health risks associated with the misuse of alcohol and illicit drugs, please visit <https://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs-charts>.

Prevention and Education

As required under the Drug-Free Schools and Communities Act of 1989, Urban College of Boston uses multiple strategies to provide comprehensive education regarding alcohol and other drugs. The College will continue to distribute materials to students and provide educational workshops/training as a means of prevention. Student Services personnel can provide referrals to other agencies and organizations for individuals experiencing substance abuse or those affected by persons with substance abuse issues.

Student Responsibilities and Sanctions

Urban College of Boston remains cognizant of its responsibilities to the civil authorities. Operating within this framework, students who seek information, advice, or counseling regarding drugs are urged to contact the Director of Student

Services and Support at 617-449-7380 or studentservices@urbancollege.edu. Complete confidentiality will be maintained. Also, the Student Services staff is prepared to refer students to appropriate professionals (medical, legal, psychiatric, etc.) according to the needs of the individual student. Contact will be held in complete confidence.

The unlawful manufacture, distribution, and possession of controlled substances (illegal drugs and paraphernalia) are prohibited by both state and federal law and are punishable by severe penalties. Urban College of Boston prohibits such conduct.

Violation of this standard will be considered a serious offense. Students who violate state or federal laws may be referred to local law enforcement authorities for prosecution. "Any student found possessing, using, selling, or involved in any way with narcotics, psychedelic drugs or chemicals, or dangerous drugs on this campus, unless prescribed by a physician, will be subject to disciplinary action. Additionally, violation of this policy will result in actions ranging from mandated participation in drug counseling and rehabilitation programs, to dismissal. Students who hold part-time jobs within the institution are covered by both student and employee policies.

Drugs and Federal Aid

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

Employee Drug-Free Workplace Policy

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

Urban College does not conduct random drug or alcohol testing but does reserve the right to test for drugs and/or alcohol for cause. Should the College have a reasonable suspicion that an employee is under the influence of illicit drugs or alcohol, or if the employee is in an accident that causes damage to Urban College's property, the employee may be required to submit to drug/alcohol testing and/or mandatory referral into a substance misuse assistance or rehabilitation program. Refusal by an employee to comply with the applicable requirements may be grounds for immediate dismissal from employment.

- The first offense will result in a minimum of conduct and/or probation, and referral to substance misuse education.
- Subsequent offenses will result in more severe sanctions, which are to be decided upon by the Vice President of Academic Affairs to allow the flexibility that is needed to consider the particular circumstances of each individual case.

Employee Sanctions – Alcohol and Drugs

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

Tobacco- and Smoke-Free Policy

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

Summary of Legal Sanctions for Alcohol and Drug Abuse

The illegal use of drugs and alcohol is a serious crime under local, state, and federal laws. Courts do not lift a prison sentence so that a convicted person may attend college or continue a job. A felony conviction for a drug or alcohol offense can also prevent a person from entering many professions or other areas of employment. State and Local ordinances in Massachusetts prohibit public consumption of alcohol and impose fines for violation. Massachusetts laws prohibit the sale or delivery of alcoholic beverages to a person under age 21. A fine and/or imprisonment may be imposed. Misrepresenting one's age or falsifying an identification to obtain alcoholic beverages is also punishable by a fine. Fines, revocation of driver's license, possible prison sentence, and mandatory alcohol rehabilitation may be imposed for a conviction of driving under the influence of alcohol.

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

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

It is illegal in Massachusetts to be in a place where heroin is kept and to be "in company" of a person known to possess heroin. Anyone in the presence of heroin at a party or dormitory suite risks a serious drug conviction. The sale and/or possession of "drug paraphernalia" are illegal under Massachusetts law. A person convicted of drug possession under state or federal law is ineligible for federal student grants up to one year after the first conviction and five years after a second conviction, and permanent loss after a third conviction.

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

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

Reporting

Students who need help or support for an addiction may get assistance by contacting the Director of Student Services and Support, (617) 449-7380 or studentservices@urbancollege.edu .

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

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

Drug and Alcohol Abuse Prevention Program

Urban College of Boston offers prevention educational materials about intervention and support for minimizing and addressing concerns related to alcohol and other drugs.

Student Success staff personnel provide referrals to other agencies and organizations for individuals experiencing substance abuse or those that are affected by persons with substance abuse issues.

Informational brochures on drug and alcohol abuse, as well as topics on AIDS transmission and other sexually transmitted diseases, are also available to students.

Free Alcohol, Drug, and Other Rehab Sources

Whittier Street Health Center
1290 Tremont Street
Boston, MA – 02120
(617) 427-1000

After Care Services Inc.
2 Lexington Street
Boston, MA - 02128
(617) 569-4561

Fenway Community Health Center

Substance Abuse Treatment Program
142 Berkeley Street
Boston, MA – 02116
(617) 247-7555

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

Boston Children's Hospital
Adolescent Substance Abuse Program
300 Longwood Avenue
Boston, MA – 02115
(617) 355-2727

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

Boston Alcohol and Substance Abuse Programs Inc.
29 Winter Street
Boston, MA – 02108
(617) 482-5292
(617) 569-2089

Rehabilitation and Health Inc.
East Boston Substance Abuse Treatment
52 White Street
Boston, MA – 02128
(857) 577-8193

SAFETY AND SECURITY

Preparing the Annual Disclosure of Crime Statistics

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

The full report shall be accessible online on the college website:

<https://www.urbancollege.edu/>. An annual email notification is sent to all enrolled students, faculty, and staff that provides the specific website page to access this report. Copies may also be requested from the Office of Enrolment Services. All prospective employees may obtain a copy from Human Resources and the website address will be attached to the College employment applications. Additional information on crime reporting and procedures is available in the Student Handbook.

Notification of a Missing Student

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

Should the Boston Police Department confirm that the student is missing, the college will notify the student's emergency contact no later than 24 hours after the student is determined to be missing by the Boston Police Department. If the missing student is under the age of 18 and is not an emancipated individual, the college must notify the student's parent or legal guardian in addition to any other designated contact person within 24 hours of the determination that the student is missing.

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

Sexual Assault, Domestic Violence, Dating Violence, or Stalking

The College is obligated to investigate all allegations of sexual violence, even if the alleged victim chooses not to file a formal complaint and/or participate in the investigation. Additionally, a complaint filed in another forum, including a criminal or civil complaint, shall not delay the college's investigation of a complaint of sexual violence. The college shall promptly and thoroughly investigate all such allegations in accordance with the Policy on Affirmative Action's Complaint Procedure and shall provide the victim with periodic updates on the status of the investigation. For complete policy details and to report complaints of sexual assault, domestic violence, dating violence, or stalking, refer to the Student Handbook.

Administration, Faculty, and Staff

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Human Resource Coordinator

Karen Lucas
Business Manager

Karen Corbin
Controller

Timesha Scott
IT Lead

Admission and Financial Services

Stacy Broadus
Director of Financial Aid

Carla Desisto
Assistant Manager of Financial Services

Daniella Sanchez
Associate Admissions Officer

Jessica Barrera
Associate Admissions Officer

Johaisi Reyes
Senior Admissions Officer

Learning Resource Center

Jennifer Burke Grehan
Assistant Professor of English and Program Chair, General Studies

Ellie Wolf
Learning Support Associate

Gabriela Gabriel
Learning Support Associate

Maudeline Clervoix-Frank
Learning Support Associate

Institutional Research

Judith Dutil
Director of Institutional Research and Assessment

Communications and Marketing

Arianna Valle
Director of Marketing and Communications

Registration

Waqas Mirza
Director of Registration Services and Registrar

Daniel Borges
Registration Coordinator

Student Success

Rosana Perella
Director of Student Services and Support

Kendall Driscoll
Academic Success Coach and Advisor

Yessenia Guglielmi
Early Childhood Education Academic Success Coach and Advisor

Faculty

Last Name	First Name	Department	Highest Degree
Amy-Cordero	Alberto	ECE	Cambridge College, M.Ed.
Barnes	Andrea	CRC	New York Institute of Technology, MSCN
Benoit	Adzele	HUS/PSY	Wheelock College, MSW
Boutte-Thompson	Caroline	CIS	Lesley University, M.Ed.

Buskey	Jamie	ECE	Wheelock College, M.Ed.
Carter	Sonia	NTS	Eastern Nazarene College, MSM
Cesar-Davis	Natacha	SOC	University of California, EdD
Chen	Min	ENG	University of Oregon, MA
Chukwuana	Olive	ECE	Eastern Nazarene College, M.Ed.
Clark	Eric	MAT	Eastern Nazarene College, M.Ed.
Colon-Rivas	Jose	ECE	Penn State University, Ph.D. in Ed
Cordero	Ana	ECE	Boston State College, M.Ed.
DaCruz	Alessia	ENG	Gordon College, M.Ed.
Davidson	Bernadette	ECE	Lesley University, MA
Davidson	Rebecca	ART	University of Pennsylvania, MFA
Del Rosario	Sharline	ECE	Salem State University, M.Ed.
Deon	Jane	COM/ENG	Florida International University, MFA
Driscoll	Kendall	HUM/PSY	Boston University, M.M.
Dunbar	Tiffany	ENG	Keene State College, M.Ed.
Espendez	Carlos	ENG	Cambridge College, MMG
Farias	Ana Teresa	ECE	Worcester State University, M.Ed.
Finkelstein	Deborah	COM	Goddard College, MFA
Fu	Mei Hua	ECE	Lesley University, M.Ed.
Garcia	Angela	ECE	New Mexico State University, M.Ed.
Grehan	Jennifer	ENG	Cambridge College, M.Ed.
Grenier	J.M.	ENG/HUM	Northeastern University, M.Ed.
Grout	Kenneth	COM	Emerson College, MA
Guerra	Adriana	ECE	Wheelock College, MS
Guevara Alvarez	Yasmin	ECE	Lesley University, M.Ed.
Guglielmi	Yessenia	ENG	Drew University, D.Litt.
Harari	Jack	HUS	Hunter College, MS
Hernandez	Rosemary	ECE	Southern New Hampshire University, MS
Huang	Jiaying	ECE	Wheelock College, M.Ed.
Iyer	Vidya	CRC	ACPM Medical College, MBBS
Lauziere	Patricia	HUS	University of Phoenix Online, M.Ed.
Lazo	Oscar	ENG/MAT/ NTS	Catholic University of Chile, PhD
Lazo	Riola	ECE	University of Concepcion, M.Ed.
Liu	Yanying	ECE	Cambridge College, M.Ed.
Lopez	Odette	ECE	Inter American University, M.Ed.

Maglio	Elizabeth	CIS/COM/CRC/ ENG/HLF/HUM/ HUS/NTS/PSY/ SOC	Catholic University, MSW
Marte	Joselyn	ECE	Hunter College, MSW
Matthews	Allison	ECE/HUM	Nova Southeastern University, Ed.D
Melchore- Scott	Myrna	ECE	Bridgewater State University, MSW
Meyerson	Anne	HUS	Clark University, BA
Munoz- Benavides	Sonia	ECE	Lesley University, M.SPEd.
Newman	Peter	HUS/SOC	Loyola University School of Law, LL.M
Osarenkhoe	Karen	ECE	Springfield College, MS OML
Pierre- Jerome	Lunine	ECE	UMass Boston, M.Ed.
Quiceno	Leidy	HUS	UMass Boston, MS
Ramos	Arlene	ECE	Cambridge College, MS
Reis Da Cruz	Alessia	ENG	University of Massachusetts, MA
Rivera- Garcia	Lilliam	ECE	Cambridge College, MA
Robinson	Conrad	HUS	Simmons University, MSW
Robinson	Verdis	HUM	SUNY University, MA
Rogers	Zoe	ENG	Rhode Island College, MA
Romano	Dominga	ECE	Universidad Autonoma de Santo Domingo, M.Ed.
Rosen	Jill	HUS	Regis College, Ed.D.
Sabatka	Caleb	HUM/HUS/SOC	Vermont Law School, MARJ
Stark	Kristabel	ENG	Dominican University, MEd.
Stephens	Chris	ENG	University of New Orleans, MFA
Sullivan	Aracelis	ECE	University of Massachusetts, M.Ed.
Thompson	Anneisha	ECE	Cambridge College, M.Ed.
Tineo	Paola	ECE	Simmons College, MA
Todisco	Amanda	ENG	Lesley University, MFA
Winograd	Adam	ENG	Lesley University, MFA
Wong	Kevin	PSY	Northeastern University, MS
Wong	Paul	ENG	University of Hong Kong, M.Ed.

Yahya Al-Arashi	Lamis	ENG	Cambridge College, PhD in Education
Zarrella	Christy	ECE	Boston College, M.Ed.
Zayas	Myrna	ECE	Springfield College, MS
Zhu	Junxian	CIS	Shanghai University, BS

Campus Directory

Questions About...	Please Check With...		
General Information	Registration Services	617-449-7070	registration@urbancollege.edu
Academic Departments			
Early Childhood Education	ECE Faculty and Program Coordinator	617-449-7069	academicaffairs@urbancollege.edu
General Studies	GS Faculty and Program Chair	617-449-7068	academicaffairs@urbancollege.edu
Human Services Administration	HUS Faculty and Program Chair	617-449-7068	academicaffairs@urbancollege.edu
Technology			
Brightspace Login	Helpdesk	617-960-0254	helpdesk@urbancollege.edu
Brightspace Problems	Learning Resource Center	617-449-7044	lrc@urbancollege.edu
Computers, On-Campus	Learning Resource Center	617-449-7044	lrc@urbancollege.edu
Email (UCB)	Helpdesk	617-960-0254	helpdesk@urbancollege.edu
Laptop Requests	Helpdesk	617-960-0254	helpdesk@urbancollege.edu
Student Portal	Helpdesk	617-960-0254	helpdesk@urbancollege.edu
Technology Support	Helpdesk	617-960-0254	helpdesk@urbancollege.edu
Student Services			
Academic Advising	Advising Team	n/a	advising@urbancollege.edu
Admissions	Admissions Team	617-449-7067	admissions@urbancollege.edu
Change of Address or Name	Registration Services	617-449-7070	registration@urbancollege.edu
Disability Accommodations and Support	Director of Student Services and Support	617-449-7380	studentservices@urbancollege.edu
English Placement	Learning Resource Center	617-449-7044	lrc@urbancollege.edu
Enrollment Verification	Registration Services	617-449-7070	registration@urbancollege.edu
Financial Aid/Pell Grants	Financial Services	617-449-7428	financialservices@urbancollege.edu
Lost and Found	Learning Resource Center	617-449-7044	lrc@urbancollege.edu

Refunds, Payments, and Fees	Financial Services	617-449-7430	financialservices@urbancollege.edu
Registration Information	Registration Services	617-449-7070	registration@urbancollege.edu
Satisfactory Academic Progress	Registration Services	617-449-7070	registration@urbancollege.edu
Student Advocacy, Appeals, and Grievances	Director of Student Services and Support	617-449-7380	studentservices@urbancollege.edu
Title IX	Title IX Coordinator	617-449-7380	studentservices@urbancollege.edu
Transcript Requests	Registration Services	617-449-7070	registration@urbancollege.edu
Transfer Credit Evaluation	Registration Services	617-449-7070	registration@urbancollege.edu
Tuition	Financial Services	617-449-7428	financialservices@urbancollege.edu
Tutoring & Academic Support	Learning Resource Center	617-449-7044	lrc@urbancollege.edu
Other			
Alumni Connections	Alumni Relations	617-449-7038	alumni@urbancollege.edu
Donations to the College	Chief Operating Officer	617-449-7038	advancement@urbancollege.edu
Marketing/Public Information	Marketing PR Team	617-449-7037	marketing@urbancollege.edu