EARLY COLLEGE

CAREER ACADEMY

A partnership between SUNY Adirondack and WSWHE BOCES

Program Guide
2020 – 2021

This document is meant to be a guide for the Early College Career Academy program. Eligibility to participate in the program is dependent upon meeting the requirements outlined within this document. However final decision for student enrollment will be at the discretion of the school district that the student resides in.

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ABOUT THE EARLY COLLEGE CAREER ACADEMY (ECCA)

The Early College Career Academy: An Early College High School Program, is a partnership between SUNY Adirondack and the Washington-Saratoga-Warren-Hamilton-Essex BOCES.

Students are eligible to earn up to 32 college credits (at no cost to students), acquire national or internationally recognized industry credentials, participate in work-based learning projects and industry challenges, and be mentored by practicing professionals in their field of study.

Two-year programs begin in junior year of high school:

- Advanced Manufacturing
- Business and Entrepreneurship
- Information Technology/Computer Networking and Cybersecurity
- New Media

Each program was designed with local industry business partner input. As a result, students will be exposed to a combination of industry theory and cutting edge technologies that will allow them to meet with success in a full-time college or work experience after they complete the Early College Career Academy program. Each program has a specific set of college and BOCES courses that have been approved for the program. In addition, some of the college courses will also count toward high school graduation requirements.

The Early College Career Academy is designed to:

- connect high school academics to the higher expectations of college academics.
- link academic coursework with careers.
- develop career pathways from high school through college to jobs in high-demand industries.
- increase exposure to math and science through areas of student interest.
- assist students who may not otherwise attend college in obtaining college credits.
- challenge students to be college and/or career ready.

Students in the programs are exposed to the latest technologies used in these industries, earn industry recognized certifications, and participate in work-based learning activities that include job shadowing, being mentored by an industry expert and real-world industry challenge projects. In addition to acquiring job skills and industry knowledge, students also earn college credits toward an Associate Degree in Applied Science, an Associate Degree in Science, or a SUNY Adirondack Certificate.

Students who participate in the Early College Career Academy will:

- be dually enrolled in high school and SUNY Adirondack as non-matriculated students.
- spend half of the day taking college courses on either the SUNY Adirondack Queensbury campus or at the SUNY Adirondack Wilton Center; the other half will include Regents level courses at the student's high school.
- be co-taught by SUNY Adirondack professors and a WSWHE BOCES Career and Technical Education instructor.
- be taught science, technology, engineering, and math (STEM) fundamentals in a connected, collaborative environment using project-based learning.
- be provided with a laptop, notebook, or tablet for a 1:1 technology experience, and receive hands-on experience using state-of-the-art advanced manufacturing, computer networking and new media equipment and software programs.
- expose students in the business program to business plan development and operational excellence through bootcamps and Six Sigma methodologies.
- have the opportunity to participate in work-based learning or job shadowing experiences with local business owners during college breaks.

At the end of the two year program, a successful student will have:

- earned nationally or internationally recognized industry certifications.
- satisfied all requirements for a NYS Regents Diploma.
- participated in valuable work-based learning experiences.
- earned up to 32 college credits.

PROGRAM ELIGIBILITY, APPLICATION & ACCEPTANCE

Eligibility Requirements

In order to apply for the program, students must meet the following eligibility requirements:

- be enrolled in a WSWHE BOCES Component School District.
- will be a junior in the next school year, and be in good academic standing.
- have a cumulative grade point average of 80% or higher.

Application Process

The application process begins with the submission of an application by the student who meets the eligibility requirements.

Application Checklist

- The student fills out their portion of the ECCA Application Form, which is available from the ECCA website (adkecca.com) including a written essay.
- Print the application.
- The student and student's parents sign the application.
- The **student submits the application and their essay to their school Counselor by March 1**.
- The counselor will fill out their section, obtain the required school district signatures.
- The **counselor will send the application by April 1**, to WSWHE BOCES, along with the student's transcript.

Acceptance Process

WSWHE BOCES and SUNY Adirondack will review all applications for eligibility, which include:

1. student is enrolled in a WSWHE BOCES Component School District.
   - student will become a junior in the next school year, and is in good academic standing.
   - student has a cumulative grade point average of 80% or higher.
2. If the student meets the eligibility requirements, the application will be considered for acceptance.
3. Acceptance into the program is competitive; therefore, the student's essay will be reviewed for quality, interest and program fit.
4. Acceptance into the Advanced Manufacturing and IT Computer Networking programs are conditional; students in these programs must place into college-level math through the Accuplacer placement exam.
   - WSWHE BOCES will communicate the placement exam dates to the student and their school counselor.
   - It is the responsibility of the student to make sure they are present for the placement exam.
   - Students who do not obtain a satisfactory score on the placement exam will not be accepted into the program.
5. All students and school districts are informed of the final decision for each student who applied to the program.

You've Been Accepted … What's Next?

For students who have been accepted into the program, additional paperwork and notifications will be required.

- The college requires that students obtain a Certificate of Residency.
    - Failure to provide a certificate of residency each calendar year will result in a non-resident tuition rate being charged to the individual student's account. If a non-resident rate is charged, districts will only be held responsible for the NYS resident tuition charges, as well as fees associated with the program. Families will be responsible for the remaining balance of the bill. The current SUNY Adirondack Tuition and Fee Schedule can be found at http://www.sunyacc.edu/admissions-cost/tuition-fees.
- Complete a FERPA Waiver (see page 11 for more details)
- WSWHE BOCES will send a Welcome packet that also contains a number of forms that need to be filled out and returned before September 1.
- All required **paperwork must be completed and returned before September 1** to WSWHE BOCES. Incomplete paperwork will forfeit the student's registration and their spot will be offered to a student on the waitlist.
- Students are required to attend a half-day orientation in mid- to late-August. Parents are also invited and encouraged to attend. Notification of the orientation will be mailed to the student's home address.

Students who meet all of the program entrance requirements and accept their offer to participate in the program will have "dual enrollment." Dual enrollment means that the student will be considered both a high school student and a SUNY Adirondack college student. Students will have use of all the facilities and services provided by the college and their home school. They will receive course grades from SUNY Adirondack and their high school.

PARTICIPATION, COMMITMENT, and ATTENDANCE REQUIREMENTS

Program Orientation

Students are required to attend a half-day orientation in mid- to late-August. Parents are also invited and encouraged to attend. Notification of the orientation will be mailed to the student's home address.

Students will meet their classmates, some of their instructors, learn about SUNY Adirondack and WSWHE BOCES resources that are available to them, tour the campus, and visit the labs.

Parents will have the opportunity to learn about the SUNY Adirondack and WSWHE BOCES resources that are available to the students, the communication processes, meet instructors, and tour the campus.

Student Commitment to the Program

Students who are accepted to the ECCA, ideally, will make a two year commitment to the program; however minimally, a full year commitment to the program is required.

Due to the nature of the ECCA model, specifically dual enrollment and high school scheduling, students cannot return to their home school mid-year.

Students accepting enrollment to the program must meet the challenges of being a college student, which include:

- being dedicated (attend all classes).
- putting in the effort (doing homework and assignments) to ensure they will pass their college courses.
- seeking academic and/or counseling assistance before a situation gets out of hand.
- adhering to the policies and procedures set forth by BOCES (found on www.wswsheboces.org).
- adhering to the rules and regulations in the SUNY Adirondack Student Handbook, including but not limited to academic, technology, and safety regulations, as well as the Code of Conduct.

Attendance Policy

Attendance in the program is very important. Acceptable college (SUNY) absences are determined by each professor, please refer to the college course syllabi for attendance policies. Career & Technical Education (BOCES) attendance policy requires a program review if a student has nine unexcused absences. Students should call the BOCES CTE Center (Myers or SAEC) to report an absence. Should a student become ill during their scheduled time at the Early College Career Academy (ECCA), ECCA staff will notify the districts and determine proper student release.
Attendance Office Myers: 518-581-3616
Attendance Office SAEC: 518-746-3414

TUITION AND FEES

Students enrolled in the Early College Career Academy will not incur any cost for attending the program while they are dually enrolled in high school.

The student's home school district pays BOCES tuition, which includes the cost of the college courses, cost of BOCES courses, and all equipment, books and fees, as long as the student is enrolled in the district.

TRANSPORTATION

We strongly encourage school districts to provide transportation to and from the home school and college campus. However, transportation availability will vary by district. Students should discuss their transportation needs with their district and the ECCA school counselor. Should a district not provide a student transportation to the program, please communicate with the ECCA school counselor and transportation options will be explored.

COURSE SCHEDULING AND REGISTRATION

Students will be considered both a high school student and a SUNY Adirondack college student – the student will have "dual enrollment." This means they will be registered for courses at SUNY Adirondack, WSWHE BOCES and their home school district.

Students must meet the pre-requisites to take any college course that requires them. Should a student not meet the pre-requisites all efforts will be made to provide a commensurate level, degree aligned course. Please note: Developmental (non-credit) courses are not eligible.

SUNY Adirondack Course Scheduling and Registration

College classes are held Monday through Friday. Usually courses will meet either on a Monday/Wednesday or Tuesday/Thursday schedule. In addition students will take HRD 110-Freshman Seminar, a course that will assist them in transitioning to college. Registration for the college classes is prescribed by the program requirements; therefore, students will be automatically registered for courses by SUNY Adirondack.
See the Suggested Plan of Study for the specific program the student is enrolled in to see the order they will be taking the courses. The order is pre-set and based on college course prerequisites that must be met in order to be successful, especially in the more advanced courses.

Year two students who wish to continue their degree program at SUNY Adirondack must make an appointment with the Student Success Advisor. The appointment should be made outside of their scheduled Early College Career Academy hours.

WSWHE BOCES Course Scheduling and Registration

In addition to attending SUNY Adirondack courses, students in the ECCA will attend class with a WSWHE BOCES instructor every day Monday through Friday (when there is not a conflicting college class).
Students in the ECCA program will automatically be registered into the BOCES course each year. See the Suggested Plan of Study for the specific program the student is enrolled in to see the name(s) of these courses.
In the Course Descriptions section for each program you will find course descriptions for both the WSWHE BOCES courses and the SUNY Adirondack courses.

Home School District Course Scheduling and Registration

Registration for high school classes for a student's junior and senior years at their home school will be determined in consultation with the student's home school counselor.

ACADEMIC PERFORMANCE STANDARDS

Both SUNY Adirondack and BOCES have academic standards in place that must be met in order for students to continue in the Academy. If the student does not meet the minimum academic performance requirements, which include but are not limited to passing courses, attendance, and participation in program activities, this may lead to dismissal from the program.

Total Credits Attempted**	Academic Warning GPA	Academic Probation GPA	Academic Dismissal GPA*
0 - 13	1.51 - 1.99	0.00 - 1.50	-
14 – 36	1.76 - 1.99	1.26 - 1.75	0.00 - 1.25
57 - 64	1.91 – 1.99	1.51 - 1.90	0.00 - 1.50

* Attempted credits include all transcript credits: including failures and withdrawals
** GPA reflects SUNY Adirondack transcript only

Academic Action Plans: Students who are not considered to be in Good Standing must meet with the ECCA Student Success Advisor and the BOCES School Counselor to develop an approved Academic Action Plan prior to the next college term. Failure to adhere to the parameters of the Action Plan may result in dismissal from the program as students not successfully completing the required college credits are also in jeopardy of not meeting high school graduation requirements.

Appeal of Dismissal: Students dismissed from the program may submit a written appeal for readmission. This will be reviewed by a representative committee convened by the Assistant Dean for Extended Programs. If the student is allowed to return they will be placed on academic probation and an Action Plan must be in place prior to starting the next term.

GRADES AND GRADE REPORTS

Students will be considered both a high school student and a SUNY Adirondack college student – they will have "dual enrollment." Students will be graded by SUNY Adirondack professors, WSWHE BOCES instructors, and teachers at their home school district.

SUNY Adirondack Grades

Students will have access to their college course grades via the SUNY Adirondack Banner system. Each SUNY Adirondack student is provided with a Banner account where they can see their mid-term and final course grades. Parents are encouraged to review the information with their child to monitor their progress.

In week three of each semester, SUNY professors have the option of identifying students who are struggling through the Early Alert system. SUNY will notify WSWHE BOCES who will contact the home school counselor and parents so that resources can be put in place for the student.

In week six of each semester, SUNY professors have the option of identifying students who are struggling through the Academic Alert system, and after week 10 of the semester, professors have the option of posting a mid-term grade. Be aware, however, that mid-term grades have no bearing on the final grade or GPA for the student.

At the end of each semester, SUNY Adirondack sends a grade report to WSWHE BOCES for all students participating in the program. WSWHE BOCES sends grade reports to each student's home school counselor.

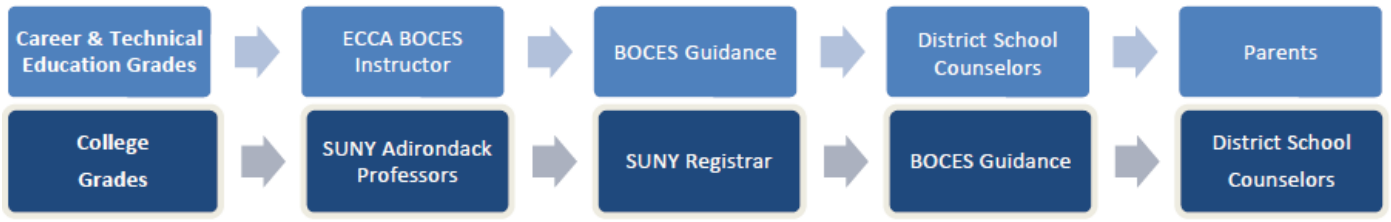
At the end of each semester, students can and should review their SUNY Adirondack course grades from their Banner account. SUNY final grades will be available by January 1 for the fall semester, and June 1 for the spring semester.

WSWHE BOCES Grades

Grade reports for BOCES courses will be sent to the student's home school at the end of each quarter so that they can be included on the student's home school report card.

In addition, five week interim reports are created by BOCES instructors for students who are experiencing challenges. Interim reports will be sent directly to district counselors and parents.

The diagram below shows the flow of information for grades and transcripts.



Course Failure

If a student fails a **SUNY Adirondack course**:

- The student will earn no college credit for the course.
- **If the college course failed was intended for dual credit to be used toward high school graduation requirements, the student will earn no high school credit for the course.**
- The failing course grade will be used to calculate the student's GPA.
- There may be an opportunity to retake a failed course; however, it will depend on the availability of the course at the college and the student's schedule.
- If the student successfully passes the course on a 'retake':
- The passing grade will be the only one used to calculate the student's GPA.
- The failure will remain on the student's transcript but will not be used to calculate the GPA.
- If the student fails a course that is a prerequisite for another college course, and there is the option to take it the next semester, the student must retake and pass the failed course before they can register for the advanced course.
- If the student fails a course that is a prerequisite for another college course and there *is no option* to take it the next semester, the student will be withdrawn from the program and their academic record will stand.

If a student fails a WSWHE **BOCES course**:

- The student will earn no credit for the course.
- The failing course grade will be used to calculate the students GPA.
- Students ***will not*** have the opportunity to retake a failed BOCES course.

COURSE OR PROGRAM WITHDRAWAL

Withdrawing from a SUNY Adirondack Course

The program staff **strongly discourage** withdrawing from a course, as all courses are important to the skills and acquisition of knowledge needed to succeed in the program. There may, however, be times where a student experiences extenuating circumstances and this option may be best. Students who are considering withdrawing from a course should first speak with their Student Success Advisor at the college.

Should a student withdraw from a course, this action will result in a grade of "W" (or withdrawal) on one's college transcript. "W" grades appear on the transcript as unearned attempted credit, but are not calculated into the student's GPA.

Be aware, however, that multiple withdrawals could have a negative impact on future financial aid should the student wish to continue their college education.

Withdrawing from the Program

As stated in the Program Participation Requirements, students are required to commit to the program for a full year.

At the end of the first year, if a student is considering withdrawing from the program they will be ***required*** to:

- speak with their SUNY Adirondack Student Success Advisor
- speak with the BOCES ECCA Counselor, and
- speak with their home school Counselor

If it is determined that withdrawing from the program is the best action, the student will need to file paperwork with SUNY Adirondack that requires signatures from the student, parent(s), home school district, and college.

PRIVACY OF STUDENT EDUCATION RECORDS (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.
If a student is attending a postsecondary institution – at any age – the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may write to the following address:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

ACADEMIC ASSISTANCE RESOURCES

Students who participate in the ECCA have access to academic resources both at the college and WSWHE BOCES to assist with academic tracking and achieving success.

SUNY Academic (Guidance) Counseling

SUNY Adirondack has a dedicated Academic Advisor assigned specifically to the ECCA program. SUNY Advisors assist students with:

- academic planning
- career planning
- transfer planning
- degree management
- establishing career goals

This advisor coordinates the Early Warning System, (student progress reports in the third week of the semester), the Academic Alert (student progress reports at the sixth week), and the Midterm Alert (student progress reports at the midpoint of the semester). The Advisor also assists with Banner use, and for those that choose to remain at SUNY Adirondack at the end of the ECCA program, the matriculation process. Call 518-584-3959 or email academy@sunyacc.edu for more information or assistance.

Having Trouble with College Courses?

Students are encouraged to take action as soon as they realize they are having trouble in a course. The longer they wait, the harder it gets to turn the situation around.

Students who are struggling with a college course should:

- Schedule a meeting with their instructor. Prepare for the meeting by considering:
  - What may be affecting your academic performance – is it lack of attendance? lack of understanding of the material? Or lack of dedication?
  - What you might do or change to help improve your performance?
  - If you have an IEP, are you utilizing all of the supports and your accommodations?

During the meeting with the instructor:

- The instructor will provide feedback on performance.
- The instructor will provide strategies for success, which may include one or more activities that involve seeking out resources that SUNY Adirondack offers.

In the college environment, students are expected to be independent learners. Therefore, unlike in the high school environment where a teacher or counselor may arrange for supports, students need to advocate for themselves. **Students needing support are responsible for seeking out the assistance they need.** See the Student Services section of this guide for additional resources available to students in the ECCA program.

WSWHE BOCES Academic (Guidance) Resources

WSWHE BOCES also has a dedicated Guidance Counselor for the ECCA program. This Counselor is the primary contact between the ECCA program and the student's guidance counselor at their home school. They also work hand-in-hand with the SUNY Academic Advisor to monitor students in the program and assist in acquiring the necessary resources for students to succeed.

Having Trouble with the BOCES class?

Students are encouraged to take action as soon as they realize they are having trouble in a course. The longer they wait, the harder it gets to turn the situation around.

Students who are struggling with the WSWHE BOCES course should:

- Schedule a meeting with their instructor. Prepare for the meeting by considering:
  - What may be affecting your academic performance – is it lack of attendance? lack of understanding of the material? Or lack of dedication?
  - What you might do or change to help improve your performance?
  - If you have an IEP, are you utilizing all of the supports and your accommodations?

During the meeting the instructor will:

- Outline the course content areas or behavior that needs to improve.
- Discuss with the student what interventions could be put in place to improve.
- Clearly define the student and teacher responsibilities
- Determine timeline checkpoints for progress reviews.

After the review of implemented interventions, if the student continues to struggle:

- The student will ask the teacher to schedule a meeting with his/her counselors (BOCES and home school)
- The student, teacher, and counselors meet to discuss the interventions that were put in place, the duration of the interventions and the areas that the student is still struggling.
- The group will decide on further interventions and a timeline for progress reviews.

If the student continues to struggle, a meeting with the parent(s), student and counselors will be held to discuss the student's continuation in the program, including next steps.

- If the student will continue in the program, any additional interventions for support will be determined and conveyed to the teacher.
- If the student will be leaving the program, a plan for re-entrance into the home school will be determined to

ensure they have a successful transition from the ECCA program back to their high school.

ACADEMIC CALENDARS, CLOSINGS AND DELAYS

Start Date of Early College Career Academy

The official start date of the Early College Career Academy will coincide with the first day of classes at SUNY Adirondack. Should a district begin after the college commencement date, it is expected the district will provide transportation to students in the ECCA program on the college commencement date. SUNY Adirondack's Academic Calendar can be found at http://sunyacc.edu/node/462.

Vacation and Holiday Calendars

Students will follow their home school calendar for legal holidays and scheduled vacations. If their school is out of session for holidays or breaks, they will not be required to attend the SUNY Adirondack ECCA. However, if a district closes due to superintendent conferences or adds additional days onto existing holidays, the district will provide transportation to the SUNY Adirondack ECCA.

When SUNY Adirondack is not in session due to college breaks, students will still be required to attend the SUNY Adirondack ECCA, as their BOCES course will be in session.

Scheduled School Closing or Delay Policy

Should the home school have a "scheduled" closing or delay due to Superintendent Conference Days or Regents Days, the student will be expected to attend classes. In such a case the home school will arrange a bus for pick up from the home school to the SUNY campus and return. In this instance, it will be the student's responsibility to get to the high school to catch the bus to the SUNY campus.

Emergency School Closing or Delay Policy

Should there be an "emergency" closing or delay of the student's home school, the student is prohibited from attending classes at SUNY Adirondack.

In the event of inclement weather and the home school is open with no delays, the student must check to see if the BOCES Education Center that is closest to their SUNY location is open or delayed.

- If the student attends the Academy at the SUNY Queensbury Campus, and the BOCES Southern Adirondack Education Center (SAEC) is delayed or closed then the student is prohibited from attending classes at SUNY Adirondack Queensbury Campus
- If the student attends the Academy at the SUNY Saratoga Center, and the BOCES Myers Education Center (Myers Ctr) is delayed or closed then the student is prohibited from attending classes at the SUNY Adirondack Wilton Center.

BOCES emergency closing/delay information will always appear on the homepage of the BOCES website at: www.wswheboces.org.

STUDENT SERVICES

Unlike the high school environment where a teacher or a counselor may constantly remind students of their

responsibilities and deadlines, in the college environment, students are expected to be independent learners and advocate for themselves.

Here are some resources that will help students achieve academic and personal success.

Accessibility Services

This office provides services and activities for students with documented physical, learning, and psychological disabilities.

Students that have an IEP or 504 plan will need to bring documentation to the Accessibilities Services Office at the SUNY Adirondack Queensbury campus. The Accessibilities Services Office will contact the instructors and staff to arrange for each student's accommodations.

Call 518-743-2282 for more information about the confidential student services they provide.

Students only need to register with the Office of Accessibility Services once. However, each semester students will receive an accommodation letter from the Office of Accessibility Services. Students will need to send their accommodation letter to their professors each semester in order to receive services.

Academic Alert Systems

In week three of each semester, SUNY professors have the option of identifying students who are struggling through the Early Alert system. SUNY will notify WSWHE BOCES who will contact the home school counselor and parents so that resources can be put in place for the student.

In week six of each semester, SUNY professors have the option of identifying students who are struggling through the Academic Alert system, and after week 10 of the semester, professors have the option of posting a mid-term grade. Be aware, however, that mid-term grades have no bearing on the final grade or GPA for the student.

Tutoring

In the college environment, students are expected to be independent learners. Therefore, unlike in the high school environment where a teacher or counselor may approach a student regarding supports, students need to advocate for themselves. Students needing support are responsible for seeking out the assistance they need. SUNY Adirondack has the following resources to assist and support student academic success.

Center for Reading and Writing
Located in the Scoville Library at Queensbury and at the Wilton Center, the CRW provides one-on-one tutoring for writing and reading.
Call 518-832-7603 or email writingcenter@sunyacc.edu for assistance.

The MECS Tutoring Center (Math Lab)
Located in the Scoville Library at Queensbury and at the Wilton Center, the Math Lab provides one-on-one tutoring in math, computer science and information technology.
Call 518-832-7760 for assistance.

Tutoring
Each academic division offers tutoring in subject areas such as chemistry, physics, and information technology.
Call 518-832-7708 for assistance.

Business Resource Center
Located in Eisenhart 101 at Queensbury and at the Wilton Center, the BRC provides one-on-one tutoring in accounting, management, marketing and all business courses.
Call 518-743-2211 for assistance

STAR-NY ONLINE TUTORING SERVICE
This program provides free online tutoring for enrolled SUNY Adirondack students in various subjects.

How to Access STAR-NY Online Tutoring
Go to http://www.starny.org/tutoring_schedule

What You Need to Know

- Online Tutoring is **free.**
- Online tutoring is part of shared services consortium with 19 other SUNY colleges.
- Each participating SUNY—including SUNY Adirondack—identifies trained and qualified tutors to provide online tutoring.

The following core subjects are available:

- **Writing** - Any course through Masters level (except foreign language)
- **Math** - Pre-Algebra, Algebra, Pre-Calculus, Calc I, & Intro to Statistics
- **Chemistry** - Introductory level & General Chemistry and Organic Chemistry
- **Accounting -** Any course below the 400 level

Typical Hours and Availability:
Sunday through Thursday (7 PM to Midnight)
To further support a student's academic success, SUNY Adirondack offers use of the following services to support students.

SUNY Adirondack Library
Located on the main floor of the Scoville Learning Center at Queensbury, librarians are available to assist students one-on-one as well as in classes. The library also offers quiet study space, space to work in small groups and has 30 computers available for research.
For hours and more information see http://library.sunyacc.edu.

Student Computing Lab
Located on the lower level of the Scoville Learning Center at Queensbury, has over 100 computers, scanners and laser printers available to students. Computer workshops are available throughout the semester on a variety of topics; workshops are free to students and staff and no computer experience or sign-up is required.
Call 518-743-2226 or email help@sunyacc.edu for more information or assistance.

ACADEMIC SERVICES

Counseling Center

The Counseling Center is available to provide professional counseling for students who attend the college in an attempt to help them develop to their full potential. The counselors strive to support the academic, career and personal development of all students. Services are provided by professionally trained counselors who believe that education is a developmental process integrating educational, personal and social development.

Counseling takes the form of individual personal counseling, group counseling, crisis intervention and/or referral.

The outcome of counseling is movement toward understanding thoughts and feelings, interests and aspirations, increased autonomy, relating meaningfully with others and integrating personal and social responsibilities.

For more information, contact 518-743-2278, or stop by the Counseling Center office in Washington Hall on the Queensbury campus, Monday through Friday, 8 am to 4 pm (some evening appointments are also available).

In a crisis, walk in and indicate the immediacy of an issue. If students are uncertain about counseling, introductory appointments may help them decide. The decision to seek counseling is always up to the individual.

How can a counselor help you?

- Relationship problems involving other students, professors, friends or family
- Depression
- Trouble with class assignments or feeling overwhelmed
- Anxiety or anger interfering with school or life
- Feeling lonely or isolated from others
- Difficulties with food or weight
- Present or past issues with abuse
- Dealing with sexual assault or other trauma
- Problems with drugs or alcohol
- Feeling out of control or suicidal
- Problems keeping you from reaching your academic or personal goals

Counseling sessions and their content are confidential, per the American Counseling Association's guidelines. Consultation with other counselors or faculty will occur only with permission of the student, except under special and compelling circumstances where there is sufficient reason to believe the client may do harm to him/herself or others or in cases involving child abuse.

STUDENT LIFE

We know that attending a new program at a new school is both exciting and scary at the same time! So we have put some things together to help you understand what life in the ECCA is like.

Here is a snapshot of what a schedule **might** look like in the first semester of junior year.

	Monday & Wednesday	Tuesday & Thursday	Friday
AM	Take bus to school and then to SUNY Adirondack	Take bus to school and then to SUNY Adirondack	Take bus to school and then to SUNY Adirondack
	Go to SUNY class	Go to SUNY class	Go to BOCES class or visit a business
	Go to BOCES class	Go to BOCES class	Get on bus to go back to school
	Get on bus to go back to school	Get on bus to go back to school	Eat lunch at school
	Eat lunch at school	Eat lunch at school	Take 2-3 classes at school
PM	Take 2-3 classes at school	Take 2-3 classes at school	Go to afterschool club or sport or home or hang out with friends
	Go to afterschool club or sport or home or hang out with friends	Go to afterschool club or sport or home or hang out with friends	

A DAY IN THE LIFE of an ECCA STUDENT

Advice from a Former ECCA Student …

Trent DeLor was a student at Schuylerville High School who completed the ECCA IT Computer Networking program in June 2017. Trent has this advice for you.

"The transition between high school and Early College Career Academy classes is not an easy one. When I started the program, I was somewhat overwhelmed by the change in responsibility needed from me. The information I was learning felt foreign to me, the workload wasn't as lenient, and I was a lone Schuylerville student in a sea of classmates from other schools stretching from Waterford to Warrensburg. Once I overcame this transitional period, however, my time spent with the ECCA program were some of the best years of my education. Here is some personal advice from me to help new and upcoming students to overcome their own transition issues as quickly as possible.

1. ***Time management is critical to staying caught up on classwork.***
   I will admit that my time management skills were atrocious in the first year of the program, and that alone negatively impacted my grades in my classes that year. Luckily, I was able to bounce back my second year by focusing on improving myself in precisely that area. Improving my time management skills completely changed how I viewed classwork, both in difficulty and length of the task. Dedicating small amounts of time each day to working on a large project allows you to more efficiently complete the task, in comparison to spending hours working on that project the night before it is due (like I did my Junior year). Although I did have some issues here and there regarding time management in my senior year, improving in the area was one of the best ways of achieving success in the program curriculum.

2. ***Learn the inner workings on what you are taught.***
   In high school, it is quite common to just want to learn how to get to the solution as quickly and easily as possible. For example, in math classes, you generally use a formula to find the answer to something. But how exactly was that formula created in the first place?
   The ECCA programs are tailored to help you build a skill set for the job field you are studying, allowing you to join the workforce for that field faster and with more starting knowledge. This is why critical thinking is necessary; to truly learn what you are taught. Instead of simply asking, "How do I do this?" ask more complex questions like "How does this work?" and "Why does this happen when I do this?" Dive deeper into the information on a topic, rather than just looking at what is on the surface. This will help with adapting your knowledge to real-world scenarios once you are out in the workforce for your field of choice.

3. ***Seek help from others when needed.***
   The transition period is not an easy task to overcome, so you should take as much help as you can get when you need it. If you are having an issue understanding a topic in your class, ask your professor for help. If you need help adjusting to your life at SUNY Adirondack, talk to your advisor that is assigned to you at the start of the year. They will be able to point you in the right direction, which saves you a lot of stress on your end.

4. ***Take advantage of being a SUNY Adirondack student.***
   The Early College Career Academy shouldn't just be a source of learning for you, but it should also be an enjoyable way to experience what the college life has to offer. In the fall semester, you are issued a standard student ID that gives you the same perks as full-time students. This means that you are allowed to use the facilities and join clubs/student activities that both the Wilton and Queensbury campuses have to offer. Along with this, many businesses offer discounts on purchases to college students (half off my Spotify subscription has to be one of my favorites)!

5. ***Go out of your way to meet and learn about your classmates.***
   Last but not least, take some time to talk to your peers in class. Simply put, you will be taking classes with these people for a couple years, so it is best to get closer to them in order to enjoy your time with the program. Like I said above, I was the only person from my school who was in my class, so I had no clue who anyone in there was. Over time, I got to learn about each person and became friends with them. By the end of senior year, I consider the people I've met from the program to be some of the

greatest and most influential friends I've ever met. I've learned so much from them, and know that I could rely on them if I ever needed help with anything inside or outside the classroom.

Hopefully some of my advice will help newer students coming into the Early College Career Academy programs! Remember that the hardships of adapting to the new environment around you are temporary, but the benefits you will reap from the program are permanent."

Driving & Parking Policy

Students who wish to drive to SUNY are required first apply for a WSWHE BOCES Student Driving Permit and then obtain a SUNY Student Parking Permit.

WSWHE BOCES Student Driving Permit

WSWHE BOCES requires that any student who wishes to drive from their home school must complete and submit the WSWHE BOCES Student Driving Permit application. This form is available from your BOCES instructor. If the application for a Student Driving Permit is approved, the student will receive a window sticker that is to be placed only on the vehicle approved in the permit.

Additionally, authorization to drive a vehicle to ECCA does not authorize passengers to ride in the vehicle. A violation of this will result in the possible suspension and denial of any future driving privileges. The full regulation is included on the reverse side of the Student Driving Permit application.

SUNY Student Parking Permit

Students wishing to park on campus need to go to either the Business Office on the SUNY Adirondack Queensbury Campus or the Administrative Suite at Wilton to obtain a permit. The parking permit fee is $15. A Parking Regulations brochure with the SUNY Adirondack parking policies will be provided at the time of application for the permit.

POLICIES & PROCEDURES

ECCA students have two sets of rules to live by – the SUNY Adirondack policies AND the WSWHE BOCES policies.

Some of the policies that the two organizations have in place for their general student population require adjustments to accommodate the uniqueness of the ECCA program. Below, we have posted the names of all of the policies that have been adjusted for the ECCA program, as well as other important policies that students and their parents should be aware of.

Policies & Procedures included in this Guide (see Table of Contents for page #)
School Closing Procedure
Academic Success Alerts/Procedures
Grade Distribution Process
Terminating Participation in the Program
Withdrawing from a SUNY Course or the ECCA Program
Driving & Parking Policy
Privacy of Student Records Policy (FERPA)

BOCES Policies distributed at Orientation
Code of Conduct
DASA

SUNY Adirondack Policies included in the Student Handbook*
Technology Use Policy

Student Bill of Rights
Sex Discrimination and Harassment Policy (Title IX)
Tobacco-Free Policy

*Students receive a copy of the Handbook in their Freshman Seminar class.

FORMS & DOCUMENTS

Below is a list of commonly asked for forms and documents, with information about where to get them.

Equipment Signout – BOCES instructor
Photo Release – BOCES Guidance Counselor
Field Trip Permission – BOCES WBL Coordinator or BOCES Administrator
2nd Year Application – BOCES Guidance Counselor
All of the WBL Forms for students – BOCES WBL Coordinator or BOCES Administrator
Request a Transcript – form on SUNY Adirondack website
Certificate of Residence – form on SUNY Adirondack website

OVERVIEW, COURSE DESCRIPTIONS & SUGGESTED PLAN OF STUDY -- BY PROGRAM

Each program was designed with business partner input. As a result, students will be exposed to a combination of industry theory and cutting edge technologies that will allow them to meet with success in a full-time college or work experience after they complete the ECCA program. Each program has a specific set of college and BOCES courses that have been approved for the program. In addition, some of the college courses will also count toward high school graduation requirements.

The Course Descriptions section for each program (below) will provide information about the content of the course, course prerequisites or co-requisites, the number of college credits earned, as well where high school credits are earned.

The Suggested Plan of Study for each program is a table that shows the specific courses for each program, when they should be taken, how many college credits can be earned, and which college courses are eligible to count toward high school graduation requirements. You will see that some courses allow students to earn both college credits and high school credits; it is crucial that students are successful in these courses so that they can graduate high school with their class.

Advanced Manufacturing

Program Overview

This two-year program is based on the Certified Production Technician (CPT) curriculum provided by the Manufacturing Skill Standards Council (MSSC). Skills involve communicating and working in effective teams; identifying and utilizing appropriate safety precautions and protective equipment; conceptualizing, designing, and manufacturing parts; programming various types of advanced manufacturing equipment; performing quality assurance checks and audits; understanding and adhering to quality control charts and procedures; utilizing and maintaining basic mechanisms and electronics; troubleshooting equipment malfunctions and performing preventative and corrective maintenance assessments.

Topics covered in the Advanced Manufacturing courses include: Computer Numerical Control (CNC) with G&M

programming language, Computer Aided Design (CAD)sensor technologies, plastic forming (e.g., vacuum forming, injection molding, extruding, dip coating), 3D printing, Robotics (pick and place programming, RobotC), Computer Aided Manufacturing (CAM), Pneumatics, mechanisms and electronics, Programmable Logic Controls (PLC). Students will learn how all of these topics work together and will achieve the skills and confidence to work in the field of Advanced/Automated Manufacturing.

The Advanced Manufacturing state-of-the-art learning lab will expose students to the following equipment and technology:

- Computer Aided Manufacturing (CAM)
- CNC Milling Machine
- CNC Lathes
- 3D Printing
- Rapid Prototyping
- Laser Engraver
- Plastic Thermoforming
- Various Robotic Languages
- Precision Measurement Tools
- Voltmeters
- Programmable Logic Controllers (PLCs)
- Pneumatics
- Various Types of Sensors
- Computer Aided Design (CAD)

The program enjoys strong ties with industry partners, resulting in a wide variety of work-based learning activities and projects, in the classroom and with partners, on specialized assignments. Students complete the program with a comprehensive project involving the advanced manufacturing technologies and acquired skills in designing, decision-making, troubleshooting, and teamwork.

Upon completion, a student is eligible to earn up to 27 college credits toward an Associate in Applied Science (AAS) degree in Electrical Technology, and four industry-recognized MSSC certifications.

Course Descriptions

Advanced Manufacturing 101
The first semester focuses on Safety and Communication. Students will learn and practice the skills required to provide a safe and productive work environment, ensure the safe use of equipment in the workplace, and communicate safety-related needs. By the conclusion of this semester, students will be prepared for the MSSC Safety certification exam. Knowledge and activities include: performing safety and environmental inspections and emergency drills; identification of unsafe conditions and take corrective action; how to conduct a safety orientation for all employees; how to appropriately train personnel on equipment monitoring and safe use. Students will also learn how to think critically about processes and procedures that support safety of work environment and how to improve them.
High school credits: 1 for Elective

Advanced Manufacturing 101
The second semester focuses on Quality Control and Assurance. Students will learn and practice the skills required to understand quality control systems and ensure production of a quality product within a manufacturing environment. By the conclusion of this semester, students will be prepared for the MSSC Quality and Continuous Improvement certification exam. Knowledge and activities include: check and calibration of gages and other data collection equipment; identify and document test results and trends; inspect materials/products and processes at all stages to confirm they meet specifications. Students will also learn how to communicate quality problems, take corrective actions to restore or maintain quality, and make continuous improvement suggestions.
HS Credits: 1 for Elective OR 0.5 for Elective and 0.5 for Math

Advanced Manufacturing 102
The third semester focuses on Manufacturing Procedures and Troubleshooting. Students will learn and practice writing manufacturing processes used to build a product from design to delivery into the marketplace. By the end of the semester, students will be prepared for the MSSC Manufacturing Process and Production certification exam. Knowledge and activities include: how to identify customer needs; how to determine needed resources and set-up equipment for the production process; how to establish production goals, make job assignments, and coordinate workflow across different work groups; and preparations required for final product shipping or distribution. Students will also learn how critical communication and process monitoring is to meeting product requirements and customer goals.
HS Credits: 1 for Elective

Advanced Manufacturing 102
The fourth semester focuses on Manufacturing Maintenance Awareness and Automation. Students will learn how to recognize potential maintenance issues, and when to inform maintenance personnel about problems with: Electrical, Pneumatic, Hydraulic, and Machine Automation systems. By the end of the semester, students will be prepared for the MSSC Maintenance Awareness certification exam. Knowledge and activities include: the basic mechanical skills required for technicians in a manufacturing setting; monitoring the process to ensure correct operations; and housekeeping to maintain the production schedule. Students will also learn preventive maintenance and routine equipment repair, critical and non-critical corrective maintenance, and programmable logic controllers (PLCs).
HS Credits: 1 for Elective OR 0.5 for Elective and 0.5 for Science

CHM 103- Principles of Chemistry I
A basic concepts course of modern chemistry for students with little or no previous preparation. Topics include atomic and molecular structure, stoichiometry, physical states of matter, solutions, acids and bases, and an introduction to organic chemistry (hydrocarbons).
Prerequisite: ACC Credit level MAT 097 Minimum Grade of S or Regents Math A 080 or Integrated Algebra 060 or Regents Common Core Algebra1 080 or Placement - Algebra 060.
College credits: 4
High school credits: 0.5 for Science

CIS 131 – Introduction to Networking
This course introduces the basic concepts and terms of how information processes through a computer network from the PC to the Internet and back. Topics include basic concepts and terminology, industry protocol models, types of networks, network hardware, server software technologies and security and network applications, network administration concepts, and current trends in networking.
College credits: 3
High school credits: 0.5 for Math

ENG 101 - Introduction to College Writing
Instruction and practice in the process of writing, including revision, careful analysis, and the sharing of each other's writing. Assignments may include reflection on experience, exposition, and interpretation of a text. Information literacy, in the form of research and documentation, will be presented. A grade of C or better is required to enroll in a second writing course (English 102 through English 110).
Prerequisite: ENG 090 and ENG 100A, or equivalent.
College credits: 3
High school credits: 0.5 for English 12

HRD 110 - Freshman Seminar
A college orientation course to introduce students to college resources and requirements. Class activities will be directed toward developing the necessary skills to encourage college success. Course will include academic advisement, career information, study skills, note-taking, time management, and research.

College credits: 1

MAT 108 - Mathematical Functions
A continued study of Algebra that develops and extends mathematical power using algebraic, numeric, and graphical techniques. Topics include a study of function, functional families (exponential, logarithmic, rational, etc.), and right triangle trigonometry.
Prerequisite: ACC Credit level MAT 097 Minimum Grade of S or Regents Math A 080 or Integrated Algebra 060 or Regents Common Core Algebra1 080 or Placement - Algebra 060.
College credits: 3
High school credits: 0.5 for Math

SPH 111 – Introduction to Public Speaking
A study and practice of effective public speaking.
College credits: 3
High school credits: 0.5 for English 12

TEC 101 - Introduction to Technology
A broad overview of multiple engineering disciplines and their application in technology. The topics presented lay a foundation for a student who wants to explore a career in Engineering and Technology, or for the Student pursuing a Technology or Engineering Degree. The student will study the challenges in formulating a design and how to test it. Disciplines studied include, but are not limited to, Manufacturing, Materials, Electrical and Computer, Chemical, Energy and Medical. The social impact of technology will also be studied.
Pre/Co-requisite: MAT 090 or equivalent.
College credits: 3
High school credits: 0.5 for Science

TEC 103 - Electrical Technology Fundamentals
An electrical technology foundation course that emphasizes electrical and lab safety, electrical estimating and blueprint reading, electrical computations, the National Electric Code, and troubleshooting techniques.
College credits: 3

TEC 119 - Electricity 1
An introduction to Direct Current (DC) Electronics theory and basic DC Test Equipment. The three fundamental components of electronics/electricity (resistor, capacitor, and inductor) are surveyed, as well as their applications in series and parallel networks. The student will also perform extensive hands on laboratory exercises using Test Equipment.
Pre/Co-requisite: MAT 097 and TEC 103.
College credits: 4
High school credits: 0.5 for Math

ADVANCED MANUFACTURING
Suggested Plan of Study

Grade	Term	Course	College Credits	High School Credits	High School Course Requirement Met	Location – High School or College
11	Fall	HRD 110 – Freshman Seminar	1			College
11	Fall	CIS 131 – Introduction to Networking	3	0.5	Math	College
11	Fall	TEC 101 – Introduction to Technology	3	0.5	Science	College
11	Fall	Advanced Manufacturing 101		1	Elective	College
11	Fall	English 11		0.5	English 11	High School
11	Fall	US History		0.5	Social Studies 11	High School
11	Fall	PE		0.25	PE	High School
11	Spring	MAT 108 – Mathematical Functions	3	0.5	Math	College
11	Spring	TEC 103 – Electrical Technology Fundamentals	3			College
11	Spring	Advanced Manufacturing 101		1 or 0.5/0.5	Elective or Elective/Math	College
11	Spring	English 11		0.5	English 11	High School
11	Spring	US History		0.5	Social Studies 11	High School
11	Spring	PE		0.25	PE	High School
12	Fall	ENG 101 – Introduction to College Writing	3	0.5	English 12	College
12	Fall	CHM 103 – Principles of Chemistry I	4	0.5	Science	College
12	Fall	Advanced Manufacturing 102		1	Elective	College
12	Fall	Participation in Government		0.5	Social Studies 12	High School
12	Fall	PE		0.25	PE	High School
12	Spring	SPH 111 – Introduction to Public Speaking	3	0.5	English 12	College
12	Spring	TEC 119 – Electricity I	4	0.5	Math	College
12	Spring	Advanced Manufacturing 102		1 or 0.5/0.5	Elective or Elective/Science	College
12	Spring	Economics		0.5	Social Studies 12	High School
12	Spring	PE		0.25	PE	High School
		TOTAL CREDITS	27	11.5		

Business and Entrepreneurship

Program Overview

This two-year program incorporates the skills and knowledge of business foundations while building the capacity of students to be imaginative and resourceful entrepreneurs. Major course topics include management, marketing, personal finance, accounting, small business finance, introduction to entrepreneurship, and business plan development.

Throughout the duration of the program, students will focus on using creativity, innovation, and collaboration to create a new product or business idea that improves upon an existing problem. By the end of the program, students will produce a business plan outlining their original idea and present this idea to a panel of small business community
members.

The program will build strong ties with industry partners, resulting in a wide variety of internships and projects in the classroom and with partners on specialized assignments. Business partners will serve as mentors throughout the product/business creation process to add assistance and insight for student teams.

Upon completion, a student is eligible to earn up to 23 college credits toward an Associate in Applied Science (AAS) in Management, Marketing and Entrepreneurship, an Associate in Science (AS) degree in Business Administration OR a SUNY Adirondack Entrepreneurship and Business Management Certificate.

Course Descriptions

BUS 102 – Principles of Management
This course develops both the content and process issues of management. Defines the functional activities of planning, organizing, staffing, directing and controlling, while stressing the areas of communications, decision making, group dynamics, conflict resolution, motivation, leadership, and individual self-improvement. The art of delegation is explored in the issues of authority, accountability, and responsibility.
College credits: 3

BUS 103 – Principles of Marketing
This course covers the history of marketing and development of current marketing practices. Emphasis is on the marketing concept and the decision-making process. Includes practical applications designed to develop student interest in the field of marketing.
College credits: 3

BUS 146A & 146B– Financial Accounting
The course material in BUS 146A & BUS 146B is exactly the same as BUS 146 but is covered in a two-semester format. Students who may be less prepared for accounting may find the two-semester format with the additional lecture of value in successfully completing financial accounting. An introduction to financial accounting as used in the decision-making process with a focus on the external user of accounting information as related to operating, investing, and financing activities. Topics include: the accounting processes and systems, classified financial statements, concepts and practices relating to current and long-term assets, inventories, current and long-term liabilities, equity, cash flows, and other current topics.
Computer applications may be part of this course.
College credits: 4
High school credits: 1.0 unit of math

BUS 165 – Principles of Entrepreneurship
Students will assess their skills, talents, education and work experiences for potential business ideas. They will then examine the external environment to identify trends and needs in the marketplace for potential business opportunities. Students next screen their business ideas by evaluating the match with their strengths, skills, personal and professional goals. An initial market assessment will be made by testing the concept through their basic market research. The student will also evaluate the commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship.
Students without prior or current business experience are encouraged to take BUS 165 prior to BUS 209.
College credits: 3

Business & Entrepreneurship 101
During the junior year, students will build an understanding of their own strengths as well as using a systematic approach to solving a problem and ensuring efficiency within a business environment. They will form a collaborative membership with their peers to engage in the initial stages of creating a new product or start-up business. Students will research and understand each element of a small business plan and begin the process of drafting this plan centered on the innovative product/business idea. Students will also compete in business competitions.
High school credits: 1 each semester, for a total of 2 for Elective

Business and Entrepreneurship 102
During the senior year, students will continue to develop their business plan and begin to bring their idea to life through prototype development, marketing strategies, and an understanding of necessary financial projections. Groups will prepare a presentation to a panel of small business community members with the intentions of creating this idea into a viable product or business. Students will also compete in business competitions.
High school credits: 1 each semester, for a total of 2 for Elective

ECO 101 – Introduction to Personal Economics
This course introduces students to the subject areas needed to manage their economic future. Students are introduced to the US economic and financial systems, financial planning, banking, consumer credit, retirement planning and investing, health insurance, and risk management.
College credits: 3
High school credits: 0.5 for Social Studies 12 (Economics)

ENG 101 – Introduction to College Writing
Instruction and practice in the process of writing, including revision, careful analysis, and the sharing of each other's writing. Assignments may include reflection on experience, exposition, and interpretation of a text. Information literacy, in the form of research and documentation, will be presented. A grade of C or better is required to enroll in a second writing course (English 102 through English 110).
Prerequisite: ENG 090 and ENG 100A, or equivalent.
College credits: 3
High school credits: 0.5 for English 12

ENG 104 – Writing for Business and the Professions
A focus on the conventions and style of business writing; various kinds of memos, letters, and reports, as well as some essays on the nature of business communication.
Prerequisite: ENG 101.
College credits: 3
High school credits: 0.5 for English 12

HRD 110 – Freshman Seminar
A college orientation course to introduce students to college resources and requirements. Class activities will be directed toward developing the necessary skills to encourage college success. Course will include academic advisement, career information, study skills, note-taking, time management, and research.
College credits: 1

BUSINESS AND ENTREPRENEURSHIP
Suggested Plan of Study

Grade	Term	Course	College Credits	High School Credits	High School Course Requirement Met	Location – High School or College
11	Fall	HRD 110 – Freshman Seminar	1			College
11	Fall	BUS 103 – Principles of Marketing	3			College
11	Fall	ECO 101- Introduction to Personal Finance & Economics	3	0.5	Social Studies 11	College
11	Fall	Business & Entrepreneurship 101		1	Elective	College
11	Fall	English 11		0.5	English 11	High School
11	Fall	US History		0.5	Social Studies 11	High School
11	Fall	PE		0.25	PE	High School
11	Spring	BUS 102 – Principles of Management	3			College
	Spring	BUS 165 – Principles of Entrepreneurship	3			
11	Spring	Business & Entrepreneurship 101		1	Elective	College
11	Spring	English 11		0.5	English 11	High School
11	Spring	US History		0.5	Social Studies 11	High School
11	Spring	PE		0.25	PE	High School
12	Fall	ENG 101 – Introduction to College Writing	3	0.5	English 12	College
12	Fall	BUS 146 A – Financial Accounting	2	0.5	Math	College
12	Fall	Business & Entrepreneurship 102		1	Elective	College
12	Fall	Participation in Government		0.5	Social Studies 12/PIG	High School
12	Fall	Science		0.5	Science	High School
12	Fall	PE		0.25	PE	High School
12	Spring	BUS 146 B – Financial Accounting	2	0.5	Math	College
12	Spring	ENG 104 – Writing for Business and the Professions	3	0.5	English 12	College
12	Spring	Business & Entrepreneurship 102		1	Elective	College
12	Spring	Science		0.5	Science	High School
12	Spring	PE		0.25	PE	High School
		TOTAL CREDITS	23	11		

Information Technology Computer Networking/Cybersecurity

Program Overview

This two-year program is based on the IT Essentials and CCNA Routing and Switching curricula provided by the Cisco Networking Academy. Skills involve assembling, disassembling, and repairing computers; troubleshooting hardware and software; designing, installing, and maintaining wired and wireless computer systems; configuring switches and routers; designing network infrastructure; troubleshooting network design and installation; customer service and technical support.

Topics covered in the Networking courses include: building, troubleshooting, repairing, and maintaining a personal computer system; diagnosing and resolving problems with computer hardware and software; installing, configuring, maintaining, and troubleshooting Microsoft Windows operating systems; configuring and troubleshooting IOS and Android mobile devices; designing, configuring, and maintaining a local area network; effectively utilizing a customer-oriented approach to resolving user problems. Students will learn how to: install and configure Cisco switches and routers in local and wide-area networks using various protocols; provide Level 1 troubleshooting service; improve network performance and security. Additional topics covered in the course emphasize the use of decision-making skill and problems-solving techniques to resolve device and networking issues.

The IT Computer Networking state-of-the-art learning lab will expose students to the following equipment and technology:

- Desktop and Laptop Computers
- Servers
- Security Introduction & Assurance
- Hand Tools for Assembly/Disassembly, Repairs, and Cable Production
- Cisco Switches and Routers

The program enjoys strong ties with industry partners, resulting in a wide variety of work-based learning activities and projects, in the classroom and with partners, on specialized assignments. Students complete the program with a comprehensive project involving technology purchase recommendations and network design.

Upon completion, a student is eligible to earn up to 25 college credits toward an Associate in Applied Science (AAS) degree in Information Technology/Computer Networking, and three industry-recognized CISCO and CompTIA certifications.

Course Descriptions

CIS 130 - Information Assurance
This course is intended to provide a basic survey of the importance of information assurance, security awareness, and data confidentiality. This course informs students through every aspect of information security in a very broad way and explains the value of securing data, both for themselves and the organization. The course will introduce risk management, social engineering, security policies, and common threats and countermeasures.
College Credits: 1.0

CIS 131 – Introduction to Networking
This course introduces the basic concepts and terms of how information processes through a computer network from the PC to the Internet and back. Topics include basic concepts and terminology, industry protocol models, types of networks, network hardware, server software technologies and security and network applications, network administration concepts, and current trends in networking.
College credits: 3
High school credits: 0.5 for Math

CIS 133 – Network Fundamentals (CCNA1)
This course builds a theoretical foundation in describing and recognizing components and services supporting computer network communications and the Internet. Students are introduced to computer hardware and software, electronics and signaling, OSI and TCP/IP network models, topologies, standards, and protocols. Instruction and hands-on experience are provided in the proper care, safety, and maintenance of equipment, cabling, and tools. Students build small Ethernet network designs and configurations using routers, switches, and implementing IP address schemes. Particular attention is given to the use of decision making and problem-solving techniques in applying technical and mathematical concepts to solve networking problems and analyzing data traffic.
Pre/Co-requisites: CIS 131 or permission of instructor.
College credits: 4
High school credits: 0.5 for Math

CIS 134 – Routing Protocols and Concepts (CCNA2)
This course describes the architecture, components, and operation of routers, and explains the principles of routing and routing protocols. Students analyze, configure, secure, verify, and troubleshoot the primary routing protocols RIPvl, RIPv2, EIGRP, and OSPF. By the end of this course, students will be able to recognize and correct common routing issues and problems. Efficient IP address utilization using Variable Length Subnet Masking (VLSM) and private addressing are covered. Packet Tracer (PT) activities reinforce new concepts and allow students to model and analyze routing processes that may be difficult to visualize or understand. A multi- semester local industry case study begins with team building and decision-making techniques. Student teams evaluate, research, and design a campus LAN cabling and network infrastructure case study implementing user requirements and learned technologies. Each team will present a proposal.
Prerequisites: CIS 133, or Cisco Certified Entry Level Technician (CCENT) certification, or permission of instructor.
College credits: 4

CIS 135 – Network Security I
Students will be introduced to the principles of information security through topics on security models, development life cycles, legal and ethical principles, and protection of proprietary information. Students discuss current critical security issues such as industrial espionage, attacks and breaches and their legal and business implications. Students will evaluate counter measures to reduce future vulnerabilities through security policies, blueprints, and risk management; and recovery through continuity strategies incorporating disaster recovery planning. To assure information security on the network and at end points, students will compare various security hardware, software and encryption methods. Students will also be introduced to forensics concepts and associated tools.
Pre/Co-requisite: CIS 131.
College credits: 3

ENG 101 - Introduction to College Writing
Instruction and practice in the process of writing, including revision, careful analysis, and the sharing of each other's writing. Assignments may include reflection on experience, exposition, and interpretation of a text.
Information literacy, in the form of research and documentation, will be presented. A grade of C or better is required to enroll in a second writing course (English 102 through English 110).
Prerequisite: ENG 090 and ENG 100A, or equivalent.
College credits: 3
High school credits: 0.5 for English 12

HRD 110 - Freshman Seminar
A college orientation course to introduce students to college resources and requirements. Class activities will be directed toward developing the necessary skills to encourage college success. Course will include academic advisement, career information, study skills, note-taking, time management, and research.
College credits: 1

IT Essentials 101
This two-semester course focuses acquiring knowledge and experience in assembling, disassembling, and repairing computers; troubleshooting hardware and software, as well as customer service and technical support.
Students will build, troubleshoot, repair, and maintain personal computer systems; configure, maintain and troubleshoot Microsoft Windows operating systems; configuring and troubleshooting IOS and Android mobile devices; and learn how to effectively utilize a customer-oriented approach to resolve user problems. At the end of this course, students will be able to provide Level 1 troubleshooting service and sit for the A+ Certification Exam.
High school credits: Fall semester, 1 for Elective; Spring semester, 1 for Elective OR 0.5 for Elective and 0.5 for Science

IT Essentials 102
In the third semester of the program, students will focus on preparing for the CCENT Certification Exam. Activities include review of Cisco 1/Cisco 2 curriculum content, practice tests, hands on labs and activities, simulations, and lessons planned and presented by students on review topics.
High school credits: 1 for Elective

IT Essentials 102
In the last semester of the program, students will focus on preparing for the CCNA Certification Exam. Activities include review of Cisco 3/Cisco 4 curriculum content, practice tests, hands on labs and activities, simulations, and lessons planned and presented by students on review topics. Students will also have the opportunity to job shadow along-side industry experts at our business industry partner companies.
High school credits: 1 for Elective

MAT 108 - Mathematical Functions
A continued study of Algebra that develops and extends mathematical power using algebraic, numeric, and graphical techniques. Topics include a study of function, functional families (exponential, logarithmic, rational, etc.), and right triangle trigonometry.
Prerequisite: ACC Credit level MAT 097 Minimum Grade of S or Regents Math A 080 or Integrated Algebra 060 or Regents Common Core Algebra1 080 or Placement - Algebra 060.
College credits: 3
High school credits: 0.5 for Math

SPH 111 – Introduction to Public Speaking
A study and practice of effective public speaking.
College credits: 3
High school credits: 0.5 for English 12

INFORMATION TECHNOLOGY/COMPUTER NETWORKING
Suggested Plan of Study

Grade	Term	Course	College Credits	High School Credits	High School Course Requirement Met	Location – High School or College
11	Fall	HRD 110 – Freshman Seminar	1			College
11	Fall	CIS 131 – Introduction to Networking	3	0.5	Math	College
11	Fall	MAT 108 – Mathematical Functions	3	0.5	Math	College
11	Fall	IT Essentials 101		1	Elective	College
11	Fall	English 11		0.5	English 11	High School
11	Fall	US History		0.5	Social Studies 11	High School
11	Fall	PE		0.25	PE	High School
11	Spring	CIS 133 – Network Fundamentals	4	0.5	Math	College
11	Spring	CIS 130 – Information Assurance	1			
11	Spring	IT Essentials 101		1 or 0.5/0.5	Elective or Elective/Science	College
11	Spring	English 11		0.5	English 11	High School
11	Spring	US History		0.5	Social Studies 11	High School
11	Spring	PE		0.25	PE	High School
12	Fall	ENG 101 – Introduction to College Writing	3	0.5	English 12	College
12	Fall	CIS 134 – Routing Protocols and	4	0.5	Science	College
12	Fall	IT Essentials 102		1	Elective	College
12	Fall	Participation in Government		0.5	Social Studies 12	High School
12	Fall	PE		0.25	PE	High School
12	Spring	SPH 111 – Introduction to Public Speaking	3	0.5	English 12	College
12	Spring	CIS 135 – Network Security 1	3			College
12	Spring	IT Essentials 102		1	Elective	College
12	Spring	Economics		0.5	Social Studies 12	High School
12	Spring	PE		0.25	PE	High School
		TOTAL CREDITS	25	11		

New Media

Program Overview

This two year program combines the strengths of the SUNY Adirondack Media Arts program and the WSWHE BOCES Graphic & Visual Communications program. The New Media program exposes students to graphic design, photography, and video editing and production, as well as communications theory and practice. It blends art, technology and soft skills through a highly integrated, hands-on curriculum. Students will become versed in the industry standard software (Adobe Creative Suite), have opportunities to work with/design for local non-profit agencies, and learn project management skills.

Students in the New Media program will have access to the following state-of-the-art equipment and technology:

- Laptop Computers
- Digital Cameras
- Photography Studio
- Digital Video Cameras
- Large Format Printers
- Mac Lab with Workstations
- Adobe Design Suite Software

The program enjoys strong ties with industry partners, resulting in a wide variety of work-based learning activities and projects, in the classroom and with partners, on specialized assignments. Students complete the program with a comprehensive portfolio of their work.

Upon completion, a student is eligible to earn 32 college credits toward an Applied Associate in Science (AAS) degree in Media Arts, a SUNY Adirondack Media Arts Certificate, and three industry-recognized Adobe Certifications.

Course Descriptions

ART 104 – Introductory Photography
An introductory course designed to give students proficiency in the creative and technical possibilities of digital photography. Students learn the fundamentals of camera operation and imaging software to produce effective digital photographs. The course covers the elements of two-dimensional composition, historical aspects of photography, and photography as a means of personal expression and a form of communication. Students must provide their own digital single lens reflex (DSLR). Additional materials required.
College credits: 3
High school credits: 0.5 for Art

ART 222 – Graphic Arts I
An introductory course demonstrating the tools and techniques of the graphic artist relating the experience and education necessary for advertising and graphic design. Studio exercises will explore design principles, layout, typography, color theory and separation. Emphasis is on using the computer as a tool for graphic arts.
College credits: 3
High school credits: 0.5 for Art

ART 251 – Web Design
An introductory course that focuses strongly on immersing students in the broadening web environment. Students will design projects with an emphasis on web standards in aesthetics and interface design with a supplemental investigation into the development of web pages. Industry standards will be employed in the creation of web based projects.
Prerequisite: ART 222.
College credits: 3
High school credits: 0.5 for Science

ART 252 – Graphic Arts II
This course explores the creative possibilities of multiple software applications currently used in the graphic arts field. Class instruction, demonstrations, and lab exercises prepare students to create a series of electronic images and digital illustrations. Students are encouraged to explore topics and conceptual themes related to their career interest. Originality is fostered by creating work based on original imagery and photographs. Instruction will include but is not limited to photo-retouching, digital painting, and multiple drawing techniques. Students will also participate in group discussions and critiques.
Prerequisite: ART 222. College credits: 3
High school credits: 0.5 for Science

ART 253 – Digital Press
A survey of digital prepress, layout, and composition as related to the use of type and placement of graphics. Through class instruction, demonstrations and lab exercises, students will learn the tools, menus and layout functions of software currently used in the field. Assignments will incorporate all information given during class, reflecting 'real world' deadlines as well as a working knowledge of leading pagination applications. This can include the placement of text, illustration, and photos in identity systems, ads, flyers, newsletters, booklets, brochures, and packaging.
Prerequisite: ART 222. College credits: 3

ART 290 – Media Arts Portfolio Development
Portfolio and presentation techniques for the Media Arts are examined. Students develop a portfolio based on previous course work targeted to industry and/or transfer.
College credits: 1

ART 291 – Advanced Media Workshop – InDesign
Seminar offered in various points of interest related to the Media Arts. Workshop-styled coursework will offer an in-depth technical approach to special areas of interest for students enrolled in the Media Arts program.
College credits: 1

ART 291 – Advanced Media Workshop – Illustrator
Seminar offered in various points of interest related to the Media Arts. Workshop-styled coursework will offer an in-depth technical approach to special areas of interest for students enrolled in the Media Arts program.
College credits: 1

ART 291 – Advanced Media Workshop – Photoshop
Seminar offered in various points of interest related to the Media Arts. Workshop-styled coursework will offer an in-depth technical approach to special areas of interest for students enrolled in the Media Arts program.
College credits: 1

ART 292 – Client Design Workshop
This course introduces students to the essential interaction and workflow necessary to work with clients effectively. Student groups will work with various local businesses and non-profits within our community to solve problems using conceptual creative solutions. Prerequisites: ART 104 and ART 222.
College credits: 3

COM 181 – Digital Video Editing
An introduction to nonlinear video editing using professional computer software to create news, commercial, documentary, narrative and music video projects. The editor's role in the production process is explored with emphasis given to project organization and post-production workflow. The use of transitions, effects, titles and graphics and their function in visual storytelling is presented. Post-production sound design and dialog, music and sound effects editing are incorporated in editing projects.
College credits: 3

COM 183 – Mass Communications
An introduction to mass communication in America, beginning with the basic principles of communication. The history and development of the mass media is studied to forecast future trends and potential issues. Mass media's effect on society and culture is examined. College credits: 3
High school credits: 0.5 for English 12

ENG 101 – Introduction to College Writing
Instruction and practice in the process of writing, including revision, careful analysis, and the sharing of each other's writing. Assignments may include reflection on experience, exposition, and interpretation of a text. Information literacy, in the form of research and documentation, will be presented. A grade of C or better is required to enroll in a second writing course (English 102 through English 110). Prerequisite: ENG 090 and ENG 100A, or equivalent. College credits: 3
High school credits: 0.5 for English 12

Graphics & Visual Communication 101
This course introduces students to the importance and basics of creating a professional portfolio, color theory, and use of the Adobe Illustrator drawing program. Students will learn the essential steps for successful graphic project creation, including: how to identify the purpose, audience and customer needs for the development of meaningful graphics; standard copyright rules; and project management tasks and communication protocols for working with clients. At the end of the course, students will be able to demonstrate knowledge of graphic design principles, graphic types, sizing and file formats for web, video and print, and fundamental skills in the use of the Adobe Illustrator program. Class project based learning may include 'industry challenges,' from local non-profit agencies that have a graphic art need. Additionally, this course will start to prepare students for the Adobe Illustrator certification exam. Integrated into the semester will be safety in the office work environment, computer science work-readiness, and career and financial management skills.
High school credits: 1 for Elective

Graphics & Visual Communication 101
Spring Semester
The second semester of the junior year will introduce students to pixel based software using Adobe Photoshop. Students will be learning resolution and format requirements to meet clients' needs based on intended use for print, web or social media. Skills in how to manipulate images, color correct, combine and alter pixels to meet a client or artist's needs will be acquired. Student work will include their photography skills as well as a clear understanding of design principles and copyright, fair use law. A second design element will be the introduction of video editing with the use of iMovie and Adobe Premiere Pro. This introductory element will show students how to develop storyboards for creating video and audio productions. Projects will include combining clips of both audio and video with cuts, transitions and splits. Students will be able to produce video for television or web use. ART 291 will be integrated into this course to ensure students have the advanced skills needed to sit for the Graphic Design & Illustration Using Adobe Illustrator exam.
The continued instruction of work-readiness and career skills will include the formal development of both personal and professional portfolios, as well as time management and meeting client expectations in the work force.
High school credits: 1 for Elective

Graphics & Visual Communication 102
The first half of the second year will task students with "putting it all together" in a pagination program. Using Adobe InDesign students will learn to develop pages for either electronic or print use. The electronic pages will then be used to meet the printing need for books, magazine and brochure work. Building in previously learned development and layout of images and graphics, typography, alignment and page structure will be addressed. ART 291 will be integrated into this course to provide students with some of the advanced Photoshop skills that may be tested in the Visual Communication Using Adobe Photoshop certification exam, which requires knowledge in color theory, resolution, design principles and the proper use of images in print and for the web. Portfolio development will continue with students sharing their portfolios through both printed and electronic venues.
High school credits: 1 for Elective

Graphics & Visual Communication 102
The highlight of the final semester of the two year program has students working in small groups with clients from the community. Each group will be responsible to help a client update or create materials that will promote their organization. Students will be honing presentation and communication skills as they work as a team to complete client tasks. Students will also be introduced to basic web development and coding. This final advanced class will be preparing students for the Print & Digital Media Publication Using Adobe InDesign certification exam. Students will use all of the training provided to them to customize their visual portfolios.
High school credits: 1 for Elective OR 0.5 for Elective and 0.5 for Science

HRD 110 – Freshman Seminar
A college orientation course to introduce students to college resources and requirements. Class activities will be directed toward developing the necessary skills to encourage college success. Course will include academic advisement, career information, study skills, note-taking, time management, and research.
College credits: 1

NEW MEDIA

Suggested Plan of Study

Grade	Term	Course	College Credits	High School Credits	High School Course Requirement Met	Location – High School or College
11	Fall	HRD 110 – Freshman Seminar	1			College
11	Fall	ART 104 – Introductory Photography	3	0.5	Art	College
11	Fall	ART 222 – Graphic Arts I	3	0.5	Art	College
11	Fall	Graphic & Visual Communication 101		1	Elective	College
11	Fall	English 11		0.5	English 11	High School
11	Fall	US History		0.5	Social Studies 11	High School
11	Fall	PE		0.25	PE	High School
11	Spring	ART 252 – Graphic Arts II	3	0.5	Science	College
11	Spring	COM 181 – Digital Video Editing	3			College
11	Spring	Graphic & Visual Communication 101		1	Elective	College
11	Spring	ART 291 – Advanced Media Workshop – Illustrator	1			College
11	Spring	English 11		0.5	English 11	High School
11	Spring	US History		0.5	Social Studies 11	High School
11	Spring	PE		0.25	PE	High School
12	Fall	ART 290 – Media Arts Portfolio Development	1			College
2	Fall	ENG 101 – Introduction to College Writing	3	0.5	English 12	College
12	Fall	ART 253 – Digital Prepress	3			College
12	Fall	Graphic & Visual Communication 102		1	Elective	College
12	Fall	ART 291 – Advanced Media Workshop – Photoshop	1			College
12	Fall	Participation in Government		0.5	Social Studies 12	High School
12	Fall	Math		0.5	Math	High School
12	Fall	PE		0.25	PE	High School
12	Spring	ART 292 – Client Design Workshop	3			College
12	Spring	COM 183 – Mass Communications	3	0.5	English 12	College
12	Spring	ART 251 – Web Design	3	0.5	Science	College
12	Spring	Graphic & Visual Communication 102		1 or 0.5/0.5	Elective or Elective/Science	College
12	Spring	ART 291 – Advanced Media Workshop – In Design	1			College
12	Spring	Economics		0.5	Social Studies 12	High School
12	Spring	Math		0.5	Math	High School
12	Spring	PE		0.25	PE	High School
		TOTAL CREDITS	32	12		

WORK-BASED LEARNING

What is Work-Based Learning (WBL)?

Work-based learning is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills to develop their employability. WBL programs are designed to bridge the gap between the learning and the doing.

In the ECCA, students are provided a sequenced set of activities and experiences that address career and college awareness, exploration, and preparation. This is accomplished through a series of classroom activities, workplace exposures, and community experiences over time. Classroom activities support and reflect what's learned in the workplace and community, and workplace experiences support classroom learning. In addition, students are supported by and provided role models and guidance from our business and industry partners. The work-based learning spectrum for students, and examples of activities for each part of the spectrum are outlined below.

Career Awareness ***"I understand what's out there and am discovering the kinds of things I might want to do."***	**Career Exploration** ***"I'm interested in this field and beginning to understand what it's all about and what I need to do to pursue a career in the industry."***	**Career Preparation** ***"I know the kinds of things I want to do and am getting the chance to learn new skills and practice applying those skills."***
Career Awareness activities are designed to promote awareness of careers, workplace norms, and employer expectations, as well as personal interests and aptitudes.	Career Exploration activities are designed to promote a deeper understanding of potential careers, and to provide opportunities for an investigation of a particular industry, career, or occupation of interest.	Career Preparation activities are designed to provide an in-depth discovery of a particular career and the development of the skills and understanding of the education or training needed in a particular industry or occupation.
• Activities may include • Career Awareness Lessons • Career Research • Guest Speakers • Career Interest Assessments • Professional Skills • Development • Career Fairs • College Visits • Workplace Tours & Field Trips	• Activities may include • Career Exploration Lessons • Career Guidance • Career Related Projects • Industry Research • Community Service • Resume Preparation • Mock Interviews • Job Shadowing • Informational Interviews	***Activities may include*** • Career Coaching • Occupational Training • Technical Skills Training • Work Readiness Activities • Volunteering • Competitions • Certification Assessments • Industry Challenge or Kaizen • Projects • Work Experience

WBL Participation Requirements

Students are representing BOCES and SUNY Adirondack, therefore, when they participate in WBL activities they are expected to behave appropriately, be in attendance on time, wear appropriate attire, and have completed any paperwork (e.g., permission slips) or pre-work (e.g., research the company, prepare questions) for the WBL activity.

Before a student can participate in some WBL activities, they will be required to have created a resume and submitted it to a BOCES WBL Coordinator for review. Additionally, after a student participates in most Career Exploration and Career Preparation WBL activities they will be required to write a reflective essay on that experience.

INDUSTRY RECOGNIZED CERTIFICATIONS

One of the unique aspects of the ECCA is that each program in the Academy aligns their learning outcomes with a national or internationally recognized Certificate program. Students will be prepared for the examinations associated with their industry certification throughout the program, but more intensely during the courses delivered by BOCES instructors.

Advanced Manufacturing Certification

Students in the Advanced Manufacturing program will study and prepare for the following four certifications:

- MSSC: Safety
- MSSC: Quality Practices and Measurement
- MSSC: Manufacturing Production and Processes
- MSSC: Maintenance Awareness

If the student earns all four certifications, they will achieve the status of Certified Production Technician (CPT).

The Manufacturing Skills Standards Council (MSSC) is the leading certifying body that provides documented knowledge and skills of manufacturing workers capabilities. As the only certification organization in the industry accredited under ISO 17024, the MSSC helps to provide employers with a pipeline of individuals with the core competencies of highly skilled *industrial athletes of the future*.

Information Technology/Network Computing Certification

Students in the IT/Network Computing program will study and prepare for the following three certifications:

- CompTIA A+
- Cisco Certified Entry Networking Technician (CCENT)
- Cisco Certified Network Associate (CCNA) – Routing and Switching

Held by over 1 million IT professionals worldwide, the CompTIA A+ is the most essential IT certification for establishing an IT career. Cisco offers one of the most popular, widely respected and globally recognized IT certification programs in the IT industry. Cisco Career Certifications bring valuable, measurable rewards to network professionals, their managers, and the organizations that employ them.

New Media Certification

Students in the New Media program will study and prepare for the following three certifications:

- Visual Communication Using Adobe Photoshop
- Graphic Design and Illustration Using Adobe Illustrator
- Print and Digital Media Publication Using Adobe InDesign

Adobe is the leading developer for visual graphics, design, and publishing, video and interactive web development software. There is a high demand for Adobe-savvy professionals.

POST COMPLETION OPPORTUNITIES

Students who complete the ECCA program have several options that they can pursue.

1. Continue their studies at SUNY Adirondack. Students have two options:
   - Complete the Associate Degree associated with the ECCA program the student was in.
     - In addition to aligning with an industry recognized certification program, each ECCA program is designed to align with Associate Degree programs at SUNY Adirondack. Students would be entering these programs with approximately one full year's worth of credit, which would enable them to complete their Associate Degree program within one year.
     - To see the degree requirements of each associated program, visit the urls in this chart.

ECCA Program	Associated SUNY Degree Program(s) and Requirements
Advanced Manufacturing	AAS in Electrical Technology http://catalog.sunyacc.edu/programs/electrical-technology AAS in Mechatronics https://sunyacc.edu/degree-programs/mechatronics
Business & Entrepreneurship	AAS Management, Marketing and Entrepreneurship http://catalog.sunyacc.edu/programs/management-marketing-and-entrepreneurship AS in Business Administration http://catalog.sunyacc.edu/programs/business-administration OR SUNY Adirondack Entrepreneurship and Business Management Certificate http://catalog.sunyacc.edu/programs/entrepreneurship-and-business-management
IT Computer Networking	AAS in Information Technology: Computer Networking http://catalog.sunyacc.edu/programs/information-technology-computer-networking AAS in Information Technology: Cybersecurity http://www.sunyacc.edu/degree-programs/information-technology-cybersecurity
New Media	AAS in Media Arts http://catalog.sunyacc.edu/programs/media-arts OR SUNY Adirondack Media Arts Certificate http://catalog.sunyacc.edu/programs/media-arts-0

- Pursue a different degree program at SUNY Adirondack.
  - Be aware that while all of the credits a student earns while in the ECCA program become part of the student's academic record, some (or all) might not be usable/count toward the program requirements of the different degree program.
  - Students need to work with the SUNY Student Success Counselor to determine which courses and credits will be transferable to the degree program they wish to pursue.

2. Apply or Transfer to another 2 or 4 year college.
   - Students in good academic standing are able to transfer to another college or university. SUNY Adirondack students have the opportunity to take advantage of either dual enrollment or transferring to another SUNY college. For more information on this, visit the SUNY Adirondack Transfer Opportunities webpage.
   - Additionally, SUNY Adirondack has articulation/formal transfer agreements with other public and private universities that students can consider attending. For more information on this, visit the SUNY Adirondack Transfer Opportunities webpage.
   - Even if the college(s) you'd like to attend does not have a partnership with SUNY/SUNY Adirondack, you are still eligible to apply. Upon acceptance, you will want to have the college review your SUNY transcript for transfer credit.
3. Join the workforce. Students have acquired the knowledge and have been exposed to the industry technology and equipment that makes them workforce ready!
   - Resume preparation and job placement assistance is available through a combination of BOCES and SUNY resources, including the SUNY Adirondack Center for Reading and Writing, and the Career Coach website.
   - Students can also work with the program staff, particularly the Work-Based Learning Coordinator and program Directors for job placement guidance and support.

COMPLETION CHECKLIST

Students finishing or leaving the program need to:

- Turn in any books, technology and other equipment/materials in the student's possession.
- Complete Exit Survey. We really want to know what you thought of the program, what we can do to improve it, and how to stay in touch with you! Please take 5-10 minutes to let us know your thoughts by completing the online ECCA Exit Survey.
- Request an Official SUNY Transcript (Optional). Students who wish to obtain an official copy of their transcript must submit a Transcript Request Form, along with the transcript fee. See the SUNY Adirondack process here: http://www.sunyacc.edu/admissions-cost/registrars-office
- Attend the Completion Ceremony. Each year we celebrate student accomplishments with a completion ceremony that is held in June at SUNY Adirondack on the Queensbury Campus.
    - In mid-May invitations will be sent via US mail to senior student homes.
    - RSVPs are requested.
    - Students are asked to arrive at least 30 minutes before the ceremony starts.
    - Appropriate attire is business casual to dressed-up (whichever the student is most comfortable with).
    - Student completion certificates, earned industry certificates, scholarships and other awards are presented at this event.

PROGRAM CONTACT LIST

The student's success is of the utmost importance. If there are any questions about the program, including but not limited to acceptance and registration questions, general program and program specific inquiries, academic guidance, or resource acquisition assistance, please contact the appropriate person.

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