

# STUDENT HANDBOOK

## 2017-2018



**This handbook is designed to provide you with necessary information about the Capital District Educational Opportunity Center. Please keep it handy for future reference. If you have any questions - please ask!**

**This handbook is not a contract and confers no rights upon the students at the Capital District Educational Opportunity Center. This handbook may be modified or eliminated at any time without notice.**

*The Educational Opportunity Center does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, creed, sexual orientation, marital status, veteran status, or political affiliation. The following person has been designated to handle all inquiries, reports and requests for consultation and counseling or complaints: EOC Coordinator of Student Services/ Civil Rights Compliance Officer, 431 River St., Troy, N.Y. 12180, 518-273-1900 ext. 2217*



Dear Students:

Welcome to the Capital District Educational Opportunity Center!

You have made an excellent choice in selecting an organization that stands ready to assist you in meeting your educational and employment goals.

Over its forty-year history, the EOC has helped over 35,000 individuals gain employment, succeed on the job, and enroll in college. By selecting the EOC, you have taken the first step on a journey leading to the fulfillment of your goals for a better life.

The EOC provides you with a great team of dedicated individuals committed to helping you reach these goals. Faculty will work with you to acquire the academic and vocational skills needed to improve your skills, obtain a new or better job, and grow personally and professionally. Counselors will help you overcome personal barriers to success. Employment staff will help to put into place all the things you will need to transition from the EOC to placement in a great job or college. Support staff will work diligently behind the scenes to keep everything running smoothly.

I strongly encourage you take advantage of all the EOC has to offer. We welcome you to our educational family and thank you for selecting the Capital District EOC.

A handwritten signature in black ink, appearing to read "Lucille Marion". The signature is fluid and cursive, with a large initial "L" and "M".

Lucille Marion, Ph.D.  
Vice President/Executive Director



DIRECTIONS  FOR LIFE™

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**Dr. Andrew J. Matonak**  
**"Drew"**

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**President**

**Dear Students:**

**It is a pleasure to welcome you to the Capital District Educational Opportunity Center, a division of Hudson Valley Community College.**

**The knowledge you gain here at the EOC will greatly improve your chances for a rewarding and challenging career. I congratulate you on taking the first step on an important educational journey. Many EOC graduates choose to continue their education at Hudson Valley Community College and find that the EOC prepares them well for college-level coursework.**

**This handbook has been designed to help you get acquainted with the Educational Opportunity Center and the many services it offers its students. Please refer to the handbook for guidance and let us know if we can assist in any way to make your experience here more rewarding.**

**I wish you success here at the EOC. You have made a smart choice.**

**Sincerely,**

A handwritten signature in black ink, appearing to read "Andrew J. Matonak".

**Andrew J. Matonak, Ed.D.**  
**President**

**Hudson Valley Community College's mission is to provide dynamic, student-centered, comprehensive, and accessible educational opportunities that address the diverse needs of the community.**

**80 Vandenberg Avenue, Troy, New York 12180-6096 / (518) 629-4530 / Fax (518) 629-7586 / www.hvcc.edu**  
**Sponsored by Rensselaer County / Part of the State University of New York**

## INTRODUCTION

### MISSION

The Capital District Educational Opportunity Center (EOC) is an educational enterprise that serves eligible adult learners. The EOC delivers comprehensive, community-based academic and workforce development programs and provides support services leading to enhanced employment opportunities, access to further education, personal growth and development.

### VISION

The Vision of the Educational Opportunity Center (EOC) is to be recognized as a leader in New York State for

**Educational excellence, the ability to**

**Optimize opportunity, and for**

**Caring commitment to the students and community it represents.**

## NON-DISCRIMINATION POLICY

*The Educational Opportunity Center does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, creed, sexual orientation, marital status, veteran status, or political affiliation. The following person has been designated to handle all inquiries, reports and requests for consultation and counseling or complaints: **EOC Coordinator of Student Services / Civil Rights Compliance Officer, 431 River St., Troy, N.Y. 12180, 518-273-1900 ext. 2217 or email e.harwood@hvcc.edu***

For further information on notice of discrimination, or to file a complaint with an alternative agency (federal, state or non- governmental) you may also contact:

New York Office  
Office for Civil Rights  
U.S. Department of Education  
32 Old Slip, 26th Floor  
New York, NY 10005-2500  
Telephone: 646-428-3900  
FAX: 646-428-3843; TDD: 800-877-8339  
Email: [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov)  
NYS Division of Human Rights Office  
Agency Building 1, 2nd Floor  
Empire State Plaza  
Albany, New York 12220  
Tel No. 474-2705 (or 2707)  
[InfoAlbany@dhr.ny.gov](mailto:InfoAlbany@dhr.ny.gov)

The New York Civil Liberties Union (NYCLU) – see contact information below- is a non-profit organization (non-governmental) so filing a complaint with a private organization like the NYCLU would not toll the deadline for filing with a governmental civil-rights compliance agency like the Office of Civil rights at USDOE and /or NY Division of Human Rights, which receive and process discrimination complaints.

NYS Civil Liberties Union  
<http://www.nyclu.org/content/contact-nyclu>  
(212) - 607-3300  
126 Broad Street, 19th Floor  
New York, N.Y. 10004

Appeals to the Office for Civil rights (OCR) or to the NYS Division of Human Rights should be made after the Educational Opportunity Center has made a determination after completing the investigation of the complaint.

### **How a Student may file a complaint of alleged discrimination, harassment, or civil rights violation at the Educational Opportunity Center**

A student who believes he or she has been subjected to discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status, or political affiliation, harassment or a violation of his or her civil rights at the Educational Opportunity Center (EOC) by an employee of the EOC or by another student should contact the EOC Coordinator of Student Services who acts as the EOC Civil Rights Compliance Officer for EOC students. The Coordinator shall receive initial inquiries, reports and requests for consultation and counseling. Assistance will be available whether or not a written complaint is contemplated. It is the responsibility of the Coordinator to respond to all such inquiries, reports and requests as promptly as possible and consider all such facts in an objective manner and in a manner appropriate to the particular circumstance.

The following person has been designated to handle all inquiries, reports and requests for consultation and counseling or complaints submitted by EOC students: **EOC Coordinator of Student Services/ Civil Rights Compliance Officer, 431 River St., Troy, N.Y. 12180, 518-273-1900 ext. 2217.**

Students who wish to file a written complaint must file it within 120 calendar days following the last act or occurrence of an alleged unlawful discriminatory act or act of harassment. Students must present the complaint in writing, either on the form provided or in a narrative. The complaint shall contain: the student's name and address and phone numbers, a statement of facts explaining what happened and what the complainant believes constituted the unlawful discriminatory act(s) in sufficient detail to give each respondent reasonable notice of what is claimed against him/her. The statement should include the date(s), approximate time(s) and place(s) where the alleged act(s) of unlawful discrimination or harassment occurred. If the act(s) occurred on more than one date, the statement should also include the last date on which the acts occurred as well as detailed information about any prior acts. The names of any potential witnesses should be provided, if appropriate. The complaint should also contain the name(s), address(es) and telephone number(s) of the respondent(s), i.e., the person(s) claimed to have committed the act(s) of unlawful discrimination, identification of the status of the person(s) charged, whether faculty, staff, or student. *A verbal complaint may also warrant an investigation by the EOC based on the nature and extent of the complaint.*

A statement, should be included, indicating whether or not the complainant has filed or reported information concerning the incidents referred to in the complaint with a non-college official, court, or agency, under any other complaint or complaint procedure. If an external complaint has been filed, the statement should indicate the name of the court, person, department, or agency with which the information was filed and its address or to which it was reported.

The Coordinator will complete an investigation within ten (10) EOC school days of the receipt of the complaint, offering the complainant, respondent(s) and all interested parties an opportunity to offer relevant evidence. The Coordinator will seek to resolve the complaint informally and will keep a written record of the investigation and resolution attempt. If a resolution satisfactory to all parties is reached, the Coordinator shall close the case pending written notice to all parties.

If a resolution is not reached, the Coordinator will convene within ten (10) EOC school days the Civil Rights Compliance Committee to address the student complaint. This committee will consist of the EOC Associate Director and Coordinator of Administrative & Business Services, acting as the chairperson, a non-involved EOC Program Coordinator, a non-involved EOC Counselor. The Committee shall review all relevant information, interview pertinent witnesses and, at their discretion, hear testimony from and bring together the complainant and the respondent, if desirable. Both the complainant and the respondent(s) shall be entitled to submit written statements or other relevant and material evidence and to provide rebuttal to the written record compiled by the Committee. The Committee will send a written decision within fifteen (15) EOC school days of the convening of the Committee to the complainant and respondent(s). Either the complainant or the respondent(s) may appeal this decision to the Vice President/Executive Director in writing within ten (10) EOC school days of the Civil Rights Compliance Committee's decision. Appeals must be based on new evidence that was not available to the Civil Rights Compliance Committee or an allegation of improper practices. A final written decision will be sent to all involved parties by the Vice President/Executive Director within thirty (30) EOC school days of the receipt of the appeal. If the complainant is dissatisfied with the result, nothing precludes the complainant from filing a complaint with state and/or federal agencies or a court of competent jurisdiction. The EOC Coordinator of Student Services will provide to the best of his/her knowledge, general information concerning the processes relevant to outside agencies or courts but since he/she is not an attorney at law, he/she can provide no advice as to procedural or substantive rights concerning these agencies, or courts, including deadlines for filing.

Efforts to circumvent the time frames associated with each stage of the process or the sequential progression from one stage to another is prohibited. Time limits may be extended based on just cause (e.g. vacation or extended hospital stay).

## **History - Capital District Educational Opportunity Center**

Since 1966, the Capital District Educational Opportunity Center (EOC), a division of Hudson Valley Community College, has offered tuition-free academic and workforce development opportunities to economically disadvantaged and educationally under-prepared New York State residents 16 years and older. As a result, thousands of Capital Region residents have gained self-confidence in their own potential, realized career goals, and obtained self-sufficiency and economic independence.

The Capital District Educational Opportunity Center began as a direct result of the movement in the Sixties that recognized that segments of our population were not being served adequately by traditional educational methods. Through the efforts of Governor Nelson Rockefeller and the State Legislature, funding was provided through the State University of New York to establish Educational Opportunity Centers in Troy, Buffalo, Manhattan, and Brooklyn. There are now ten Educational Opportunity Centers and two Career Counseling Centers funded by the State University of New York through the University Center for Academic and Workforce Development. Each center is attached to a higher education institution within the SUNY or CUNY System. All are committed to provide access to higher education and employment to under-served populations.

Hudson Valley Community College has continuously administered the Capital District Educational Opportunity Center. Today, the center serves over one thousand individuals a year between its facilities in Troy, Albany and through its outreach programs in community locations.

The center offers a wide array of vocational programs to enhance employability in today's competitive job market. Program curriculum and development is specifically designed to support employment opportunities and the demands of the employers in the Capital Region. Certificate programs include building trades, welding, cosmetology, culinary arts, nursing assistant, and a number of general and medical business and office technology programs. Many of these programs include nationally recognized certifications.

The Capital District Educational Opportunity Center also offers a comprehensive array of academic programs ranging from Academic Enrichment through College Preparation and includes a High School Equivalency Preparation program. The center's English as a Second Language (ESL) Program offers three levels of classes to allow students with limited English proficiency the opportunity to master speaking, listening, reading, and writing skills in English. Vocational training programs are integrated with academic instruction coursework, resulting in a comprehensive approach to learning.

Unique features are offered to make educational opportunities more accessible to the non-traditional learner. Programs are offered in mornings and afternoons. All programs are individualized to allow students to progress and learn according to their individual learning styles while maintaining the integrity of fulfilling the requirements of graduation. Continuous enrollment for the majority of its academic and vocational programs offers students the ability to begin programs when they are ready to do so as well as to offer ongoing opportunities for employment as students complete programs. Support services and individualized instruction are provided so adults can adapt more easily to their return to school and/or transition to the work force. Students are offered career assessment, employability skills, employment services, and life skills presentations. The center's College and Career Services Center has Employment Services Specialists to help individuals seek and obtain jobs through resume preparation and cover letter assistance, computer and internet access, research assistance, job development and placement activities, and other job hunting aids. Job Readiness Training is also available. The Capital District Educational Opportunity Center is proud of our past and look forward to our future of serving the Capital Region.





# STAFF & FACULTY

## Administration

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<b>Dr. Lucille Marion</b>	Vice President/Executive Director	<b>Wendy Carpenter</b>	Assistant Coordinator for Student Services-Testing
<b>Michele Chavers</b>	Associate Director and Coordinator for Administrative and Business Services	<b>Pamela Harris</b>	Assistant Coordinator for Student Services/College & Career Services
<b>Dr. Carol Meyer</b>	Coordinator of Instructional Services	<b>Kevin Killikelly</b>	Assistant Coordinator for Student Services/Enrollment
<b>Elaine Harwood</b>	Interim Coordinator of Student Services	<b>Amy Conley</b>	Program Coordinator
<b>Melissa Thomas</b>	Associate Coordinator for Business Services	<b>Christine Radez</b>	Program Coordinator

## Staff

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<b>Kaitlin Beam</b>	ATTAIN Lab Technology Coordinator	<b>Dawn Mantello</b>	Senior Account Clerk Typist
<b>Jenny Bogda</b>	Assistant to the Coordinator of Institutional Advancement	<b>Lisa Martinez</b>	Receptionist—Troy
<b>Kelly Bunkley</b>	ATTAIN Lab Technology Coordinator	<b>Victoria Moran</b>	Assistant to the Coordinator for Instructional Services
<b>Jenn Cook</b>	Executive Assistant	<b>Scott Murray</b>	Custodial Worker
<b>Millie Delgado</b>	Enrollment Services Specialist	<b>Hannah Ohemaa-Takyl</b>	Security Guard
<b>Ellen Eisenbraun</b>	Tutor	<b>Christina Parnell</b>	Receptionist—Albany
<b>Ali Horton</b>	Tutor	<b>Benjamin Petrone</b>	Motor Equipment Operator (Light)
<b>Ann Horton</b>	Employment Services Specialist	<b>Keith Phillips</b>	Technical Assistant for Testing and Admissions
<b>Jackolyn Houghton</b>	College and Career Specialist	<b>Susan Settler</b>	Employment Services Specialist
<b>Delia Hubbard</b>	ATTAIN Lab Technology Coordinator	<b>Richard Spence</b>	Special Projects
<b>Christina Jahn</b>	College and Career Services Secretary	<b>Elizabeth Stamas-Genthener</b>	Senior Clerk
<b>Lydie Kengne</b>	Enrollment Services Specialist	<b>Keesha Sykes</b>	Keyboard Specialist
<b>Stacey Kennedy</b>	Keyboard Specialist	<b>Daniel Vitro</b>	Custodial Worker
<b>Sara Lafountain-Bagrow</b>	College and Career Specialist	<b>Sheryl Waterbury</b>	Senior Account Clerk Typist
<b>Charles Lozo</b>	Building Maintenance Worker		
<b>Jaime Mackey</b>	Career & Employment Services Specialist		

## Faculty

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<b>Diane Arrington-Stokem</b>	Associate Professor-Nursing Assistant	<b>Loretta Garrand</b>	Instructor-Nursing Assistant
<b>Kari Benn</b>	Instructor—Academic	<b>Thomas Glasser</b>	Assistant Professor—Building
<b>Nathan Bogardus</b>	Instructor—English as a Second Language	<b>Jean Hammond</b>	Instructor—Nursing Assistant
<b>Judith Bowers</b>	Assistant Professor—Academics	<b>Douglas Ivey</b>	Assistant Professor—Cosmetology
<b>Graig Chapman</b>	Instructor PT—Math	<b>John Izzo</b>	Instructor—Welding
<b>Susan Detwiler</b>	Instructor—Academics	<b>Chris Lanese</b>	Instructor—Welding
<b>Joseph Forget</b>	Associate Professor—Culinary	<b>Kelly Sambrook</b>	Instructor—Academic
<b>Kyle Garcia</b>	Instructor—Cosmetology		

## Counselors

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<b>Rosemarie Crisafulli</b>	Troy	<b>Nicole Viscusi</b>	Albany
<b>Barbara Talbot</b>	Troy	<b>Melissa Weltz</b>	Troy

## INSTRUCTIONAL PROGRAM DESCRIPTIONS

### **Academic Enrichment**

The Academic Enrichment program assists students with improving their reading, language and/or math skills to levels needed for entrance into other EOC academic and vocational programs and may be the first step to the goal of earning a GED or enrolling in college. Reading comprehension, word identification, critical thinking skills, vocabulary acquisition, writing improvement, math computation and problem solving, calculator application, computer literacy and interaction, and the study skills of note-taking, test taking, and concentration techniques are the main instructional areas.

### **Vocational Foundations**

The Vocational Foundation program assists students in improving their reading, language, and/or math skills to levels needed for entrance into EOC vocational programs. The main instructional areas, based in a vocational context, are: reading comprehension, word identification, critical thinking skills, vocabulary acquisition, writing improvement, math computation and problem solving, calculator application, computer literacy and interaction, and the study skills of note-taking, test taking, and concentration techniques.

### **English as a Second Language I, II, and III (ESL)**

The English as a Second Language programs allow students with limited English proficiency the opportunity to master speaking, listening, reading and writing skills in English. Students receive basic instruction in computer operation and have numerous software programs to help them achieve their language goals.

### **High School Equivalency (formerly GED) Preparation**

Successful completion of the HSE Preparation program prepares students to pass the *New York State* TASC Exam. Students receive instruction in English grammar and usage, essay writing, social studies, science, literature and the arts, math, study skills and test taking techniques. Students also are provided with the opportunity to interact with various computer-based programs and activities. The TASC Readiness Test is administered to students in order to help determine their readiness to sit for the exam.

### **College Preparation**

The College Preparation program assists students in gaining the prerequisite skills necessary for college entrance and success. Courses available are reading, writing and algebra. The student will enhance and improve vocabulary, reading rate, critical reflection in reading, paragraph and essay writing, grammar consistency, computer usage and advanced study skills. Students will receive instruction and support to assist with a smooth college transition.

### **Medical Office Administration**

The Medical Office Administration program is designed to provide instruction in a variety of clerical support skills for successful employment within a healthcare setting. Students will learn medical filing; medical terminology and anatomy; records management; medical-legal guidelines; insurance; scheduling and appointments monitoring as well as database and keyboarding skills. Students will also be provided the opportunity to receive Health Insurance Portability and Accountability Act training and Certified Medical Administrative Assistant (CMAA) Certification.

### **Cosmetology**

The Cosmetology program provides instruction involving a minimum of 1,000 hours of cosmetology theory, practical application and simulated skill training in preparation to pass the New York State Cosmetology License Exam. Instructional theory includes anatomy, chemistry, skin and scalp disorders and diseases, bacteriology, salon safety, and health standards. Through demonstration, video, software, and workbook activities students will learn

hair cutting, coloring, permanents, waving, relaxers, styling, manicures, pedicures, and facial massage. Students also receive computer training in personalized styling and salon management software. Clinic services to the community, state board simulations, and study skills enhancement are regular components offered in the program.

### **Cosmetology State Board Exam Preparation**

The Cosmetology State Board Exam Preparation program is designed to provide review and practice, two to three weeks prior to students taking the New York State Cosmetology License Exam. Only students who have already completed 1,000 documented hours in the state required competencies from a certified Cosmetology instructor and training facility are eligible.

### **Nursing Assistant**

Successful completion of the Nursing Assistant program provides graduates with the opportunity to earn New York State Nursing Home Nurse Aide certification. The program is divided between a minimum of ninety (90) hours of formal class lectures, video presentations, demonstration, and skill training and thirty (30) hours of supervised clinical experience at a long-term health care facility. The New York State mandated curriculum objectives include special needs of elderly, basic nursing care, various anatomical systems, bed making, and reporting and documenting in a long term healthcare facility.

### **Culinary Arts**

The Culinary Arts program provides a course of study for those interested in entry-level positions in the food service industry. Students enrolled in the Culinary Arts program will have experience in all rotations in the kitchen laboratory, including providing lunch for EOC students and staff and executing wait staff techniques. The training includes theory and practice of hot and cold food production, desserts, entrees, catering, methods and procedures of stocks and sauces, knife skills, mis en place, weights, measures and mixing methods, cooking techniques, breads, kitchen equipment utilization, and lite fare cuisine. Culinary Math is a component of the program. Successful completion of this program provides graduates with the opportunity to earn the globally recognized National Restaurant Association ServSafe Food Protection Manager Certification.

### **Security Guard Training**

The Security Guard program offers 24 hours of training divided in two sessions, the eight hour pre-employment certification and the sixteen hour post-employment training. The program is in conjunction with Hudson Valley Community College. Classes are offered week nights and weekends at the HVCC campus facility.

### **Building Trades**

The Building Trades program prepares students in the skills necessary for entry-level positions in the building construction field. Skill areas include shop safety, electrical wiring, plumbing, dry wall, carpentry, painting, and proper use of tools and machinery. Green applications, energy efficiency, and special projects are incorporated into all aspects of this program as well as the practical experience for internal and external projects. Technical Math is a component of the program. Successful completion of this program provides graduates with the opportunity to earn the Occupational Safety and Health Association (OSHA) construction safety certification.

### **Welding**

The Welding program prepares students in both theory and practice for the following types of welding: shielded metal arc, pipe, flux cored, oxyacetylene cutting gas metal arc (MIG), tungsten arc (TIG), and plasma arc cutting. Comprehensive training in flat, overhead, and horizontal welding positions are provided. Hands-on instruction is emphasized with additional theory presented in workbook format. This program prepares graduates for the New York State Department of Transportation Certified Welding Test and numerous American Welding Society

certifications in Structural Steel Code. The ten (10) hour OSHA construction-safety training and certification is a course in the program.

**Welding Certification Upgrade –**

The Welding Certification Upgrade program is designed to provide EOC Welding Program graduates who have the NYS DOT 3/8" steel plate certification or wish to obtain advanced AWS certifications.

**National Work Readiness Credential Exam Preparation**

The National Work Readiness Credential Exam Preparation prepares individuals with the skills needed to prepare to pass the National Work Readiness Credential (NWRC) exam. Skills developed in program include the following: listening actively, speaking so others can understand, cooperating with others, solving problems, interpreting graphs and data, making decisions, observing critically, using math to solve problems, and reading with understanding, all for use within a workplace environment. Individuals who successfully complete all four tests of the exam receive a nationally recognized certification that demonstrates to prospective employers that they have the knowledge and skills needed to be a successful entry-level worker. The NWRC exam is given on-site at the EOC.

# SERVICES

## COUNSELING

### Counseling Services Available

Assessment of student interests and abilities  
Personal counseling & problem solving  
Day to day support - to assist in successful program completion  
Community agency referral  
Academic advisement  
Stress management skill development  
Conflict resolution  
Student advocacy

### Frequently Asked Questions about Counseling Services

#### **Why does EOC offer counseling services?**

The EOC's counselors work diligently to give students the greatest chance at achieving success throughout their enrollment. Returning to school brings stressful and uncomfortable feelings to most adults. Counselors try to insure that students gain the academic, social, and emotional support needed to successfully complete their program of choice.

#### **What is counseling?**

Counseling is working on personal growth, problem solving, and decision making. It is an opportunity to benefit from working on issues with an experienced, professional helper. The counseling relationship is one that is non-judgmental, objective, understanding, confidential and focused on individuals' concerns.

#### **What can I talk about in counseling?**

Some concerns often brought to counselors are: developing self-confidence; managing stress; making life, career, and educational decisions; discussing barriers to succeeding in your program; problems in personal and family relationships; referral for other professional services; issues regarding alcohol and other drug abuse; violence in relationships; harassment and financial survival while returning to school. Students should feel comfortable bringing to the attention of the counselors any subject that may be affecting their attendance or performance at the EOC. For those areas that may fall outside a counselors' expertise, referrals are made to other organizations and providers that can best help students.

#### **Where can I find my counselor?**

Each counselor has a private office where students may confidentially discuss issues and concerns (see the map of the facility for the location of counselors' offices). Counselors regularly confer with faculty regarding attendance issues and behavioral adjustments of students.

#### **What do I do if my counselor is unavailable?**

If a counselor is unavailable (not in the office, out sick, with another student, in a meeting) individuals can do one of the following: check back later, call the counselor's voice mail and leave a message, write a note and slide it under the counselor's door, or leave a message for the counselor with the receptionist. If the issue is urgent and no counselor is available, students should go to the receptionist and ask to speak to the Student Services Coordinator.

### **When is counseling available?**

Counseling is available Monday through Friday during the day between 8 a.m. and 4:30 p.m. **It is best if an appointment is made with the counselors to insure that students will have sufficient time to talk.** Counselors are available before, after and in-between classes to make appointments.

### **Is counseling confidential?**

Counseling sessions and their content are confidential, consistent with the legal obligations of the counselors and regulatory requirements. When there is a clear and imminent danger to individuals or others, the counselors will take reasonable action and or inform the authorities, as required by law. Consultation with other counselors or the Coordinator of Student Services may occur to insure the best possible service by the counselors. These conversations are professional in nature and therefore also confidential.

## **EMPLOYMENT ASSISTANCE**

Students enrolled in a Vocational Program will be expected to complete the R.I.S.E. (R=Resume I=Interview S=Soft Skills E=Employment) checklist as part of their completion for their program.

The purpose of R.I.S.E. is to connect students with the College and Career Services Staff for the purpose of placing and retaining students in jobs that match their career goal. During R.I.S.E. Sessions, vocational students will meet with College and Career Services Staff in group and/ or individual sessions. These sessions are critical for your success as you transition to the workforce. During these meetings a College and Career Services staff member will work with each student to:

- develop a training related resume
- review job application forms
- develop and strategize a training related job search plan
- provide employment related activities; i.e. field trips
- provide guest employer speakers for recruitment purposes
- develop a career portfolio
- maintain computer storage of resume and business reference
- on-line application experience

College and Career Services staff will continue to assist students in retaining successful employment before and after graduation.

College and Career Services Center (room 225 –Troy Center)

The College and Career Services Center assists students and former graduates with valuable job search, job matching and placement support. College and Career Services Specialists are available to assist students throughout the year. The regular operational hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Students should call 273-1900 Center services include:

- *Job search materials*
- *Job search assistance*
- *Job Board of job openings and announcements*
- *Email job leads to students*
- *Resume preparation and cover letter assistance with computer storage*
- *State-of-the-art computer equipment*
- *Internet access*

- *Telephones for job search activities*
- *Copy and fax machines*
- *Mailing services for resumes*
- *Job application forms – assistance with completion*
- *On-line application assistance*
- *Recruitment Events ( Job Fairs)*
- *Employment related workshops*
- Both group and individual sessions regarding students’ presentation skills and training are offered to develop an attainable career path for long-term success. These sessions include:
- Employment Readiness Preparation- Are you ready, willing and able to work upon graduation?
- Identify and learn how to overcome any barriers to employment (criminal background, poor work history, transportation, childcare, or physical or mental challenges
- Intensive interviewing skills preparation
- Personal presentation skills – how to sell yourself in the interview and get the job
- Job search strategies planning
- Internships and/or apprenticeships – to get work experience for training related employment
- Mentor program for career guidance
- Job retention preparation – how to stay employed for long term success

### **Resume Development**

An assessment of students’ employment and training experiences will be discussed to develop a concise, professional, and marketable resume to give students the edge in today’s challenging job market. Cover letter assistance may also be provided.

### **Career Portfolio Development**

A career portfolio is an interviewing tool that demonstrates to an employer that students’ have the skills for the job which they are applying for. The portfolio includes a professional career driven resume, business references, recommendation letters, special awards and certificates, samples of work, i.e., spreadsheets, PowerPoint presentations, and pictures, which help in excelling in the job interview. In many cases, portfolios have been a successful tool for students in obtaining the job they really want and reaching their career goals.

### **Employment Opportunities**

Employment opportunities are made available through the following: the Job bulletin boards where jobs and up-coming job fairs are posted and updated frequently. Job fairs are conducted throughout the year; notice of state and county competitive exams; on-site recruitment events by individual employers; setting up interviews for students with prospective employers.

### **NWRC**

The Work Readiness Credential is a national, portable certificate that defines, measures, and certifies jobseekers have the knowledge, skills, and abilities they need to succeed at work in the 21<sup>st</sup> Century workplace. With the National Work Readiness Credential you can...

- Take the first step on a career path
- Demonstrate to employers that you have the skills to successfully perform in jobs
- Identify the skills that need to be strengthened to improve workplace performance

### **Re-employment Opportunities**

The College and Career Services job network includes over 300 employers that have hired EOC graduates. College and Career Services staff are available to all current and former students as well as graduates to assist students with revising their resume and identifying other job opportunities that would be a match for their background and experience to get them back into the job market quickly.

### **Internship Program**

Gaining valuable work experience is extremely important to the getting a job today. Training alone will not get the job you want. However, with work experience, our student's gain the employment edge to compete in today's job market. Employers today are looking for at least 6 months to 2 years of training related experience. Internships help to give students some of the experience they need to instill work habits that will improve long-term employment success. Internships also help improve the confidence and self-esteem of the individual. Students who are actively enrolled in a vocational program have the opportunity to participate in an internship. Interested students must be performing at a satisfactory level in their vocational training program before being enrolled. In most cases, internships are unpaid.

For more information about how to participate in an internship, please contact the College and Career Services office at 273-1900, ext. 2270.

We look forward to assisting you in your reaching your career goals!

## **POLICIES/PROCEDURES/RULES**

### **ACADEMIC REVIEW**

Academic reviews may be initiated by the instructors through a request on the monthly student report or by the program coordinators. Two sequential "Needs Improvement" for performance progress or a pattern of "Needs Improvement" performance or lack of academic progress (see below) is cause for an academic review. The purpose of the review is to identify the cause of students' poor performance and implement a corrective action plan to address the problem. An Educational Team Meeting (ETM described on page 35) will be scheduled by program coordinators with the instructors and counselors to discuss students' performance and develop a corrective action plan. Afterward, students meet with the instructors and/or counselors to review and identify the specifics of how the plan will be implemented. Once the specifics have been identified, the student will sign off with agreement on the plan. Generally, students are placed on academic probation at the ETM. Students must improve their performance to the "Meets Expectations" level or better, on the following student report or be dismissed for lack of academic progress.

### **ACADEMIC PROGRESS**

Students are expected to make steady, satisfactory progress in each of the classes and programs in which they are enrolled. Students who enroll in sequential programs are expected to make steady and satisfactory progress through the sequence thus demonstrating a consistent movement toward self-sufficiency.



Lack of progress in sequential programs by a student is demonstrated by:

1. Students satisfying the completion requirements for a program but not satisfying the entrance criteria of the subsequent program, or
2. Students completing a program, stopping their enrollment at the EOC, then, at a later time, reapplying for admission. Upon retesting (per EOC procedures), tests scores indicate that the students do not meet the entrance criteria of the next sequential program.

Lack of academic progress in a course by a student is demonstrated by two consecutive student progress reports with a performance level of "Needs Improvement" or by a student earning less than a "Meets Expectations" after being placed on academic probation or a student spending an excessive period of time trying to meet the course requirements.

Students dismissed for lack of academic progress will not be considered for re-enrollment or re-admission until:

1. they demonstrate, through attendance at another educational institution, that they are now capable of making academic progress;
2. they can demonstrate that the problem causing their lack of progress has been resolved; or
3. a significant period of time has elapsed (not less than two years) after which they will be treated as new students.

#### **ACCIDENTS**

All accidents that occur on the premises of the EOC must be reported to a faculty member, counselor, or administrator. Accident report forms will be completed by staff members and signed by the students. An ambulance may be called.

#### **ACCOMMODATIONS DUE TO CHRONIC ILLNESS OR DISABILITY**

Students who indicate that they have a chronic illness that would qualify as a disability or a disability as defined under the Americans with Disabilities Act (ADA) of 1990 and or Section 504 of the Rehabilitation Act will be offered reasonable accommodations after sufficient documentation has been received. The attendance policy and/or other EOC policies or requirements may be varied according to the nature of the illness or disability. Students should contact their Counselor for assistance with requests for accommodations.

#### **ADMISSIONS DAYS/TIMES**

Applications will be accepted by Enrollment Management Services from in Troy from 8:30am to 4:00pm Monday through Friday (excluding holidays and Center closures) and in Albany from 8:30 to 4:00 pm on Fridays (excluding holidays and Center closures).

Applications may also be submitted on the Internet at: <http://www.hvcc.edu/eoc>

#### **ALCOHOL**

The possession of, consumption of, or being under the influence of alcoholic beverages on EOC grounds is prohibited. If a student is perceived to have consumed alcohol, they will be removed from their program and asked to leave for the day. A re-entry plan for either consumed or perceived consumption will be required prior to returning to the EOC.

## ARTICULATION AGREEMENTS

### Articulation Agreements with Hudson Valley Community College (HVCC)

#### College Preparation Graduates

College Preparation Algebra is deemed fully equivalent to HVCC's course Math 099, Elementary Algebra. Students must receive a minimum grade of "B" or better to be eligible for credits.

### Articulation Agreements with Schenectady County Community College (SCCC)

#### Culinary Arts Graduates

EOC Culinary graduates are eligible to receive advanced standing at SCCC if they:

- Matriculate in the SCCC Assistant Chef Certificate or Culinary Arts AOS degree program;
- Complete six (6) credit hours of instruction at SCCC;
- Earned a grade of "C" or better in their EOC course.
- Are recommended in writing by their EOC instructors.
- Complete EOC courses within two years prior to entering SCCC.

Students completing the EOC Advanced Culinary Math course with a grade of "C" or better and pass an SCCC equivalent exam with 70% or better, will receive advanced standing for the SCCC course HOT 131, Math for Food Service Records.

Students completing the EOC Sanitation course and receiving a 75% or better on the National Restaurant Association Certification Exam and the recommendation of their instructors, will receive advanced standing for the SCCC course HOT 132, Sanitation Techniques.

## ATTENDANCE

Attendance Policy for all program except Cosmetology or Nursing Assistant.

All students are required to maintain an 85% attendance level in all programs, courses, and/or sub-sections of programs.

Attendance is maintained in monthly cycles. Classes are scheduled to meet three (3), four (4) and five (5) days per week. The following chart describes the consequences of absences based on the number of days per week a class meets.

# of days a class meets per week	Discussion with Counselor after missing # of days in a month	Student MUST meet with the Counselor within 1 week of notification
5	3	
4	3	
3	2	

Although, it is sometimes necessary for students to be absent, students should make every effort to be in class. Extenuating circumstances which are beyond the student's control will be considered on a case by case basis with Student Services Coordinator approval.

If a student has been absent for the third time within a month, the student's Instructor and Counselor will be notified, indicating that the student must meet with the Counselor within 7 calendar days. The instructor and Counselor will inform the student. At this meeting the student will explain the reasons for the absences and what has or will be done to prevent a reoccurrence. A viable corrective action plan will be developed. The

student will remain in class and the number of absences will be recycled to “0”.

Students who do not meet with the Counselor will be suspended from all classes until they meet with their Counselor. Students will then be required meet with the Counselor and develop a corrective action plan prior to being re-enrolled, on a space available basis.

If the student misses an additional three days within a month, the student will be suspended for one week, meet with the Counselor again to update/revise the corrective action plan to prevent additional absences. All must be completed prior to being re-enrolled, on a space available basis.

If a third violation occurs, i.e. a third instance of missing three days within a month, the student will be dismissed for the rest of the term.

#### “I” Status

Students may be placed on “I” status in cases where students contact their counselors and indicate that a significant and unusual event has occurred that will prevent them from attending class. Examples of such events include moving; needing to care for a sick child, parent, or close relative; or dealing with the death of an immediate family member or being involved in the funeral/arrangements. Other unique situations may be considered where the circumstances are beyond the control of the students. In evaluating the circumstances of the situation with the student, the Counselor will determine if “I status” or Withdrawal from the program is more appropriate. This recommendation will then be forwarded to the Student Services Coordinator for a decision. Enrollment Management Services (EMS), the Counselor and instructor(s) will be notified of the decision. Generally students are only granted one “I” status. Extraordinary circumstances may be grounds for an additional granting of “I” status if approved by the Student Services Coordinator

#### Attendance Requirements for Nursing Assistant Program

1. If students miss five (5) hours of the course, they will be issued a written attendance warning indicating the consequences of additional absences/tardiness and required to meet with their Counselor to prevent additional absences.
2. If students miss ten (10) hours of classroom instruction, the student will be dismissed from the program. An appeal by the student claiming extraordinary circumstances may be considered. This will include a review of the students’ performance, discipline, attendance, and tardiness. This review will be conducted by the Coordinator of Student Services, Program Coordinators and /or the Coordinator of Instructional Services. This review will determine if the student is to be permitted to continue with the understanding that any additional time missed from instructional class will cause immediate dismissal from the program.
3. If a student misses a clinical day, the student will need to meet with the Instructor to explain the reason for the unavoidable absence and request to remain in the program. If permitted to remain and the student misses another clinical day, the student will be dismissed. Clinical days canceled by the EOC due to various circumstances will not apply to the above.
4. Nursing Assistant students dismissed for poor attendance are not eligible to re-enroll in the same course section. These students may request re-enrollment in a future course section based on the recommendation of the counselor and the Instructor.

#### *Attendance Requirements for Cosmetology Program*

##### Introduction to Cosmetology

Students must successfully complete Introduction to Cosmetology in order to enroll in the Cosmetology course. A student must be in attendance for 85% of the scheduled hours to meet the attendance requirement. A student who

misses more than 10% of class hours will be required to meet with the Counselor to develop a plan to prevent additional absences and will receive a written attendance warning. If a student misses more hours they will again be referred to the Counselor for an intervention and an Educational Team Meeting will be held to review the students' progress. This review will be conducted by the Coordinator of Student Services, Program Coordinators and /or the Coordinator of Instructional Services and the faculty member of the student. This review will determine if the student is to be permitted to continue with the program.

In addition, it is important for students to attend class in a timely manner – being on time and staying in class for the entire class time. Students who have two (2) instances of arriving late or leaving early from class will be required to meet with the Counselor to develop a plan to prevent further instances. If the student has two (2) additional instances of arriving late or leaving early, an Educational Team Meeting will be held to review the students' progress.

### Cosmetology

Students who have successfully completed Introduction to Cosmetology will be enrolled in the Cosmetology course. Cosmetology students must complete the prescribed competencies for the program and must complete a minimum of 1000 hours of instruction to be eligible to take the New York State licensing examination. Hours earned in Introduction to Cosmetology are included in this minimum. Additional hours beyond the 1000 minimum may be necessary in order to complete the competencies. Students are expected to be in attendance 85% of scheduled class hours.

Enrollment of students to the Cosmetology program from the Introduction course will be reviewed in light of their performance, discipline, attendance and tardiness. This review will result in either dismissal from the program or a prescribed plan for continued enrollment.

Dismissed students may re-apply for the program through Enrollment Management Services. The student will need to successfully complete the Introduction to Cosmetology course and/or to re-enroll the student will need to demonstrate that the causes for the poor attendance have been resolved in order for the request for re-admission to be considered.

Returning students who meet this requirement will be placed on a probation agreement for the first three months of the Cosmetology program. Violation of the agreement will be cause for disciplinary action up to and including dismissal.

Circumstances beyond the control of students causing an extended absence or absence while on a probation agreement may be considered on a case by case basis. Students that miss a clinical day will need to meet with Instructors/Administrators to explain their absence. Absences on clinical days directly affects the Center's ability to provide services to already scheduled appointments. Court subpoenas, personal major medical issues (hospitalization, communicable diseases, etc.) are possible examples of an approved absence while on a probation agreement. Documentation must be provided to the Counselor for consideration by the Coordinator of student Services preferably prior to the absence but no later than the first day back.

### Tardiness Requirements for all programs excluding Nursing Assistant

Students who arrive after the official start time of a class are tardy. Students are encouraged to arrive to class prior to the official start of class so they may begin work when the class actually starts. This is a good habit to transfer to the workplace. Students who arrive five (5) minutes after the time class is scheduled to start are considered officially tardy. Two instances of official tardiness will be considered the equivalent of one absence for the purposes of implementing the Attendance Policy.

## Tardiness Requirements for Nursing Assistant Program

Students arriving after the scheduled start of class will have the amount of time they were late added to their total of time absent in the course. Repeated tardiness (three (3) or more incidents of five minutes or more) will cause a meeting with the counselor to discuss tardiness and its effect on employment in the nursing field - especially during the initial probation period. Students will receive a written warning regarding their tardiness.

If the Instructor has already started a lesson or a test, the tardy student will have to wait until break or until the Instructor finishes the lesson/test. The time missed counts towards the total hours they are allowed to miss before being dismissed.

Late to Clinical - All of the consequences for being late to class will apply in addition to the following: Residents will be assigned to students by faculty upon arrival on the assigned unit/floor. Students arriving on the unit/floor after residents have been assigned will be sent home. They will be considered absent for one clinical day.

## AWARDS

Each year the EOC recognizes students for their accomplishments at a Student Recognition Ceremony in early May. The following awards are conferred:

Recognition of students performing a service to the EOC.

Recognition by the State University of New York - University Center for Academic and Workforce Development of graduates with a "B" average for their program.

Recognition of graduates with an "A" average for their program - Honor Roll.

Recognition of Students of Excellence as determined by each department faculty.

EOC Alliance Awards – Recognition of graduates who represent outstanding qualities in personal achievement, citizenship, and scholarship. Includes monetary award.

Vice President/Executive Director's Award – Recognition by the Vice President/Executive Director of a graduate who has demonstrated outstanding qualities in personal achievement, citizenship, leadership, and scholarship.

## BULLETIN BOARDS

Bulletin boards throughout the center facilities exist to display information important to students. All items posted must be reviewed and approved prior to being posted. A bulletin board located in the student lounges in both facilities will be used for student-initiated materials. Contact the Coordinator of Instructional Advancement for more information.

## CAFETERIA/SPOONS

The Troy facility operates a cafeteria affectionately known as SPOONS. The cafeteria is open for lunch on Tuesday and Thursday from 12:00-1:00 and a light breakfast on Monday and Wednesday from 10:00-10:30. Food is prepared by the students in the Culinary Program. An entrée (main plate) is \$3.00 and full meals (including soup or salad, entrée, dessert and beverage) cost only \$5.00. Breakfast fare is only \$1.00. Students are encouraged to try out SPOONS.

## CERTIFICATION AND LICENSING FEES

Program	Fee	Cost
Nursing Assistant	NY State Certification Exam Fee	\$115

## CHEATING

Cheating, plagiarism, forgery, sabotage of another's work, unauthorized collaboration, and falsification of one's work or eligibility documentation is prohibited.

#### **CHILDREN ON THE PREMISES**

Children are not permitted on the premises except under direct adult supervision in designated areas, the first or second floor reception areas in Troy and the student lounge in Albany while the adult is working with Enrollment Services only. The EOC does not have childcare services. Students who need to make child care arrangements should contact their counselors for referral assistance. No children are permitted in any other area including classrooms or laboratories for any reason.

#### **COLLEGE REFERRALS**

If students are interested in attending college after completing their program, they are encouraged to see a College and Career Services specialist. Assistance with applications, financial aid forms, and general college information is available.

#### **COSMETOLOGY SERVICES**

The Cosmetology class provides hair styling services to EOC faculty, staff, students and the public on designated days. Appointments can be made by calling 273-1900 Extension 2206. Students must make appointments at times they are not scheduled to be in class.

#### **DISMISSAL**

Students who violate the policies, procedures, or rules of the EOC or the Student Agreement(s) shall be subject to disciplinary action. The most serious form of disciplinary action is the dismissal from all courses and programs. Severe violations may cause dismissal without re-enrollment or re-admission privileges.

#### **DISRUPTIVE BEHAVIOR**

Disruptive behavior is any behavior that interrupts or interferes with the normal operation of the center. This includes physical assault, threatening behavior, possession of weapons, possession of or attempted sale of illegal drugs or weapons, yelling, swearing, fighting, being rude to faculty/staff/administrators, refusing to follow directions, and even tardiness (entering class after it has begun). Obviously these behaviors are not equally disruptive. Some are much more severe and thus intolerable in any educational setting. These include assault, threatening behavior, fights, possession of or attempted sale of illegal drugs or weapons, or any violent behavior. These intolerable behaviors will result in a request for the students to leave the center immediately. The Coordinator of Student Services will conduct an investigation to determine the facts of the incident. The results of this investigation will determine the final consequences for the students. If the facts do not support the allegation of intolerable disruptive behavior, the students will be reinstated in the program. If the facts do support the allegation, the students will be dismissed from the program. If the investigation determines that the students' behavior was disruptive but of a less severe nature, a written notice of the behavior will be sent to the counselors describing the problem and the students will be placed on Behavioral Probation. Counselors will meet with the students to develop a realistic plan to prevent the reoccurrence of the behavior. This plan must be approved by the Coordinator of Student Services and ratified by the faculty/staff involved in the incident prior to the students' return to the program. If the students subsequently violate the probation agreement or the agreed plan, they will be dismissed from the program.

All of the remaining disruptive behaviors, although less severe, are still unacceptable and inappropriate. The faculty or staff members will send a written notice (Incident Report) to the Coordinator of Student Services describing the problem. A copy will be provided to the counselors.

Upon the receipt of the incident report, counselors will meet with the students who will be then put on immediate behavior probation. The consequences for any future similar behavior will be suspension from all

programs for one week. The receipt by the counselors of another incident report while students are on behavioral probation will cause the students to be dismissed. The students must wait at least 30 days before reapplication will be considered.

All students who are dismissed for disruptive behavior will be notified in writing by the Coordinator of Student Services. The students may appeal the dismissal by filing a grievance with the Coordinators of Student Services and Instructional Services.

### **DRESS CODE**

The Capital District Educational Opportunity Center (EOC) provides students with educational training and preparation for the work world. Appropriate dress is a critical element in entering the world of work as well as succeeding at work. The EOC has established the following dress standards and rules for students to address this significant issue.

All students are expected to wear clothing appropriate for an adult educational institution. Any questions regarding the appropriateness of students' dress will be determined by the Coordinator of Student Services. Students are to remove hats (except for religious observances) and headgear upon entering the center. Applications for accommodation/exception to this rule are available from the students' counselors and must be approved by the Coordinator of Student Services. If approved, the students' ID must be modified to indicate the exception has been approved. Tank tops, short shorts, spandex clothing, pajama pants, see-through shirts, blouses, dresses or skirts, or any sexually suggestive or provocative clothes are inappropriate as are bare midriffs. Pants/jeans worn in such manner that underwear is visible is considered inappropriate. Some programs require specific clothing to be worn while in class. These are described in program specific Appearance Codes distributed in the Orientation process. In addition, some programs have established dress codes based on the standards and expectations of the work field. Students who are dressed inappropriately will be required to change their clothing. They will be permitted to return to class only when they are more appropriately dressed.

### **DRUGS / ILLEGAL SUBSTANCES**

The possession or use of drugs and/or illegal substances on EOC grounds is prohibited.

### **ELECTRONIC DEVICES**

Electronic devices that produce sound, such as cell phones or music players, should be used in the Student Lounge or outside of the Center. If you would like to use a device that does not produce sound or can be silenced, it may be used around the building in student areas as long as they are being used as to not interfere with instruction or other students/staff. The use of electronic devices is prohibited in classrooms and laboratories with the following exception: The use of mobile/electronic devices will be allowed within the instructional classroom for educational purposes only, based upon individual faculty discretion, guidelines, and approval. Faculty will ensure that the use of electronic devices within the classroom is in compliance with the expectation of educational purposes only, and that the use of such devices does not extend beyond educational need or his/her individual classroom.

The Educational Opportunity Center allows the use of any device needed to assist a student in a teaching or classroom environment as long as the device is being used in accordance to an approved accommodation. The Educational Opportunity Center is committed to provide individuals with disabilities, full and equal access to educational opportunities as proscribed by law.

The Educational Opportunity Center refrains from requiring the use of any electronic book reader, or other similar technology, in a teaching or classroom environment as long as the device remains inaccessible to individuals who are blind or have low vision. The Educational Opportunity Center is committed to provide individuals with disabilities, full and equal access to educational opportunities as proscribed by law.

**ETM – EDUCATIONAL TEAM MEETING**

An educational team meeting may be requested by faculty, counselor, employment specialist, or program coordinator to address a variety of concerns. Behavior issues, and academic progress issues are some of the reasons an ETM may be requested. Generally, corrective action plans are developed to address the problem(s). Students may be placed on academic probation at an ETM due to poor academic progress.

**ELIGIBILITY TO ATTEND THE EOC**

Individuals are eligible for enrollment at the Educational Opportunity Center if they:

Are adults or legally out-of-school youth who have attained the age of 16; Are residents of New York State for the previous 12 months; and meet both academic and economic criteria established in the EOC Guidelines.

Eligibility is established at the time of registration and maintained while the student is continuously enrolled. If enrollment is interrupted, eligibility must be re-evaluated to determine if the former student meets all of the above eligibility requirements and enrolls in programs/courses consistent with movement toward self-sufficiency.

**EMERGENCY EXITS**

All emergency exits are well marked. They are to be used only in case of an emergency. An alarm will sound when the doors are opened. The EOC floor plans show specific locations.

**EMERGENCY MEDICAL ASSISTANCE**

Students in need of emergency medical assistance should immediately notify a staff member. The staff member will notify the receptionist, who will call for an ambulance. A staff member will stay with those students until the ambulance arrives.

**EMERGENCY SCHOOL CLOSING**

Under most conditions, the following stations will broadcast the center’s decision no later than one and one half hours prior to the effective time of cancellation or closing. In the case of an early morning cancellation, announcements will normally occur between 6:00 a.m. and 6:45 a.m. In the event of heavy snow, flooding, wind, or other severe weather conditions, students should listen to the following for school closings:

Television	AM Radio	FM Radio	
WRGB Channel 6	WGY 810	WFLY 92	WRVE 99.5
WNYT Channel 10	WROW 590	WYJB 95.5	WABT 104.5
WTEN Channel 13		WRVE 99.5	WPYX 106.5



WXXA Channel 23		WAJZ 96.3	WOFX 980
Capital News 9		WTRY98.3	B95.5 95.5

Information will also be listed at The Times Union [www.timesunion.com](http://www.timesunion.com), The Post Star [www.poststar.com](http://www.poststar.com), and The Gazette [www.dailygazette.com](http://www.dailygazette.com).

The Capital District Educational Opportunity Center is listed as EOC (Capital District). Therefore, in alphabetical listings look for information under "E;" in listings by county, look under Rensselaer County.

Students may also call the EOC switchboard at 273 – 1900

Should classes be in session during an emergency situation, the administrator in charge will inform students and staff if the school is to be closed.

### ENROLLMENT VERIFICATION (AFTER STARTING CLASSES)

Students may request verification that they have enrolled in classes at the EOC by contacting Enrollment Management Services (EMS).

### EVACUATION PLAN

All students should become familiar with the emergency exit routes for rooms and spaces they frequently occupy. Emergency exit maps have been posted in classrooms and common areas throughout the building. Advance knowledge of these routes can save your life.

#### Evacuation Procedures

When the fire alarm system is activated, students should follow the protocol below when evacuating the building:

- Respond to every drill as if it is a real fire.
- Immediately evacuate the building by the nearest exit (**never use an elevator**). Refer to emergency exit maps located in classrooms and common areas as well as exit signs for the closest exit.
- Instructors will oversee the evacuation of their students.
- Take personal belongings only if they are immediately accessible and within arm's reach, as your primary objective is to exit the facility immediately.
- Do not panic or run. These actions can be as deadly as a real fire.
- Instructors will close all doors and turn off lights when exiting a room (**do not lock**).
- Exit the building quickly and assemble at the designated assembly area for the EOC Troy and Albany facilities listed below:
- EOC Troy Facility: The Dock Master located at the southwest corner of the red parking lot is the **ONLY** designated assembly area. Once at the Dock Master, gather near the individual(s) holding the sign labeled EOC. Remain there until instructed otherwise by an administrator.
- EOC Albany Facility: Those exiting the front of the building through the main entrance should assemble in the Price Chopper parking lot. Those exiting the rear of the building should assemble in the rear parking lot and away from the building.

#### Other fire emergency & evacuation information

- Instructors should wait in designated areas with students to further assist with communications.
- Always remain a safe distance from the building and never attempt to reenter the building until an all clear designation has been issued.
- Be cautious of and stay away from emergency vehicles that may be responding to the incident.

- Fire drills to ensure occupants are familiar with emergency evacuation procedures are held a minimum of three times per year.
- EOC staff have been designated as Fire Marshals to assist in the evacuation – **Follow their Directions.**

### **Evacuation Guidelines for Mobility-Impaired Persons**

- For evacuation purposes, a mobility-impaired person is anyone with a permanent or temporary disability, who for whatever medical reason, is unable to evacuate a building via the stairwell or may have difficulty responding to the fire alarm system due to a disability.
  - Mobility-impaired students will be provided with an individually prepared Personal Emergency Evaluation Plan developed with the Student Services Coordinator during the admissions process.
  - A mobility-impaired person and/or an individual assisting a mobility-impaired person should use the following guidelines when evacuating a building:
  - Mobility-impaired students, their faculty and the respective Fire Marshal(s) will be aware of and implement the individuals Personal Emergency Evacuation Plan.
  - The faculty member and the fire Marshall will assist the individual in reaching an exit from the building, another connected building, or a designated Area of Rescue Assistance.
  - Use an “evac chair” if available. These chairs have been located in strategic areas where they may be needed. An evac chair allows an individual to be strapped in and transported down stairways. At the Albany facility the evac chair has been located in the back of the building next to the emergency exit door closest to the staff lounge. At the Troy facility there is an evac chair at the top of the main stair case on 2S as well as in the back hallway on 2N next to the emergency exit.
  - If a mobility-impaired individual cannot evacuate safely or go to a designated Area of Rescue Assistance, the individual should proceed to an area of the building furthest from the fire or danger area. An enclosed area, such as office or enclosed stairwell with a phone, is best.

#### **Once in a safe location, one of the following steps should be taken:**

- If a phone is available, call 911 and notify emergency personnel of your location.
- If no phone is available, the individual assisting the mobility-impaired person should notify emergency personnel, if necessary by leaving the building and informing a fire marshal or the administrator in charge.
- If no phone is available and no assistance was given, the mobility-impaired person should wait for emergency personnel to arrive.

### **FACULTY/STAFF-STUDENT BOUNDARY GUIDELINES**

Boundaries protect the “space” that must exist between faculty/staff and students by controlling the power differential in the relationship. This provides a safe, consistent, and predictable environment, which maintains the optimum environment for students to risk change and learn new skills/behaviors.

#### **Business Dealings**

It is inappropriate for employees to personally profit or benefit from the students’ enrollment. Employees should not buy things from students. They should not sell things to students. They should not employ students or be employed by them. They should not loan money and /or objects to students. Employees should not borrow money and/or objects from students.

#### **Relationships**

It is inappropriate for employees to develop personal relationships with students. Personal relationships would include relationships that consist of interactions not related to the learning activities of the EOC. Intimate relationships are personal and therefore unacceptable. All relationships should be professional in nature. Contact outside the center, other than chance meetings, is discouraged. Calling students at home and/or tutoring students at their home or at the home of the employee is unacceptable. Transporting students in employee vehicles is unacceptable. Touching and hugging students are discouraged because this may lead to unacceptable future behavior as well as be misunderstood by either of the two parties. It is generally not acceptable for EOC employees to share intimate details of their life with students. This changes the roles from teacher/staff – student to friend – friend. Some employees use stories from their personal lives to make a point with students. It is a good idea to discuss these with the employees’ supervisors to help maintain their professional perspective.

## Gifts

Employees should not be giving students gifts, even on holidays where gift giving is common. This changes the role relationship from staff-to-student to friend-to-friend. Although some individuals may feel that by providing small gifts to their entire class or group that they avoid any problems; this is not true. The gift giving maybe less personal; however, it inadvertently places colleagues who do not give gifts to students/classes in a difficult position by having them seen as something less in the eyes of the students than those who give gifts. Any gift giving to students or as a class is considered unacceptable.

Employees should refrain from accepting gifts, including food, from students. Although some students may want to thank employees in some special way, this again changes the roles of the individuals. Although some foreign-born students may claim that in their country/culture that the practice of giving gifts to faculty/staff is acceptable, this does not make it acceptable here.

Boundary violations generally occur when employees do not recognize that they are taking place. Supervisory staff should alert their employees whenever they observe a boundary violation and discuss the repercussions for both the employees and the students. Boundary violations put both the employees and the students at risk of harm.

## **FIRE ALARMS / DRILLS**

New York State law requires that the EOC conduct at least two (2) fire drills per year. When the alarm sounds, students should leave the building in an orderly fashion, quickly and quietly. Designated staff will direct students to the closest exit. Staff will notify students when it is safe to return to the building.

## **FOOD AND DRINK**

In order to maintain esthetic appearances, facility cleanliness and minimize the possible infestation of pests, the Capital District Educational Opportunity Center has established the following policy concerning food and drink consumption:

The consumption of food and drink, excluding bottled water, is prohibited throughout the center facilities except for the student lounge and the cafeteria (SPOONS) located in Troy. All Beverages, including water, are prohibited from computer classrooms, laboratories, ATTAIN, and the TEC room.

## **GRADING SYSTEM**

Students are provided with monthly written reports of their progress by the faculty. This includes feedback on significant personal skills important for obtaining and maintaining employment. Students will receive a letter grade on this progress report when they complete the course/ program.

### **GRIEVANCE PROCESS**

*Students with a complaint of an alleged discrimination, harassment or civil right violation should not use the grievance process below and should see “How a student may file a complaint of alleged discrimination, harassment, or civil rights violation at the Educational Opportunity Center” in the earlier part of the Handbook Excerpts or refer to the full Handbook on the EOC webpage [www.hvcc.edu/eoc](http://www.hvcc.edu/eoc)*

Informal Resolutions: On those occasions when students feel that a decision made by a member of the Educational Opportunity Center’s faculty or staff is inappropriate or unfair, they may utilize a variety of means to rectify the problem. In all instances, students may try to resolve the issue with the individual directly, in an informal manner. Students should indicate why the decision was inappropriate or unfair and how they feel it should be corrected. This initial attempt to resolve the problem can only be successful if both parties approach it with respect and a true problem-solving attitude.

If this informal attempt to resolve the problem is not successful, the formal process is available to resolve the situation.

#### Formal Grievance Procedure

Students may file a grievance with the Coordinator of Student Services in those instances where they are unable to resolve a problem with instructors, counselors, and/or staff members. In the case of re-admission or re-enrollment, evidence that demonstrates that the problem, that caused the student to be dismissed from the program, has been resolved must be presented with the appeal request.

The burden of proof needed to substantiate the grievance shall rest with student. Students must demonstrate that there is the presence of a wrong or loss, that the specific alleged incident caused damage; and that there is a remedy available to “right the wrong.”

Students must present the grievance in writing within ten (10) EOC school days of the event to the Coordinator of Student Services. The coordinator will complete the investigation within ten (10) EOC school days of the receipt of the complaint. The coordinator will seek to resolve the complaint informally and will keep a written record of the investigation and resolution attempt. If a resolution satisfactory to both of the students is reached, the coordinator shall close the case pending written notice to both parties.

If a resolution is not reached, the coordinator will convene within ten (10) EOC school days the Student Grievance Review committee to evaluate the complaint. The committee will send students a written decision within fifteen (15) EOC school days of that review. Students may appeal this decision to the Vice President/Executive Director in writing within ten (10) EOC school days of the Grievance Review Committee decision. A final written decision will be sent to the student by the Vice President/Executive Director within thirty (30) EOC school days of the receipt of the appeal.

Efforts to circumvent the timeframes associated with each stage of the processes or the sequential progression from one stage to another is prohibited. Time limits may be extended based on just cause (e.g. vacation or extended hospital stay).

### **HATS AND ITEMS COVERING YOUR FACE OR HEAD**

Students are required to remove hats, hoodies, face masks, scarfs, headgear or anything that prevents others from seeing your face in whole upon entering the center and for the entire time you are in the center. If you require an accommodation to this rule, please see your counselor. If you are unsure whether or not an item is considered acceptable should consult the security guard, the Counselor or the Coordinator of Student Services for a determination.

Students with legitimate reasons, generally religious requirements, for wearing hats/headgear will be issued an ID badge with this indicated on the back once documentation is received to support this need. Students should see their counselors to apply for this exception.

## **IDENTIFICATION BADGES**

### **Student ID Badges**

Individual ID photos will be taken of students at orientation. Students will be issued an identification badge by the first day of classes. Students must wear their ID badges at all times while at the Capital District Educational Opportunity Center. The badge must be worn so that it is easily seen, i.e., on the outside of coats or sweaters. This is easily done by using the lanyard provided with the ID badge and wearing the lanyard like a necklace. ID badges help to create a safe learning environment for students, faculty, and staff. Students who do not display their ID will be requested to do so by faculty and or staff. Students who refuse to display their ID will be subject to disciplinary action up to and including dismissal.

Albany students without their ID badges will be sent to the receptionist, while Troy students without their ID badges will be sent to the Enrollment Management Services (EMS) Office. They will be asked to wait while a new ID badge is made. The ID database will be used to track the first replacement being issued. The first additional ID badge is free. For each subsequent infraction, there will be a two dollar (\$2.00) fee. Individuals unable to or unwilling to pay the replacement fee will be sent home. If students return with their ID badge, they may attend the remainder of their classes for the day. If they do not return, they will be marked absent for their classes for that day.

### **Faculty and Staff ID Badges**

Faculty and staff will wear their ID badges at all times while in the center. Faculty and staff ID badges have a red border, which distinguishes them from student ID badges.

### **Visitor ID Badges**

Visitors are all individuals on EOC premises who are not a current student or current employee. All visitors to the Capital District Educational Opportunity Center are required to check in at the reception desk. Visitors leaving the reception area will be required to wear a visitor's ID badge while in the center.

## **ILLEGAL GAMBLING**

Illegal gambling of any kind is prohibited.

## **INTERNET ACCESS AND COMPUTER USE**

All individuals who access the Internet through computers and /or software provided by the Educational Opportunity Center are bound by this policy statement. The Internet provides an opportunity for individuals to access information, services, communications and transactions, which have never before been available. Access is a privilege that is provided to the students of the EOC as well as many of the participants in EOC

projects. Access to the Internet is provided by the EOC in accordance with its mission to provide academic and vocational services to the economically and academically disadvantaged. Access to and use of the Internet through the computers or software provided by the EOC must be consistent with the mission of the EOC. Therefore, certain behaviors or actions on the Internet are prohibited and may result in disciplinary action.

Unauthorized attempt to break into any other computer, system, network, and/or software program.

Using EOC time and resources to conduct a business.

Sending threatening messages.

Sending racially and/or sexually harassing messages.

Theft or copying electronic files without permission.

Sending chain letters through e-mail.

Accessing any kind of pornographic/sexually explicit site.

Refusal to cooperate with a reasonable security investigation.

Use of the computer or Internet to play games.

Accessing web sites unrelated to your course of study or job search.

Accessing email accounts other than those established through the ATTAIN lab.

Disciplinary actions range from verbal warnings to termination of Internet access to suspension or termination from the EOC. Because all possible inappropriate actions cannot be anticipated, this list is representative only. Disciplinary action may be warranted for other actions not listed above.

### **IPP – INSTRUCTIONAL PROGRAM PLAN**

The instructional program plan (IPP) is the description of a program offered at the Educational Opportunity Center. This plan includes the entrance and exit criteria, required courses as well as the program length.

### **LOCKERS**

Lockers for student use are available throughout the Troy facility and in the student lounge in Albany on a first come –first served basis. Students must provide their own locks. Students should take the lock off the locker and remove their things when they have completed the program. At the end of the school year all lockers need to be emptied and all items removed for maintenance over the summer.

### **LOUNGES**

Student lounges are located at both the Albany and the Troy facilities. Tables, chairs, a microwave, and vending machines are available for student use. Food and drink are permitted in the lounge. Use of electronic audio devices is permitted with ear phones/ear buds. The volume must not disturb other individuals in the lounge. Cell phones may also be used in the lounges. Cell phone conversations, both volume and content, must be undertaken in such a manner as to not disturb others in the lounge. Please remember that the lounge is not the best place for “private” phone conversations.

### **LOST AND FOUND**

Any items found in the Albany or Troy facilities will be turned into the receptionist, who maintains the lost and found.

### **MESSAGES FOR STUDENTS**

Messages left for students will be held at the Reception Desk until picked up by the student. If the matter is an emergency (urgent and important), Reception will contact the student’s instructor in class and notify the instructor that the student has an emergency call at the reception desk.

### **PARKING**

**Decals / hangtags** are made available at Reception. The appropriate decal / hang tag must be displayed at all times on vehicles using the EOC lots. If not, the vehicle will be subject to towing.

Visitor Parking: Visitor parking in Troy is located in the EAST parking lot across from 431 River Street. All visitors must register with the receptionist as to their business at the EOC and should provide their license plate number and vehicle description if they are also using the visitor lot. Any vehicle not so registered will be subject to towing at the owner's expense.

Student Parking: Students are required to display a parking decal on their vehicle when parking at either EOC location. In Troy, the student lot is located in the south lot on the south side of 431 River Street.

#### Towing

Any vehicle not decaled or tagged, parked so that is blocking an exit, or otherwise creating a potential hazard will be subject to immediate towing by the property management.

#### Additional Parking Information

The EOC has no jurisdiction or legal responsibility for any vehicle parked on the street surrounding any EOC facility, EOC staff will attempt to notify individuals if a problem arises with their vehicle. A properly displayed decal/tag facilitates in this process.

The Capital District Educational Opportunity Center's parking policy is administered by EOC Business Services and property management.

### **PERSONAL HYGIENE AND GROOMING**

All students should maintain good personal hygiene and grooming. This not only promotes good health but also good employment opportunities.

### **POSSESSION OF ILLEGAL DRUGS**

Possession, transportation and/or the use of any illegal drug at the center is prohibited.

### **RE-ADMISSION**

Individuals who had been an EOC student in a previous academic year must reestablish their eligibility for admission to the EOC by submitting an application and completing the admissions process.

### **RE-ENROLLMENT**

Individuals who have been an EOC student in the current academic year and were dismissed from the EOC may apply to re-enroll by contacting Enrollment Management Services.

### **REGISTRATION VERIFICATION (PRIOR TO STARTING ANY CLASSES)**

Students may request verification that they have registered for classes at the EOC by contacting Enrollment Management Services. Verifications will be mailed to the agency identified by students.

### **RELIGIOUS EXCUSES**

The EOC complies with the provisions of Section 224-a of the Education Law. Under these provisions: "It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent

opportunity to make up any examination, study, or work requirements which he may have missed because of such absence on any particular day or days."

### **REQUESTS FOR DOCUMENT COMPLETION FOR OTHER AGENCIES**

Students should submit all requests for documents that require information from the EOC to Enrollment Management Services. The forms must be properly completed by the student prior to submission. These forms may include forms from Social Security, Departments of Social Services, Department of Labor, medical insurance plans etc. Please note: Students attending the EOC are not eligible for federal school loan deferments.

### **REST ROOMS**

Student rest rooms are available at both Albany and Troy facilities. Students should check facility floor plans for exact locations. Although custodial staff works diligently to maintain the rest rooms in a clean and orderly fashion, students' assistance is greatly appreciated.

### **R.I.S.E. (RESUME INTERVIEW SOFT SKILLS EMPLOYMENT)**

The mission of R.I.S.E. is to connect, in a comprehensive way, students with the Employment Services Staff for the purpose of placing and retaining students in jobs that match their career goal. During R.I.S.E. sessions, students will meet with College and Career Services Staff. These individual or group meetings are essential and required for all vocational students. During these meetings an Employment Services staff member will work with each student to develop a training related resume, review the job application forms, develop and strategize a training related job search plan, provide employment related activities, field trips and employer guest speakers etc., all of which are intended to lead to a training related job and/or career. As a successful graduate of the EOC, Employment Services staff will continue to assist students in retaining successful employment before and after graduation.

### **RULE VIOLATION - CONSEQUENCES**

Students who violate rules regarding the use of electronic devices including; headphones, cellular phones, blue tooth devices, beepers, laser pointers; smoking outside of the designated area; gambling on EOC property; wearing of inappropriate attire, and consumption of food or drink in areas other than the student lounge or cafeteria will be reminded of the rule and asked to comply. Non-compliance will cause the staff member to write an incident report. Any repeat of the infraction will cause the student to be placed on behavioral probation for 40 school days. Any additional repeat of the infraction will cause dismissal from the program with a minimum waiting period for re-enrollment of thirty (30) days.

### **SCHOLARSHIPS**

EOC students who attend local two and four year colleges are eligible for numerous scholarship opportunities. The following awards through HVCC are especially relevant for EOC students:

#### **Joseph J. Bulmer Scholarship**

Joseph J. Bulmer was the third president of Hudson Valley Community College and served from 1979 through 1996. He was born and raised in South Troy and was a strong supporter of the EOC. Upon his retirement, Dr.



Bulmer established a scholarship fund for EOC students who subsequently enroll at the college. This HVCC \$500 scholarship is awarded to a full-time EOC transfer student enrolled for the fall semester at HVCC. Each applicant must have a minimum 3.0 G.P.A. and must have a financial need application on file. For further information, students are encouraged to contact their counselors or the HVCC Scholarship Director.

#### Holly Lainhart Memorial Scholarship

This HVCC \$100 scholarship was named in memory of the daughter of the former EOC Vice President/Executive Director, James E. Sharp. Applicants must be a full-time matriculated EOC transfer student enrolled in either a Business or Individual Studies Program at HVCC with the intent of transferring into a business curriculum. The student must be a single parent, be in good academic standing, and have a financial need application on file. The scholarship is also based on financial need. For further information, students are encouraged to contact their counselors or the HVCC Scholarship Director.

#### **SECURITY**

Security services are provided to the EOC by HVCC security guards on a rotating basis. Guards may enforce EOC rules and initiate actions to assist with the safe and secure operation of the EOC. Students are expected to cooperate with the security guards.

#### **SMOKING**

Smoking is not permitted within any EOC facility. Smoking on EOC grounds is only permitted in designated smoking areas.

#### **SPECIAL EVENTS**

The EOC seeks a variety of ways to celebrate our diversity and significant holidays. These celebrations may include speakers, presentations, food, and/or music. Please refer to the Student Planner for activities.

#### **TARDINESS**

Students who arrive after the official start time of a class are tardy. Students are encouraged to arrive to class prior to the official start of class so they may begin work when the class actually starts. (This is a good habit to transfer to the workplace). Students who arrive five (5) minutes after the time class is scheduled to start are considered officially tardy. Two instances of official tardiness will be considered the equivalent of one absence for the purposes of implementing the Attendance Policy. (See "Attendance" for special policies for Cosmetology and Nursing Assistant)

#### **TASC TESTING**

The EOC provides the TASC Readiness Test to help prepare students interested in taking the TASC Test. Counselors will assist students with the application for the TASC Test and inform students of the test sites and dates. *Beginning in January 2014, New York State will be using the TASC test as the basis for High School Equivalency Diplomas.*

The EOC is a TASC Test Center.

TASC tests are scheduled monthly and are administered on a computer. All interested community members and

EOC students are encouraged to submit their applications as early as possible.

**The New York State Education Department requires all examinees to meet eligibility for HSE/TASC™ Testing in the following areas:**

- **Age Eligibility Requirements**

1. If you are [16 years](#) of age on day of testing
2. If you are [17 or 18 years](#) of age on day of testing
3. If you are [19 years or older](#) on day of testing

All 16, 17 or 18 year olds must establish age eligibility **each** time they wish to test

- **NYS Residency Requirements**

The HSE/TASC™ Tests can be administered to any person who has lived in New York State for at least thirty (30) days prior to the test date AND

- Has not graduated from an accredited high school in the United States or its territories; AND
- Has not received a high school equivalency certificate or diploma in the United States or its territories; AND
- Is not currently enrolled in a regular high school program of instruction leading to a high school diploma; AND
- Has not previously earned scores on the HSE Tests sufficient to qualify for a high school equivalency diploma/certificate.

- **Test Form Eligibility Requirements**

Each year, CTB/McGraw Hill offers the English and Spanish TASC™ in (3) test forms. Examinees cannot retest on test forms which they have taken in that calendar year. All examinees who do not meet the requirements for the high school equivalency diploma must include a copy of their failure notice when applying to retest.

- **Test Date Eligibility Requirements**

HSE examinees must wait a minimum of sixty (60) days between test sessions when retesting, and examinees may not test more than three (3) times in a calendar year.

## TESTS AND INVENTORIES

### Pre and Post Tests

Students are expected to take a pre-test. These tests are mandated by the State University of New York. The pre-test is designed to help students to reach their goals by ensuring appropriate placement in courses. The test results are not used for any grade, only to help students get the education they need. A post-test for academic programs (Academic Enrichment, Vocational Foundations, HSE Preparation, College Preparation, ESL I, ESLII, ESL III) is used to measure academic progress and to evaluate the students' readiness to enroll in another EOC program. Students' scores should improve by the time of the post-test at the end of the program. Therefore, the difference between the pre-test and the post-test scores indicates how much students have gained in meeting the objectives of the program. The Test of Adult Basic Education (TABE) is used for all pre and posttests except for students with limited English ability who are enrolling in the Center's English as a Second Language Programs.

### Career Assessment

A career assessment inventory is available to students upon request. Counselors and Employment Services Specialists will assist students so that they are more comfortable with their program choice, initial program placement and long range career planning. The Educational Opportunity Center prides itself in giving each and every student the greatest chance at achieving success.

### Education and Career Plan

Both Counseling and Employment Services staff will assist students with the development of an individual education and career plan. The process begins prior to starting classes and continues throughout the students' enrollment. The results of career assessment materials and students' interests, barriers, and long-term aspirations will all be considered in the development of the plan.

## TEXTBOOK DEPOSIT

The following textbook policy and process exists at the EOC.

- Students are eligible to take textbooks home pending receipt of a textbook deposit
- The textbook deposit is for book usage while at the EOC.
- The textbook deposit can be paid with cash, a Money Order, or official DSS or other agency check. No personal checks will be accepted.
- To pay the textbook deposit, students at the Albany and Troy facilities are directed to the receptionist.
- Upon receipt of the deposit, the student will sign the textbook user deposit agreement that will act as a receipt.
- After paying the textbook deposit fees, students return to their instructors with the signed textbook deposit form to indicate that books may be issued to students by the instructors. No books will be issued to students without a signed textbook user deposit agreement.
- Students should not lose their textbook deposit receipts. They will be needed to obtain books for other classes as well as to receive a refund of the textbook deposit when they have completed their studies.
- When students leave the course, they must return the textbooks to their instructors and make sure that their return is noted on their textbook deposit agreement. If students move into another class, the already signed textbook deposit agreement is used to obtain textbooks for the new class. This process continues until students complete the program or leave the EOC for some other reason.
- Upon leaving the EOC, students are entitled to a refund of the deposit as long as they have returned all books to the EOC and have requested the refund within 90 days.

- Program Coordinators will verify that the books have been returned and will request the students' deposit be returned. The students' current address must be provided to permit the refund check to be mailed.
- If students leave the EOC and do not return the textbooks and request a refund within 90 days of departure, the students will forfeit the deposit. All forfeited deposits will be used to purchase replacement textbooks.
- The textbook deposit fee varies based on the cost of the currently used textbooks. Please see your instructor for the textbook deposit fee for your program.
- Textbook deposits are made through EOC Business Services and the refund of the deposit is not immediate. The process can take up to 30 days. If you have not received your refund by the end of the 30 days, please check in with the Receptionist.

### **TRANSCRIPTS**

Students may request an official transcript of the course work attempted and completed at the EOC by contacting Enrollment Management Services (EMS). A signed written request indicating where the official transcript is to be mailed is required. Transcripts will be mailed within three business days of the request. Official transcripts will only be sent to appropriate organizations (schools, employers etc.). Unofficial transcripts will be provided to students, upon a similar written request.

### **VANDALISM**

Defacing, damaging, or maliciously destroying any center, faculty, or student property is Prohibited.

### **WEAPONS AND FIREARMS**

All weapons and firearms of any kind are prohibited from all EOC programs and grounds. Those that feel they need such items for their own personal protection should arrange to leave these items outside of the EOC. Possession inside the EOC or in any of its programs will cause an automatic permanent dismissal from all programs. State and federal laws also prohibit weapons on school grounds and legal authorities may also be notified.

A weapon is defined as a firearm as defined in 18USC s/s921 for the purposes of the Gun Free School Act. A weapon is also defined as any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, box cutter, stiletto, switchblade knife, brass knuckles, sling shot, metal knuckle knife, electronic dart gun, Taser gun, Kung Fu star, electronic stun gun, pepper spray, or other noxious spray, explosive or incendiary bomb, or other device, instrument or substance that can cause physical injury or death when used as a weapon. This includes anything perceived by a reasonable person to be capable of causing injury or death, given the manner in which it is possessed, used, attempted to be used, or threatened to be used.

### **WITHDRAWAL FROM COURSES / PROGRAMS**

Students may withdraw from any and all courses/programs without penalty if, after working with their counselors, it is determined to be in their best interest at the time. Students may re-register in the future when their circumstances permit.

### **LAWS AND POLICIES**

#### **FERPA – FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

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

5. The right to inspect and review the student's education records within 45 days of the day the EOC receives a request for access. Students should submit to the Coordinator of Student Services, written requests that identify the record(s) they wish to inspect. The Coordinator or designee will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the EOC Records Office, the Coordinator shall advise the student of the correct official to whom the request should be addressed.
6. A parent or guardian of a student, with proper documentation, who claims the student as a dependent on his/her Federal Income Tax form has the same rights as the student explained in #1 above.
7. The right to request the amendment of the student's education records that the student believes is inaccurate. A student may ask the EOC to amend a record that he/she believes is inaccurate. The student should write the Coordinator of Student Services, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the EOC decides not to amend the record as requested by the student, the EOC will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
8. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.  
 (4a) Disclosure without Approval of the Student or Eligible Parent: One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the EOC in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the EOC has contacted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Authorized federal and state representatives may have access to student and other records in connection to the audit and evaluation of programs, or in connection with the enforcement of or compliance with legal requirements which relate to educational programs.

Records will be disclosed upon the receipt of a judicial order or lawfully issued subpoena. A reasonable attempt will be made to notify the student or the eligible parent of the disclosure.

In the event of an emergency involving the health or safety of a student, appropriate officials may be provided information from a student record.

9. Directory Information: The EOC may disclose the student's name, program, honors / awards and the dates of attendance without consent of the student or eligible parent. Unless, within 30 days of enrollment, the student and/or the eligible parent request such information not be disclosed.
10. The right to file a complaint with U.S. Department of Education concerning alleged failures by the EOC to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:  
 Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-8520

#### **THE SOLOMON AMENDMENT**

Under the 1997 rule adopted by the United States Department of Defense, the EOC must provide to the military, if requested, the student's name, address, telephone listing, date of birth, level of education, current program and programs completed.

If the student places a hold on his/her record through the Family Educational Rights and Privacy Act (FERPA), information will not be given to the military. However, the student would then need to authorize, in writing to the Records Office, each individual disclosure of any information.

### **FREEDOM OF INFORMATION LAW (FOIL)**

Applies to all units of state and local government in New York

All records are available, except records or portions of records that:

1. are specifically exempted by state or federal statute
2. if disclosed would result in an unwarranted invasion of personal privacy
3. if disclosed would impair contract awards or collective bargaining negotiations
4. are trade secrets or are maintained for the regulation of commercial enterprise and disclosure would cause substantial injury to the competitive position of the subject enterprise
5. are compiled for law enforcement purposed and which if disclosed would:
  - a. interfere with law enforcement investigations or judicial proceedings;
  - b. deprive a person of a right to a fair trial or impartial adjudication;
  - c. identify a confidential source or disclose confidential information relating to a criminal investigator;or
  - d. reveal criminal investigative techniques and procedures, except routine techniques and procedures
6. if disclosed would endanger the life or safety of any person
7. are inter-agency or intra-agency communications except to the extent that such communications are:
  - a. statistical or factual tabulations or data;
  - b. instructions to staff that affect the public; or
  - c. agency policy or determinations
  - d. external audits
8. are examination questions or answers requested prior to the final usage of such questions

Every agency must compile:

- a payroll records setting forth the name, public office address, title and salary of every employee of the agency
- voting records of each member of a public body
- a subject matter list that categorizes all of its records, whether or not the records are available
- rules to carry out the procedural aspects of the law

Government must:

- assist in locating records sought
- within five business days of receipt of request, make records available, deny access or cite extraordinary circumstances resulting in delay
- give written reason for denial
- inform a person denied access of right to appeal
- send appeals and determinations on appeal to the Committee on Open Government
- provide access to records during all regular business hours

### **Title IX Compliance Statement**

Title IX (Department of Education Amendment 1972) prohibits sex discrimination in any education program or activity receiving Federal financial assistance, such as a Federal grant or loan. It encourages recipients to take affirmative action to overcome effects of conditions, which may have resulted in exclusion of women from participation in specific education programs or activities. Title IX applies to student admissions and student affairs policy and the employment of staff in connection with the recipient's education programs/activities. It mandates the designation of a responsible employee to coordinate compliance with its provision, as well as the establishment of a complaint procedure to resolve student and employee complaints alleging unlawful discrimination.

It is the policy of the Board of Trustees of Hudson Valley Community College to ensure that persons associated with the College receives the fair and equal treatment prescribed within the tenets of equal opportunity. All decisions are made and will continue to be made on the job-related, objective bases of merit, competence, qualifications and business or academic necessity. Hudson Valley Community College does not discriminate with regard to race, color, national origin, religion, age, sex, sexual orientation, disability, veteran status, or marital status or any other category protected by civil statute or regulation.

The College prohibits discrimination in all programs, policies, standards and activities, maintains an established complaint procedure and assigns compliance responsibility to the AAO/VP for EM&SD/CSS.

### **DRUG AND ALCOHOL POLICIES**

#### **Drug-Free Schools and Communities Act**

Capital District Educational Opportunity Center, a division of Hudson Valley Community College, is committed to an environment that fosters academic success and personal well-being for all students. Abuse of alcohol or other drugs is not only a harmful practice for the user, but interferes with our goal of maintaining a safe environment conducive to learning.

Aside from the potential legal consequences, the health risks and personal costs of alcohol/drug abuse can be quite extensive. For the user, the risks can range from poor academic performance, to death. Likewise, others may be affected, to various degrees, by someone else's drinking or drug use.

In short, the problem associated with substance abuse are numerous and varied, and can happen to anyone.

According to regulations for students, "Possession, transportation and/or the use of any illegal drug on campus is prohibited." In addition, "no alcoholic beverage may be brought, possessed or consumed on campus.... No person who may appear to be under the influence of alcohol or drugs is allowed on campus." Campus penalties exist that include, in part, "A person who shall violate any of the provisions of these rules shall...if a student, be subject to expulsion, or lesser disciplinary action as the facts of the case may warrant, including suspension, probation, loss of privileges or warning."

Articles 220 and 221 of the Penal Law are directly aimed at unlawful sale of mind-affecting drugs. They are compatible with the Public Health Law and the provisions of the latter are often cross referenced in the Penal Law sections that deal with different drugs. Articles 220 and 221 set criminal penalties for possession or sale of drugs considered harmful or subject to abuse. These penalties include both fines and prison sentences.

The seriousness of the offense and penalty imposed upon conviction depend upon the individual drug and amount held or sold. For illegal activities that involve alcohol, the law varies in accordance with the nature of the offense. One should remember, however, that it is not legal for anyone in New York State under the age of 21 to purchase alcohol.

For more complete information on laws concerning the consumption of alcoholic beverages, and the use of illegal drugs, visit the HVCC website under Campus Health Center.

### Alcohol Beverage Control Law

Effective 1990, New York State passed into law an act to amend the Alcoholic Beverage Control (ABC) Statute. These amendments are:

1. S.2126-C/A.3188-C – An act amending the (ABC) law, in relation to possession of alcoholic beverage with intent to consume by persons under 21 years of age.
  - \* This law prohibits the possession of alcohol by anyone under the age of 21 with the intent to consume the beverage.
  - \* This law empowers peace and police officers with authority to confiscate any alcohol in possession of one below age 21 with intent to consume, and destroy it three days after the return date for the first appearance of the summons.
  - If summoned before the court and a determination is made sustaining such a charge, the court may impose a fine not exceeding \$50, and/or require attendance at an approved Alcoholic Awareness Program, and/or require an appropriate amount of community service not to exceed 30 hours.
2. S.3108 /A.402 – An act amending the ABC law, in relation to a violation involving purchasing alcoholic beverages through fraudulent means by a person under 21 years of age.
  - Violation is punishable by a fine of up to \$100, and/or required attendance at an approved Alcoholic Awareness Program, and/or community service not to exceed 30 hours.
3. S.935-BN – An act amending the ABC law, in relation to additional penalties for the purchase of alcoholic beverages by person under the age of 21 through fraudulent means when a NYS driver's license is used.
  - The act authorizes the suspension of the driver's license for 90 days of anyone who attempts or succeeds in, making an illegal purchase of alcohol by using an altered driver's license.

### "Zero Tolerance" Law

As of November 1, 1996, New York State has put into effect a new law that pertains specifically to persons under the age of 21. Called "Zero Tolerance," the law provides the department of Motor Vehicle the power to suspend or revoke the license of a minor who is discovered operating a vehicle with a blood alcohol level (BAC) between .02 and .07 percent. A BAC of .02 can be reached by drinking as little as one beer. Anyone with a BAC of .07 or more is subject to criminal persecution, under the existing laws relevant to drinking and driving.

### Health Risks / Personal Costs

To cite all of the possible health risks from substance abuse in a short brochure is not only impossible but also impractical. Students are already familiar with many of the risks. However, this brochure will help them conceptualize what they've heard before while highlighting some facts they may or may not know. It also will direct students on where they can go for further information.



Substance abuse related problems can generally be categorized as either acute or chronic. Acute problems are those that occur from simple episode of alcohol/drug use, and very often get much public attention- particularly when those alcohol- or drug-related incidents involve a celebrity. For instance, the fact that cocaine use can cause sudden heart failure became widely known after the tragic death of Len Bias and John Belushi. Likewise, the deaths of Kurt Cobain and River Phoenix were also highly publicized, reminding us, once again, that drug use can be fatal.

Accidents and injuries that occur from being drunk or high also tend to demand attention. Perhaps less obvious are the acute problems that results from decisions that are made under the influence of alcohol and other drugs. For instance, such impaired decision-making (coupled with a lowering of inhibitions) can lead to other problems such as: unwanted pregnancies, sexually transmitted diseases, violence, acquaintance rape, and other crimes. The important implication here is that acute problems can happen to anyone at any time when alcohol or other drugs are misused.

Chronic problems, on the other hand, result from the long-term, habitual use of alcohol or other drugs, and often are not immediately recognized as symptoms of the substance use. For example, regular use of marijuana produces a change in personality or attitude that has become referred to as “a motivational syndrome.” The individual with this syndrome typically performs below his/her capabilities, and become increasingly apathetic, unmotivated and introverted. Because the change is gradual, the individual usually doesn’t connect it to marijuana use.

Addiction to alcohol or other drugs is obviously another example of a chronic problem resulting from long-term habitual use. Young people can become addicted to alcohol or other drugs in a little as two years of regular use. The symptoms of addiction occur gradually and increase in severity as the individual progresses into the advanced stages of the disease. Once again, the individual doesn’t recognize these problems as symptoms of the alcohol/drug use. Denial is the primary symptom of any addiction, because of the distorted view of reality.

Some Early Stage Symptoms Of Addiction Include:

Drinking or getting high for relief.

Increased tolerance

Feelings of guilt or remorse (from behavior when drunk or high).

Anxiety or depression

Complaints from family/friends about your drinking or drug use

Decline in academic performance

Negative attitude or blaming others for your drinking or drug use

Not being able to remember what happened when drinking (blackouts)

(Note that physical problems do not emerge until the more advanced stages.)

Aside from the risks involved with the use of alcohol/drugs, individuals also can suffer from acute or chronic problems from someone else’s drinking or drug use. For instance, being a passenger in an automobile accident when an intoxicated friend’s driving would be an example of the acute problem described earlier.

Chronic problems, on the other hand, result from long-term exposure to someone’s drinking or drug use.

Adult children of alcoholics (ACDA’s) are particularly vulnerable to this.

Examples of Chronic Problems Experienced By ACOA’s:

Stress related illnesses (i.e. migraines, back pain, ulcers, etc.

Chronic low self-esteem

Chronic depression

“Workaholism” or other compulsive behavior (gambling, shopping, etc.)

Eating disorders (anorexia, bulimia, compulsive overeating).

Substance abuse (ACDA’s are four times more likely to become alcoholic).

Why Do People Abuse Alcohol/Drugs?

Experts in the field of substance abuse prevention agree that if ignorance was the only problem, knowledge or information would be the solution. But information alone is not enough. While young people do need to be armed with facts about alcohol and other drugs, they also need the following:

- Awareness of alternatives to alcohol/drugs as a means to have fun
- An environment conducive to healthy choices.
- Refusal skills when confronted with “peer pressure.”
- Effective ways to manage stress and/relax.
- Available resources for personal/emotional problems.
- Positive role model (including other students!).

#### What Resources Are Available?

The following is a list of resources that offer assistance with alcohol and/or other substance abuse problems that you may experience either personally or through friendship with someone who experiences problems.

#### Capital District Educational Opportunity Center Counseling Staff

Albany Room 303 Troy Rooms

#### Community Treatment Centers

Albany Citizens Council on Alcoholism ..... 465-5470  
Brattleboro Retreat ..... 453-3042  
Conifer Park .....1-800-926-6433  
Hope House ..... 482-4673  
Hudson Mohawk Recovery Center ..... 272-3918  
St. Peter’s Addiction Recovery Center ..... 525-1300  
Seton Addiction Services ..... 268-5323

#### Self-Help Groups:

Al-Anon/ACOA .....292-0577  
Alcoholics Anonymous ..... 292-4088  
Narcotics Anonymous .....1-888-994-9484