



NEW YORK STATE EDUCATION DEPARTMENT

Office of Higher Education—Office of College and University Evaluation

89 Washington Avenue, Albany, NY 12234

Request to Change or Adapt a Registered Program

CEO (or designee) approval <i>Signature affirms the institution's commitment to support the program as revised.</i>	<p>Name and title: Jeremy Haefner, Provost and Sr. Vice President for Academic Affairs</p> <p>Signature and date:</p> <p>If the program will be registered jointly¹ with another institution, provide the following information:</p> <p>Partner institution's name:</p> <p>Name and title of partner institution's CEO:</p> <p>Signature of partner institution's CEO:</p>
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1. RIT Program Conversion: Overview of Proposed Changes

Describe how program faculty used the calendar conversion process as an opportunity to revise and improve the program.

Program Revisions and Improvements

The AAS and AOS degree programs in Applied Computer Technology (ACT) are housed in NTID's Information and Computing Studies (ICS) Department. This conversion process, like all curriculum initiatives in our department, included the entire ICS faculty. Overall, we are confident that our current curriculum is appropriate and are taking the opportunity given to us by the curriculum conversion to make only modest changes. This assessment is due to the fact that as recently as the Spring of 2010 we made several modifications to our curriculum based an extensive department curriculum review process that included an examination of current job market demands and trends, student co-op placement, and student feedback. These modifications involved deleting a program concentration and eliminating, adding, and updating courses. We applied to re-register with the NYS Department of Education in April 2010.

As part of the curriculum conversion process, during the Summer, Fall, and early Winter of 2010-11 discussions with department faculty, NTID Center on Employment advisors, and NTID academic advisors resulted in an agreement that the program should remain as it was modified in 2010 – a group of core courses required for all students, two concentrations: Computer Technician Support (CTS) and Networking and Cyber Security (NCS), as well as elective courses.

A group of individuals working in the field of PC and Networking Support, IT Management, and Systems Administration met with the ICS faculty for a day-long Advisory Group meeting. These discussions validated our curriculum as recently revised in 2010 with some minor suggested changes.

Small teams of faculty were established based on their expertise (networking, hardware, applications). These teams were responsible for reviewing and modifying course outlines related to their area and presented the revisions to the rest of the Department for approval.

Highlights of the changes that the conversion process afforded our curriculum included:

- Expanding the current course, *0806-101 Job Search Process*, to include more focus on “soft skills” and renaming it *NACT-240 World of Work*
- Eliminating *0805-201 Application Software* as a program requirement and incorporating topics from that course into *NACT-240 World of Work*. Offering *Application Software* as an elective for students not majoring in ACT
- Combining a two-quarter course sequence in hardware into a one-semester hardware course
- Combining a three-quarter course sequence in networking into a two-semester course sequence
- Expanding the content of *0805-337 Server Management and Security* into two separate courses, each focusing on one concentration area: *NACT-252 Server Management and Security* for CTS and *NACT-262 Fund of Systems Administration* for NCS
- Combining *0805-220 Intro to UNIX* and *0805-351 Introduction to the Mac* into one course: *NACT-155 Non-Windows Operating Systems*
- Adding content from the *0806-201 Employment Seminar* to *NACT-295 ACT Technical Capstone*
- Expanding course content in several courses to convert them from 3 quarter credits to 3 semester credits
- Modifying several course names to better reflect expanded content.

A small group of faculty (Karen Beiter, Donna Lange, Debbie Poe, and Myra Pelz) coordinated the conversions process effort for the department. This included developing a time line for converting courses, completing the NYS form requirements, and making final edits to course outlines. This team also conducted a department retreat in which the ACT program outcomes were mapped to required courses, the program outcome assessment plan was modified, and a response to the RIT Academic Profile was developed.

Given our extensive and inclusive process, we are confident that our revised curriculum will provide our

students with the skills they need to be successfully employed as computer technicians.

Describe how your converted program responds to the RIT Academic Program Profile (see RIT Academic Program Profile: https://www.rit.edu/conversion/media/documents/packet/RIT_Academic_Program_Profile_05-20-2010.pdf. How have you aligned the appropriate Essential Program Learning Outcomes from this profile into your program? Please also include these outcomes in your Program Level Assessment Plan required in Section 3 of this form.

Academic Program Profile

Critical Thinking

Critical thinking skills can be found in virtually all ACT courses. It is a fundamental skill required for Information Technology Support Technicians. ACT students are taught in a hands-on environment that allows them to develop the logic and troubleshooting skills needed to identify and solve hardware, software, and networking problems that they would encounter on the job.

Ethical Reasoning

Ethical reasoning is also a fundamental requirement of IT Support Technicians. Issues related to software licensing and copyright restrictions, information confidentiality, appropriate use of Internet resources as well as the many forms taken by illegal computer use are studied in a variety of courses, notably *NACT-200 Help Desk Support* and *NACT-160 Networking Essentials*. In addition, general ethical work place issues are address in *NACT-240 World of Work*.

Integrative Literacies

Digital literacy is basic to our program. All students graduate with a high level of computer skills. Mathematical literacy is a basic requirement for developing these high level skills. For example, students learn mathematical concepts for number systems, network performance measurements, hard drive partitioning, and memory addressing. Communication literacy is also strongly emphasized in the ACT program since IT Support Technicians need to communicate effectively with all levels of end-users. ACT students learn the proper use of technical vocabulary and how to communicate technical information through writing, one-on-one interactions, and group presentations.

Global Interconnectedness

Students become familiar with Global Interconnectedness as they study international security issues and policies that are the result of the interconnectedness of the digital world through our networking courses. In addition, IT Support Technicians often interact with an organization's diverse workforce. Student need to be aware and respectful of cultural differences they may encounter on the job. This topic is explored specifically in *NACT-240 World of Work*.

Creative and Innovative Thinking

All students must complete a technical capstone course in their final semester of study. In this course, students are required to contribute to a complex project that will require them to think creatively and develop innovative solutions to hardware and/or network related problems.

NYSED: Please check the appropriate boxes in section A-H and provide other requested information as appropriate.

A. Program Goals, Objectives, Focus and/or Design

Have there been changes to the goals, objectives, focus and /or design of the program?

	No changes
X	Slight-moderate changes
	Substantive changes (e.g., substantial change in the focus and design of the program; change of 1/3 or more in program outcomes/objectives and accompanying content of the program).

Explain any proposed changes, the rationale for these changes, the impact of changes on the capacity of current faculty to deliver the revised program, impact, if any, on current admissions standards and the expected impact on enrollment projections. Enrollment Projection changes should be provided by EMCS, as appropriate.

Content was added during the process of converting from quarter to semesters. This content reflects changes in program outcomes that were made to address and more accurately reflect the RIT Program Profile. Content was also added to courses that were extended to 15 weeks. These changes will have no impact of faculty, admissions standard, or enrollment.

B. Program Options or Concentrations (i.e., a specific group of related courses that lead to greater understanding in a field or discipline).

X	No changes to options or concentrations
	Kept current option(s)/concentrations with some revisions
	Added an option(s)/concentration(s)
	Title of new option(s)/concentration(s)
	Eliminated option(s)/concentration(s)

Explain these proposed changes and the rationale for these changes:

C. Program Title

X	No change in program title
	New program title proposed
	New program title: Old program title:
	Explain the rationale for any proposed change in program title:

D. Elimination of a requirement for completion (e.g. requirements to be eliminated might include an internship, clinical, cooperative education or other work-based experience).

X	No change in requirements
	Change made to program completion requirements

Describe any change proposed and the rationale for the change:

E. Change in program award (e.g. BFA to BS, MBA to MS, etc.).

X	No change in program award
	Change in program award

Describe any proposed change and the rationale for the change:

F. Mode of delivery (e.g. adding distance education format).

X	No change in mode of delivery
	Change in mode of delivery

Describe the change proposed and the rationale for the change:

G. Format Change (a change that alters the program's financial aid eligibility; e.g. from full-time to part-time, or to an abbreviated or accelerated semester format).

X	No change in format
	Proposed change in format

Describe the proposed change in format and any change in availability of courses, faculty, resources or support services that this proposed format change requires:

H. Discontinuing a Program

X	No discontinuance
	Proposed discontinuance

Indicate the date by which the program will be discontinued and reason for discontinuance action:

I. Dual-Degree Program

a) Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

b) Proposed dual-degree program (title and award):

c) Courses that will be counted toward both awards:

d) Length of time for candidates to complete the proposed program:

e) Use the Sample Program Schedule in [Table 1](#) to show the sequencing and scheduling of courses in the dual-degree program.

J. Creating a new program by merging or consolidating with one or more existing programs and basing the new program entirely on existing courses converted to semester calendar

a) Provide Current Program Name(s) and Program Code(s)

b) Brief description of proposed program and rationale for converting the existing coursework to a separately registered program.

c) Brief description of the expected impact on existing program(s).

d) Adjustments the institution will make to its current resource allocations to support the newly created program.

e) Statement confirming that the admissions standards, process and evaluation methods are the same as those in the existing program.

2. Program Course Mask and Schedule

Directions:

- a) Using [Table 1](#), display program course sequencing by semester. Use the table to show how a typical student may progress through the program.
 - a. Free electives which may be taken from any college should be designated in table 1 and table 2. A listing of possible elective courses is not needed.
 - b. If a program includes track, concentration, area of interest or general technical/professional electives, please indicate this in table 1 and table 2. In addition please attach a list of the courses (number, name, credit hours) that satisfy this requirement.
 - c. If a program includes electives from a broad discipline area or areas (which are not included as part of the general education requirement) please list the discipline area (eg. Mathematics). A list of specific courses is not required.
- b) Using **Table 2** (which follows below), display program courses by year level in the quarter calendar and display how program courses have been converted to the semester calendar. Please follow the course conversion designation directions on Table 2.

Table 2
Program Course Conversion Table: Quarter Calendar and Semester Calendar Comparison

Name of Program **Applied Computer Technology** Degree **Associate of Applied Science (AAS)**

Directions: Use the following legend to show course comparison by year in program in quarter calendar and semester formats. Use courses as listed in the current (2010-11) bulletin as basis for this table. Display all required program courses and program-specific elective courses. Display General Education course requirements with generic label (not each course) of "Liberal Arts and Sciences" = X Credits. Clarify how course sequences in the quarter calendar convert to semesters by either bracketing or using some other notation.

Course Conversion Designations

Semester Equivalent (SE) – Closely corresponds to one quarter course (e.g., a 4 quarter credit hour (qch) course which becomes a 3 semester credit hour (sch) course.) The semester course may develop material in greater depth or length. Identify the number and the title of the quarter course being converted.

Semester Replacement (SR) – A semester course (or courses) taking the place of previous a quarter course(s) by rearranging or combining material from a previous quarter course(s) (e.g. a two semester sequence that replaces a three quarter sequence). List the new semester course or sequence and the old quarter course or sequence it is replacing. For all SR designations, if additional space is needed to describe the distribution of content among courses, use space provided in the last column.

New (N) - No corresponding quarter course(s).

Course Deleted (D) – No corresponding semester course.

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
	Course #	Course Title	Quarter Credit Hours	Course	Course Title	Semester Credit Hours	Course Conversion Designation SE, SR, N, D	Additional comments on content distribution within semester courses
1								
	0805-201	Applications Software	3	(NACT-120)	(Intro to Computer Applications)	(3)	SE	With expanded content; converted to elective for other majors – i.e., service course
	0805-215	PC Operating Systems	3	NACT-151	Windows Operating Systems	3	SE	With expanded content
	0805-216	PC Hardware I	3	NACT-150	Intro to PC Hardware	3	SR	Merged content from 0805-216 and 0805-217
	0805-217	PC Hardware II	3					
	0805-220 (0805-351) (from year 2)	Intro to UNIX (Intro to the Mac)	3 (3)	NACT-155	Non-Windows Operating Systems	3	SR	Merged content from 0805-220 and 0805-351

1	0805-224 0805-225 0805-226	Intro to Networking and Security Awareness Networking Essentials Client/Server Networks	3 3 3	NACT-160 NACT-161	Networking Essentials Client-Server Networks	3 3	SR SR	Combined three quarters of networking courses 0805-224, 225, 226 into two semesters of networking courses
	0805-251	Intro to Web Development	3	NACT-170	Intro to Web Development	3	SE	With expanded content
	0884-180	Foundations of Algebra	4				D	
	0887-200	Freshman Seminar	2				D	
		Liberal Arts and Sciences	11		Liberal Arts and Sciences	12		
2								
<i>Concentration Course</i> CTS: 0805-352 OR NCS: 0805-338	Help Desk Support Firewalls and IDS	3 (3)	<i>No longer Concentration Course</i>		Help Desk Support (Network Defense Technologies)	3 (3)	SE SE	With expanded content; converted from a concentration course to a required core course With expanded content; converted from a concentration course to a program elective
			NACT-200 (NACT-266)					
<i>Concentration Course</i> CTS: 0805-353 OR NCS: 0805-335	Intro to Computer Forensics LAN/WAN Design	3 (3)	<i>Concentration Course</i> CTS: NACT-250 OR NCS: NACT-260	Computer and Data Security LAN WAN Design	3 (3)	SE SE	With deleted and expanded content With expanded content	

2	<i>Concentration Course</i> CTS: 0805-350 OR NCS: 0805-336	Digital Technology Integration Network Security	3 (3)	<i>Concentration Course</i> CTS: NACT-251 OR NCS: NACT-261	Digital Systems Integration Network Security	3 (3)	SE SE	With expanded content With expanded content
	<i>Concentration Course for</i> CTS & NCS: 0805-337	Server Management and Security	3 (3)	<i>Concentration Course</i> CTS:NACT-252 OR NCS: NACT-262	Server Management and Security Fund of Systems Administration	3 (3) (3)	SR SR	Expanded the content of <i>0805-337 Server Management and Security</i> into two separate courses, each focusing on one concentration area: <i>NACT-252 Server Management and Security</i> for CTS and <i>NACT-262 Fund of Systems Administration</i> for NCS
	0805-230	Introduction to Programming	3	NACT-230	Intro to Programming	3	SE	With expanded content
	0806-101	Job Search	2	NACT-240	The World of Work	3	SE	With expanded and new content
	<i>Database Elective</i> 0805-310 OR 0805-325	Microcomputer Database Software Database Systems	3 (3)	NACT-235	Intro to Database Applications	3 (3)	SE D	Content from 0805-310 expanded to create one required database course instead of an elective. 0805-325 deleted has not been offered in many years
	0805-351	Intro to the Mac	3					Moved to year 1; merged with 0805-220 to form NACT 155
	0805-299	Co-op: Applied Computer Tech	0	NACT-299	Co-op: Applied Computer Tech	0	SE	With 350 hours requirement

2		Program Elective	3					Moved to year 3
		Liberal Arts and Sciences	19		Liberal Arts and Sciences	9		
3								
	0805-395 0806-201	ACT Technical Capstone Employment Seminar	3 1	NACT-295	ACT Technical Capstone	3	SR	Content from 0806-201 added
		Program Elective	3		Program Elective	6		
		Liberal Arts and Sciences	7		Liberal Arts and Science	3		
Total Credits:			103	Total Credits:		72		

ACT Service and Elective Courses:

Course #	Course Title	Quarter Credit Hours	Course	Course Title	Semester Credit Hours	Course Conversion Designation SE, SR, N, D	Additional comments on content distribution within semester courses
0805-201	Applications Software	3	NACT-120	Intro to Computer Applications	3	SE	With expanded content; converted to elective for other majors – i.e., service course
0805-211	Web Development for Business	3				D	No longer required in Business Studies programs
0805-252	Web Applications	3	NACT-270	Web Applications	3	SE	With expanded content
0805-298	General Work Experience	0				D	No longer a program requirement
0805-320	Client-Side Scripting	3	NACT-271	Client-Side Scripting	3	SE	With expanded content
0805-321	Database Integration	3				D	Some content now covered in NACT-270
0805-322	Web Server Technologies	3				D	No longer offered
0805-323	Advanced Web Development	3				D	No longer offered

0805-338	Firewalls and IDS	3	NACT-266	Network Defense Technologies	3	SE	With expanded content
0805-370	Fiber Optic Cable: Uses and Maintenance	3				D	No longer offered
0805-375	Telecommunication Concepts	3				D	No longer offered
0805-380	A+ Core Hardware Certification Preparation	2					
0805-381	A+ OS Technologies Certification Preparation	2	NACT-255	A+ Certification Prep	3	SR	Merged content from 0805-380 and 0805-381
0805-382	Network+ Certification Preparation	2	NACT-265	Network+ Certification Prep	3	SE	With expanded content
0805-383	Security+ Certification Preparation	2				D	No longer offered
0805-398	Special Topics		NACT-289	Special Topics		SE	
0805-399	Independent Study		NACT-199	Independent Study		SE	

Table 1a: Undergraduate Program Schedule – Applied Computer Technology (NTID) – AAS

- Indicate academic calendar type: _x_ Semester _ Quarter _ Trimester _ Other (describe)
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Copy/expand the table as needed to show additional terms

Term: Fall 1		Check course classification (s)					Term: Spring 1		(Check course classification (s))				
Course Number & Title		CR	LAS	Maj	New	Prerequisite(s)	Course Number & Title		CR	LAS	Maj	New	Prerequisite(s)
ASL/Deaf Cultural Studies*													
NACT-150 Intro to PC Hardware	3		X				NACT-151 Windows Operating Systems	3		X			NACT-150 Co-requisite: NACT-155
NACT-160 Networking Essentials	3		X				NACT-161 Client-Server Networks	3		X			NACT-160
NACT-170 Intro to Web Development	3		X				NACT-155 Non-Windows Operating Systems	3		X			NACT-150 Co-requisite: NACT-151
First-Year Seminar	3	X					First-Year Writing Seminar	3	X				
LAS-E (NTID Math)	3	X					LAS -P1	3	X				
Term credit total:	15	6	9				Term credit total:	15	6	9			
Term: Fall 2		Check course classification (s)					Term: Spring 2		(Check course classification (s))				
Course Number & Title		CR	LAS	Maj	New	Prerequisite(s)	Course Number & Title		CR	LAS	Maj	New	Prerequisite(s)
NACT-200 Help Desk Support	3		X			NACT-151, NACT-161	Concentration Course CTS: NACT-251 Digital Systems Integration	3 (3)		X (X)			(NACT-155, NACT-160, NACT-230)
Concentration Course CTS: NACT-250 Computer and Data Security OR NCS: NACT-260 LAN WAN Design	3 (3)		X (X)			(NACT-151, NACT 161)	OR NCS: NACT-261 Network Security	(3)		(X)			(NACT-161) (Co-requisite: NACT-262)
NACT-230 Intro to Programming	3		X			NACT-170, NMTH-120 or above	Concentration Course CTS: NACT-252 Server Management and Security	3 (3)		X (X)			(NACT-151, NACT-161)
NACT-240 World of Work	3		X				OR NCS: NACT-262 Fund of Systems Administration	(3)		(X)			(NACT-155, NACT-260) (Co-requisite: NACT-261)
LAS- P2	3	X					NACT-235 Intro to Database Applications	3		X			
Term credit total:	15	3	12				LAS-P3	3	X				
							LAS-P4	3	X				
							Term credit total:	15	6	9			

Term: Summer 2			Check course classification (s)					Term: Fall 3			Check course classification (s)				
Course Number & Title		CR	LAS	Maj	New	Prerequisite(s)	Course Number & Title		CR	LAS	Maj	New	Prerequisite(s)		
NACT-299 Co-op: Applied Computer Tech		0		X		NACT-240 [NACT-251 & NACT-252 OR NACT-262]	NACT-295 ACT Technical Capstone		3		X		NACT-170, NACT-200, NACT-251& NACT-252 OR NACT-262]		
							ACT Program Elective**		3		X				
							ACT Program Elective**		3		X				
							LAS-P6		3	X					
Term credit total:	0	0	0				Term credit total	12	3	9					
Program Totals:	Credits: 72			Liberal Arts & Sciences: 24				Major: 48			Elective & Other:				

CR: credits LAS: liberal arts & sciences Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

*A 3-credit ASL/Deaf Cultural Studies course, to be taken at NTID or another college of RIT; will count for RIT Gen Ed credit if it is simultaneously an RIT (non-NTID) Perspective Category course.

** ACT Program Electives: Students can choose from the list of ACT elective courses below or take electives from another NTID major with approval from the ICS Department Chair.

ACT Elective courses	Credit	Prerequisite(s)
NACT-250 Computer and Data Security§	3	NACT-151, NACT 161
NACT-251 Digital Systems Integration§	3	NACT-155, NACT-160, NACT-230
NACT-255 A+ Certification Prep	3	NACT-151, NACT-160
NACT-260 LAN WAN Design†	3	NACT-161
NACT-261 Network Security†	3	NACT-161, Co-requisite: NACT-262
NACT-265 Network+ Certification Prep	3	NACT-161
NACT-266 Network Defense Technologies	3	NACT-260, NACT-261
NACT-270 Web Applications	3	NACT-170, NACT-230, NACT-235
NACT-271 Client-Side Scripting	3	NACT-170, NACT-230

§Students taking the NCS concentration may take this course from the CTS concentration as an elective

†Students taking the CTS concentration may take this course from the NCS concentration as an elective

3. Program Level Outcomes Assessment Plan

See Program Outcomes Assessment [Overview and Directions](#) for guidance, required form, and sample plans.

<input checked="" type="checkbox"/>	<ul style="list-style-type: none">a. Attach updated Program Level Outcomes Assessment Plan which should include how your program meets the RIT Essential Program Outcomes outlined in the RIT Academic Program Profile.b. Program Assessment Plan should follow one of the formats found at: Program Level Outcomes Assessment Plan Blank Form Option 1 Program Level Outcomes Assessment Plan Blank Form Option 2 Program Level Outcomes Assessment Plan Blank Form Option 3
<input checked="" type="checkbox"/>	c. Complete information requested in Table 3 for Middle States. (See: Sample Completed Form for guidance and other information.)

4. RIT Incremental Resources (faculty, space, library holdings, equipment, other)

It is not expected that significant incremental resources will be required to deliver the same program outcomes in a semester format. If you believe that incremental resources are required, please explain.

None

5. RIT Course Outlines

Course outlines for all required courses offered by the program and any program-specific electives must be deposited in the course outlines-final PDF module using the proper naming conventions. Use the RIT [Course Outline Form](#). These course outlines will be reviewed by the curriculum committees.

For guidance on assignment of appropriate credit hour/contact hour designation, please refer to:
[http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL\[1\]Dec09.pdf](http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL[1]Dec09.pdf)

Congratulations! You are on your way to conversion!



Table3.doc

Version 1

Audience

This document is intended for all department chairs and program directors.

Summary

This document is used to collect information on the use of program-level outcomes data to make improvements and changes to programs.

Change Log

Responsible	Date	Version	Short description
Anne Wahl	6/15/2010	1	Document originator
Elissa Olsen	2/11/2011	2	ICS Chairperson

TABLE 3

Use of Program Level Assessment Data to Inform Calendar Conversion

Program Name/College: **Applied Computer Technology AAS**

Program Assessment Contact: **Elissa Olsen, Chairperson**

Describe how you used the results from your current program level outcomes assessment plan to inform proposed changes to your program made as part of the conversion to semesters.

Changes to Curriculum (program focus, content, requirements, course inventory, etc.)	Data Source (2009-10) List data, measures, findings, etc. used to inform change(s).
<p>Our program maintains the same basic focus and goals that we have had in the quarter system, with the following minor changes:</p> <ul style="list-style-type: none"> • Expanding the current course, <i>0806-101 Job Search Process</i>, to include more focus on “soft skills” and renaming it <i>NACT-240 World of Work</i> • Eliminating <i>0805-201 Application Software</i> as a program requirement and incorporating topics from that course into <i>NACT-240 World of Work</i>. Offering <i>Application Software</i> as an elective for students not majoring in ACT • Combining a two-quarter course sequence in hardware into a one-semester hardware course • Combining a three-quarter course sequence in networking into a two-semester course sequence • Expanding the content of <i>0805-337 Server Management and Security</i> into two separate courses, each focusing on one concentration area: <i>NACT-252- Server Management and Security</i> for CTS and <i>NACT-262 Fundamentals of System Administration</i> for NCS • Combining <i>0805-220 Intro to UNIX</i> and <i>0805-351 Introduction to the Mac</i> into one course: <i>NACT-155 Non-Windows Operating Systems</i> • Adding content from the <i>0806-201 Employment Seminar</i> to <i>NACT-295 ACT Technical Capstone</i> • Expanding course content in several courses to 	<p>The ACT program was modified and reregistered with NYS Department of Education in 2010. Therefore, only minor changes are needed to convert to semesters. Feedback from discussions with department faculty, NTID Center on Employment advisors, NTID academic advisors and ACT Advisory Group resulted in these changes.</p>

<p>convert them from 3 quarter credits to 3 semester credits</p> <ul style="list-style-type: none"> • Modifying several course names to better reflect expanded content. 	
Changes to Instruction (pedagogy, strategies, etc.)	
<p>No changes to pedagogy.</p>	
Changes to Program Assessment Plan (outcomes, data sources, instruments, etc.)	
<p>The program goals and learning outcomes have been revised and expanded. Program outcomes were mapped with required courses to form the semester assessment plan.</p> <p>New assessment rubrics will be developed and implemented starting in 2013.</p>	
Other Programmatic Changes/Comments	
<p>None</p>	

Option 1
Program Level Outcomes Assessment Plan

Program Name/College: Associate of Applied Science in Applied Computer Technology, National Technical Institute for the Deaf

College Contact for Program Assessment: David Lawrence, Program Assessment Coordinator and Elissa Olsen, Department Chair

Program Goals	Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items and Dissemination
Technical Core							
<i>Develop the basic skills to support Windows-platform computers within an organization.</i>	<p>1. Troubleshoot hardware problems, remove faulty components, install new components, and restore a PC to working condition.</p>	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<p>A hands-on exam at the end of NACT-150 Intro to PC Hardware course.</p> <hr/> <p>A comprehensive project during NACT-295 ACT Technical Capstone.</p>	<p>Given a PC with at least 3 random faults, 80% of all students will be able to restore the PC to working condition with a score of 2 or higher on the rubric scale 0-3.</p> <hr/> <p>85% of all students will score 2 or higher with the rubric scale 0-3 on project sections related to troubleshooting and supporting PCs.</p>	<p>Each semester NACT-150 is offered starting Fall semester 2013/14.</p> <hr/> <p>Each semester NACT-295 is offered starting Fall semester 2015/16.</p>	<p>Collected by ICS Dept. Assessment Coordinator.</p>	<p>Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.</p>
	<p>2. Install, configure, troubleshoot, and maintain Windows operating systems, drivers, and application software.</p>	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<p>A hands-on exam at the end of NACT-151 Windows Operating Systems.</p> <hr/> <p>A comprehensive project during NACT-295 ACT Technical Capstone.</p>	<p>Given the written description of the required configuration of an operating system, 80% of all students will be able to correctly install and configure the operating system, drivers, and application programs with a score of 2 or higher on the rubric scale 0-3.</p> <hr/> <p>85% of all students will score 2 or higher with the rubric scale 0-3 on project sections related to troubleshooting and supporting Windows OS.</p>	<p>Each semester NACT-151 is offered starting Spring semester 2013/14.</p> <hr/> <p>Each semester NACT-295 is offered starting Fall semester 2015/16.</p>	<p>Collected by ICS Dept. Assessment Coordinator.</p>	<p>Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.</p>

<p><i>Develop the basic skills to support LANs within an organization.</i></p>	<p>3. Connect, configure, maintain, administer, secure and troubleshoot a multi-platform peer-to-peer or client/server network that supports file and print sharing.</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking</p>	<p>A hands-on exam at the end of NACT-161 Client-Server Networks</p>	<p>Given the resources and functional/ performance specifications, 80% of all students will be able to connect, configure, manage, secure and troubleshoot a small intranet peer to peer or client/server network with a score of 2 or higher on the rubric scale 0-3 or a C or better on an exam.</p>	<p>Each semester NACT-161 is offered starting Spring semester 2013/14.</p>	<p>Collected by ICS Dept. Assessment Coordinator.</p>	<p>Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.</p>
<p><i>Understand the role of an IT support technician in an organization.</i></p>	<p>4. Demonstrate an understanding of the day to day job responsibilities and roles of an IT Support Technician within an organization.</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking</p>	<p>A hands-on exam at the end of NACT-200 Help Desk Support.</p>	<p>Given a help desk case study 80% of students will be able to provide solutions to the problem using appropriate customer service approaches.</p>	<p>Each semester NACT-200 is offered starting Fall semester 2014/15.</p>	<p>Collected by ICS Dept. Assessment Coordinator.</p>	<p>Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.</p>
<p><i>Develop skills in common applications that are used by IT support specialists in an organization.</i></p>	<p>5. Select and use the appropriate application to address client needs and or solve problems faced by IT support specialists.</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p>A comprehensive project during NACT-295 ACT Technical Capstone.</p>	<p>85% of all students will score 2 or higher with the rubric scale 0-3 on project sections related to applications.</p>	<p>Each semester NACT-295 is offered starting Fall semester 2015/16.</p>	<p>Collected by ICS Dept. Assessment Coordinator.</p>	<p>Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.</p>

Computer Technical Support Concentration								
<i>Develop the skills to support multi-platform computers and peripherals within an organization.</i>	6. Troubleshoot, repair and maintain multiplatform computers and related peripherals.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<p>A hands-on exam at the end of NACT-251 Digital Systems Integration.</p> <hr/> <p>A comprehensive project during NACT-295 ACT Technical Capstone.</p>	<p>Given a simulated multiplatform environment, 85% of the students will be able to demonstrate that they can repair and maintain all computers and peripherals.</p> <hr/> <p>85% of all students will score 2 or higher with the rubric scale 0-3 on project sections related to supporting a multiplatform computer environment.</p>	<p>Each semester NACT-251 is offered starting Spring semester 2014/15.</p> <hr/> <p>Each semester NACT-295 is offered starting Fall semester 2015/16.</p>	Collected by ICS Dept. Assessment Coordinator.	Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.	
Networking and Cyber Security Concentration								
<i>Develop the skills to support and secure LAN/WAN environments within an organization</i>	7. Install, configure, administer and troubleshoot a small LAN/WAN environment including servers	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<p>A hands-on exam at the end of the NACT-262 Fund of Systems Administration.</p> <hr/> <p>A comprehensive project during NACT-295 ACT Technical Capstone.</p>	<p>Given a LAN/WAN environment, 85% of the students will be able to install, configure, administer, and troubleshoot the network.</p> <hr/> <p>85% of all students will score 2 or higher with the rubric scale 0-3 on project sections related to supporting LAN/WAN environments.</p>	<p>Each semester NACT-262 is offered starting Spring semester 2014/15.</p> <hr/> <p>Each semester NACT-295 is offered starting Fall semester 2015/16.</p>	Collected by ICS Dept. Assessment Coordinator.	Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.	
	8. Secure a LAN/WAN environment	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<p>A hands-on exam at the end of the NACT-261 Network Security.</p> <hr/> <p>A comprehensive project during NACT-295 ACT Technical Capstone.</p>	<p>Given a LAN/WAN environment, 85% of the students will be able to demonstrate they can troubleshoot and secure the network.</p> <hr/> <p>85% of all students will score 2 or higher with the rubric scale 0-3 on project sections related to securing LAN/WAN environments.</p>	<p>Each semester NACT-261 is offered starting Spring semester 2014/15.</p> <hr/> <p>Each semester NACT-295 is offered starting Fall semester 2015/16.</p>	Collected by ICS Dept. Assessment Coordinator.	Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.	

Interpersonal and Communication Skills							
<i>Develop interpersonal and communication skills required to be effective on the job.</i>	9. Engage as an effective and productive member on a collaborative team project	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	A comprehensive project during NACT-295 ACT Technical Capstone.	85% of all students will score 2 or higher with the rubric scale 0-3 on project sections related to being an effective team member.	Each semester NACT-295 is offered starting Fall semester 2015/16.	Collected by ICS Dept. Assessment Coordinator.	Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.
	10. Accurately and clearly present technical information to an audience of peers	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	A comprehensive project during NACT-295 ACT Technical Capstone.	85% of all students will score 2 or higher with the rubric scale 0-3 on project sections related to presentation skills.	Each semester NACT-295 is offered starting Fall semester 2015/16.	Collected by ICS Dept. Assessment Coordinator.	Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.
Employment							
<i>Acquire entry into the workforce.</i>	11. Apply technical knowledge and skills during a co-op work experience	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	NACT-299 Co-op: Applied Computer Tech RIT Supervisor Online Co-op Evaluation System	80% of students will meet or exceed overall satisfactory score on evaluation	Annually at end of Summer semester starting 2014/15.	Collected by NTID Center on Employment and ICS Dept. Co-op Coordinator.	Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.
	12. Gain entry level employment in computer support	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	Alumni Job placement Survey NCE	90% of graduates who are seeking employment in computer support will be employed	Annually during Spring semester starting 2016/2017.	Collected by NTID Center on Employment	Shared with program faculty, annual college summary report, NTID Annual Report, and RIT requested reports
Student Satisfaction							
<i>Satisfaction with the ACT program.</i>	13. Graduating students will indicate overall satisfaction with program and courses.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	Student Satisfaction Survey	80% of students will rate all aspects of the program and courses as satisfactory or above	Annually during Fall semester starting 2016/2017.	Data collected by Assessment Coordinator	Shared with program faculty, annual college summary report, NTID Annual Report, and the greater Institute as requested.