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

Item	Response *(type in the requested information)*
Institution name and address	**ROCHESTER INSTITUTE OF TECHNOLOGY** **1 Lomb Memorial Drive** **Rochester, New York 14623** *Additional information*: ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Deaf Cultural Studies/ ASL – NTID/RIT Awards: Certificate Credits: Change from 12 qch to 9 sch HEGIS code: 5506 Program code: 30605
Contact person for this proposal	Name and title: **Christine M. Licata, Senior Associate Provost** Telephone:585-475-2953 Fax:585-475-4460 E-mail: cmlnbt@rit.edu

July 27, 2010

CEO (or designee) **approval**	Name and title: **Jeremy Haefner, Provost and Sr. Vice President for Academic Affairs**
	Signature and date:
Signature affirms the institution's commitment to support the program as revised.	If the program will be registered jointly[1] with another institution, provide the following information:
	Partner institution's name: N/A Name and title of partner institution's CEO: Signature of partner institution's CEO:

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 NTID Deaf Cultural Studies/ASL faculty have consolidated and expanded the content of the courses offered in the certificate program. We have reduced the number of courses by eliminating and merging courses while converting into a semester-based curriculum. The resulting curriculum gives students the opportunity to study topics in more depth over a period of time. It also addresses NTID General Education goals for critical thinking, writing and public presentations.

The Certificate in Deaf Studies/ASL Studies approved by New York State in 2005 specified two tracks where students could take courses: the Advocacy and the Community track and the American Sign Language Studies track. NTID's Strategic Decision 2020 calls for students to take at least one course in Deaf Cultural Studies, which may lead to more interest in pursuing a Certificate. The conversion will afford students the chance to develop a sound knowledge base that involves historical, anthropological, linguistic, literary, artistic and multicultural aspects of Deaf people's lives. On a semester schedule, offering a single Certificate gives students more freedom in choosing and scheduling classes. A single track is also made possible by the fact the semester courses are more comprehensive in nature, and they expose students to a breath and depth of topics in Deaf Cultural Studies and ASL.

The Certificate in Deaf Cultural Studies/ASL is offered to students matriculated in other majors at RIT/NTID as an enhancement to their portfolio of general academic, career and technical skills. It is not a stand-alone certification.

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

N/A

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.

The overall program goals of the Deaf Cultural Studies/ASL Certificate remain unchanged. Those goals are: 8.1   To study the Deaf experience from the perspective of a disenfranchised minority group 8.2   To understand and appreciate Deaf culture 8.3   To promote the development of English and ASL literacy 8.4   To promote the development of critical thinking skills 8.5   To promote the development of communication skills Given the desire to add flexibility for students, plus the changes made to courses in response to the semester conversion process, it is now unnecessary to offer two tracks in the certificate program. Table 2 shows specific changes made to courses included in the certificate program. The proposed changes are not expected to have any impact on current admissions standards, enrollment projections and faculty workload.

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

	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)
X	Eliminated option(s)/concentration(s)

Explain these proposed changes and the rationale for these changes:

The certificate in Deaf Cultural Studies will reduce coursework from 12-quarter hours to 9-semester hours. There will no longer be two tracks in order to give students more flexibility in pursuing a range of courses.

C. Program Title

X	No change in program title
	New program title proposed
	Explain the rationale for any proposed change in program title: The rational for the proposed change in program title is to make it current and consistent with other programs in the field of cultural studies.

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).

N/A	No change in format
N/A	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	N/A		
Program 2	N/A		

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

N/A

   c) Courses that will be counted toward both awards:

N/A

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

N/A

   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 <u>and</u> basing the new program entirely on existing courses converted to semester calendar

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

N/A

   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: NTID Deaf Cultural Studies, Department of Cultural and Creative Studies   Degree: Certificate

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	QCH	Course #	Course Title	SCH	Course Conversion Designation SE, SR, N, D	Additional comments on content distribution within semester courses
N/A	0880-190	Introduction to Deaf Cultural Studies and ASL	(3)		No prerequisite		D	Course will not be offered in the semester system.
N/A		**Advocacy and Community Track**			**No tracks. Students choose three (3) courses from electives listed below** (NHSS-159, NHSS-260, NHSS-269, NHSS-270, NHSS-279 and NASL-275):			
	0882-222	Deaf Culture and Community	3	NHSS-159	Deaf Community in the Modern World	(3)	SR	NHSS-159 also includes elements of quarter courses: Deaf Heritage (0882-221) and Deaf People and the Holocaust (0882-245)
	0882-285	Civil Rights and Deaf People	3	NHSS-260	Deaf People and Civil Rights	(3)	SR	NHSS-260 also includes elements of quarter course: Law and Society (0882-242)
	0886-249	Structure of ASL	3	NASL-275	Structure of ASL	(3)	SE	
	0880-207	Organizational Communication and the Deaf Employee	3				D from Certificate Program	This course will continue to be offered but will not be an elective in the Certificate Program

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
				NHSS-270	Multiculturalism in the Deaf Community	(3)	SR	NHSS-270 also includes elements of quarter courses: The Black Experience (0882-210) Deaf Women's Studies (0882-223) and Individual and Social Identity (0882-235)
				NHSS-269	Visual Expressions of Deafhood	(3)	N	
				NHSS-279	Seminar in Deaf Cultural Studies	(3)	N	
		Total	**12**					
N/A		**American Sign Language Studies Track**						
	0882-222	Deaf Culture and Community	3	NHSS-159	Deaf Community in the Modern World	(3)	SR	NHSS-159 also includes elements of quarter courses: Deaf Heritage (0882-221) and Deaf People and the Holocaust (0882-245)
	0886-249	Structure of ASL	3	NASL-275	Structure of ASL	(3)	SE	
	0886-250	Introduction to ASL Teaching	3				D from Certificate Program	This course will continue to be offered but will not be an elective in the Certificate Program
		Choose one of the following electives:	3					
	0880-207	Organizational Communication and the Deaf Employee	(3)				D from Certificate Program	This course will continue to be offered but will not be an elective in the Certificate Program
	0882-221	Deaf Heritage	(3)	NHSS-159	Deaf Community in the Modern World	(3)	SR	NHSS-159 also includes elements of quarter courses: Deaf Culture and Community (0882-222) and Deaf People and the Holocaust (0882-245)
	0882-223	Deaf Women's Studies	(3)	NHSS-270	Multiculturalism in the Deaf Community	(3)	SR	NHSS-270 also includes elements of quarter courses: The Black Experience (0882-210) and Individual and Social Identity (0882-235)
	0882-285	Civil Rights and Deaf People	(3)	NHSS-260	Deaf People and Civil Rights	(3)	SR	NHSS-260 also includes elements of quarter course: Law and Society (0882-242)
		Total	**12**		**Total**	**9**		

3. Program Level Outcomes Assessment Plan

See Program Outcomes Assessment <u>Overview and Directions</u> for guidance, required form, and sample plans.

☐ N/A	a. Attach updated Program Level Outcomes Assessment Plan which should include how your program meets the RIT Essential Program Outcomes outlined in the RIT <u>Academic Program Profile</u>. 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*
☐ N/A	c. Complete information requested in <u>Table 3</u> for Middle States. (See: <u>Sample Completed Form</u> 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 needed

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 <u>Course Outline Form</u>. These course outlines will be reviewed by the curriculum committees.

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

Congratulations! You are on your way to conversion!

Table1.doc

Program Course Mask and Schedule

Audience

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

Summary

This document is the table for the program course mask and schedule.

Change Log

Responsible	Date	Version	Short description
Chris Licata	6/15/2010	1	Document originator
J Matt Searls	9/29/2010	1.1	Deaf Cultural Studies Certificate Program

Table 1a: Undergraduate Program Schedule

- 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: N/A			Check course classification (s)			Term:			(Check course classification (s)		
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)	Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
Deaf Cultural Studies Elective NHSS-xxx	3	x									
Deaf Cultural Studies Elective NHSS-xxx	3	x									
Deaf Cultural Studies Elective NHSS-xxx	3	x									
Term credit total:	9	9				Term credit total:					

Program Totals:	Credits: 9	Liberal Arts & Sciences:	Major:	Elective & Other: 9

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

These Deaf Cultural Studies courses may also be used to satisfy general education (Liberal Arts & Sciences) requirements for AOS programs.

For the Deaf Cultural Studies Certificate, students choose three (3) of the elective courses listed below. The courses may be taken at any semester in the student's program of study.

NHSS-159   Deaf Community in the Modern World (SR)
NHSS-260   Deaf People and Civil Rights (SR)
NHSS-270   Multiculturalism in the Deaf Community (SR)
NASL-275   Structure of ASL (SE)
NHSS-269   Visual Expressions of Deafhood (N)
NHSS-279   Seminar in Deaf Cultural Studies (N)