

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 <i>(type in the requested information)</i>
Institution name and address	<p>ROCHESTER INSTITUTE OF TECHNOLOGY</p> <p>1 Lomb Memorial Drive</p> <p>Rochester, New York 14623</p> <p><i>Additional information:</i></p> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	<p>Program title: Arts & Imaging Studies</p> <p>Award (e.g., B.A., M.S.): AOS (Associate in Occupational Studies)</p> <p>Credits: change from 101 (quarter) to 73 (semester)</p> <p>HEGIS code: 5012</p> <p><u>Program code</u>: 31829</p>
Contact person for this proposal	<p>Name and title: Christine M. Licata, Senior Associate Provost</p> <p>Telephone: 585-475-2953 Fax: 585-475-4460</p> <p>E-mail: <u>cmlnbt@rit.edu</u></p>
CEO (or designee)	<p>Name and title: Jeremy Haefner, Provost and Sr. Vice President for Academic Affairs</p> <p>Signature and date:</p>

<p>approval</p> <p><i>Signature affirms the institution's commitment to support the program as revised.</i></p>	<p></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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Program Conversion Documentation

This form and accompanying tables should be used for conversion of all RIT programs: Associate, Baccalaureate, Masters, Ph.D., Dual Degree, Certificates and Advanced Certificates. This documentation will be used by the RIT curriculum review bodies and NYSED.

This form should also be used for program discontinuance. In the case of discontinuance, complete Section 1(H) ONLY and follow RIT Policy on Discontinuance (E 20) as appropriate.

Directions: Using the spaces and tables provided in this form, please respond to Section 1 (A-H) and Sections 2-5.

Note: In addition to responding to Section 1 (A-H) through Section 5:

- If you are proposing to change the title of your program please list the old and new program titles on the first page of this document and fill in section 1 (C) with the old and new program titles.
- If your program conversion involves converting a current dual degree program to the semester calendar, please also provide information requested in **Section 1(I)**.
- If your program conversion involves merging or consolidating one of more existing programs into a new program, please provide information requested in **Section 1(J)**.
- Use the program as currently registered with NYSED as the basis from which you describe changes. The last registered version of any program is available from Christine Licata, Sr. Associate Provost.
- Text boxes on this form and on Tables 1, 2 and 3 will expand as you type in them.

Documentation submission:

1. Submit required documentation as a total package to RIT curriculum review bodies.
2. Attach Table 1, Table 3 and Program Level Outcomes Assessment Plan as part of this package. (Directions for completion follow within this document.) There are links in this document to these required tables.
3. Table 2 is imbedded within this form and does not require a separate attachment.
4. Complete the document log on the last page of each “deliverable” before submitting the packet to the appropriate curriculum review body.

If you have questions or need assistance, please contact either your Associate Dean or:

- Charles Border, Chair, ICC
 - 475-7946, cbbics@rit.edu
- Ag Crassidis, Chair, Grad Council
 - 475-4730, alceme@rit.edu
- Christine Licata, Sr. Associate Provost
 - 475-2953, cmlnbt@rit.edu

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 Improvements

The Arts & Imaging Studies (A&IS) AAS and AOS programs began in AY 2007-08, consolidating the Art & Computer Design and Digital Imaging & Publishing Technology programs. The new A&IS programs had a core, four concentrations and electives. The A&IS AAS and AOS programs were modified to now have a core, two concentrations, and electives organized by career clusters.

AIS faculty, NCE Employment Advisors, and Counselor/Academic Advisors were all involved in a comprehensive program review during spring quarter 20093. All were in agreement that the basic program should retain the current program structure: a Core, Two Concentrations, and Elective courses. In June, 2010 the faculty developed the initial list of courses for the Core, Graphic Design Concentration, Graphic Production Concentration, and electives.

Some modifications were necessary due to the reduction of the number of courses in the conversion from quarters to semesters and the addition of the employment course to the department course portfolio:

- A slightly modified Core component;
- A change in the name of one concentration from “Graphic Technology” to “Graphic Production”;
- Elective courses are no longer clustered by career categories which were not really needed.

The AIS curriculum conversion committee (Ken Hoffmann, Kurt Stoskopf, and Kathy Olsen) wrote an AIS program Mission Statement and re-worded the program goals and learning outcomes in summer, 2010 to more clearly reflect the RIT Academic Program Profile. Ken met in mid-August with Anne Wahl and Laurie Clayton to finalize the wording of the program goals and learning outcomes. The AIS committee mapped each AIS course to the goals and learning outcomes. The entire AIS faculty then reviewed and approved the goals and learning outcomes.

Beginning in late August, 2010, the AIS department faculty began to write the course outlines. Many “3 becomes 2” course sequences were obvious and easy to revise. AIS had several “2 becomes 1” course revisions where the two-course sequence had to fit in a shorter period. This was accomplished by removing some overlapping content and by adding rigor to the pace. Several “stand alone” courses have remained as such and have benefitted from additional content as the course extends over the 15 weeks of a semester. Many (most) courses have goals related to writing and presentation expectations. Since software changes are sure to happen by 2013, the course learning outcomes do not specify specific software. All A&IS faculty collaborated on course outline development and writing responsibilities. All Course Descriptions, Topic Outlines, Course Learning Outcomes, and support for Program Goals were reviewed and discussed.

A&IS faculty decided to combine the current Job Search Process and Employment Seminar courses into a single 3-credit course to be completed before co-op. While many NAIS, NGRD, and NGRP courses include content related to career preparation topics, we believe it is best for the students to have a course which focuses on topics related to seeking, attaining and succeeding in employment in the broad graphic communications field. The NCE employment advisors and the NTID communication faculty have reviewed and support our Employment Seminar course proposal.

Describe how your converted program responds to the RIT Academic Program Profile (see RIT Academic Program Profile: (<http://www.rit.edu/conversion/media/documents/secure/ProgramProfile.pdf>). How have you integrated the appropriate Essential Program Learning Outcomes from this profile into your program? Please also include these outcomes in your Program Level Assessment Plan in Section 3 of this form.

Academic Program Profile

The learning outcomes of the RIT Academic Program Profile are met through individual course activities and program extra-curricular activities throughout the five semesters.

Guiding Principles of Lifelong Learning and Career Orientation

Infused in nearly every course is the concept of "Learn how to learn." Students are continually encouraged to master concepts and acquire an understanding of software and technical procedures so they will be able to adapt to changing technology throughout their careers and recognize new career opportunities. Developing successful work habits and attitudes is stressed in all courses and reinforced in the co-operative work experience.

Essential Program Outcomes

Critical Thinking

The AIS curriculum includes numerous project-based learning activities which increasingly demand students analyze project requirements and criteria, define problems, and propose solutions from a design and/or production perspective. Assessments of project quality and effectiveness are essential elements of the teaching and learning process throughout the AIS program.

Global Interconnectedness

From the understanding of cultural influences on design and imaging, to the understanding of international production standards, and to the understanding of the global impact of the graphic communications industry, students develop an understanding of global interconnectedness in numerous courses. Community-service activities are frequently part of the real-world experience for designers and printers and the AIS curriculum will include community service projects in our Production Workshop and extra-curricular activities.

Ethical Reasoning

Through the study of such topics as copyright laws, sustainability issues, manipulating images, responsible design, and work behaviors, the AIS program curriculum enables the students to develop their ability to understand and engage in ethical reasoning as stated in the RIT Academic Profile. Critiques, exams, project evaluations and co-op evaluations are used to assess ethics-focused learning outcomes.

Integrative Literacies: Scientific, Computational or Digital, Mathematical, Communication, Technical, Aesthetic

Through the study of such topics as determination of camera settings for control of photographic effects; color production and color management; calculation of digital image size and file resolution; communication through text, graphics and images; principles of design and typography; and preparation of documents for print and display the AIS students will be expected to demonstrate integrative literacies. Assessment will include project-based activities, tests, presentations, and reports.

Creative and Innovative Thinking

The frequent use of project-based learning activities challenge our students to apply their technical knowledge and skills in creative and innovative designs, photo images, website interface solutions, and production problem solving. Critiques and project evaluations are used to assess creativity and innovative thinking learning outcomes.

NYSED

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.

Some content was added in the process of converting from quarters to semesters along with changes in the outcomes to address and more accurately reflect the RIT Program Profile. Content was added to courses which were extended to 15 weeks.	
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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
X	Kept current option(s)/concentrations with some revisions (renamed one concentration)
	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:

The concentration "Graphic Technology" is renamed "Graphic Production" based on feedback from students, career counselors, and faculty who realized that the former name was unclear since technology underlies all aspects of the graphic continuum from design to final output. In reality, student work toward one of two career paths: design or production.

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:

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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:

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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:

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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:

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H. Discontinuing a Program

X	No discontinuance
	Proposed discontinuance

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

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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):

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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.
- b. Using **Table 2** (which follows below), display program in the quarter calendar and how program has 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: Arts & Imaging Studies

Degree: Associate in Occupational Studies (AOS)

Directions: Use the following legend to show course comparison in quarter calendar and semester formats. 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, but no new content is added. 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). This course adds significant new curriculum content.

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	
1	0887-200	Freshman Seminar	2	NCAR-100 NENG-xxx	Freshman Seminar English writing course	1 3		per NTID Gen Ed Framework	
	0855-251 0855-252	Bitmap Graphics Vector Graphics	3 3	NAIS-130	Raster and Vector Graphics	3	SR	combines 0855-251 and 0855-252	
	0855-255 0855-314*	Principles of Design Color in Design	3 3	NAIS-120	Principles of Design and Color	3	SR	combines 0855-255 and 0855-314	
	0855-253 0855-319*	Typography I Graphic Design	3 3	NAIS-140	Graphic Design & Typography I	3	SR	0855-253 and parts of 0855-319 are combined into NAIS-140 (year 1); 0855-318 and parts of 0855-319 are combined into NGRD-240 (year 2)	
	0855-318*	Typography II	3						
	0855-331	Desktop Publishing I	3	NAIS-150 NAIS-160	Page Layout I Web Design I	3 3	SE SR	0855-331 with expanded content combines 0855-342 and part of 0855-391 from yr. 2	
	0855-311* 0855-323	Basic Drawing Digital Photography I	3 (3)	NGRD-111* NGRP-110**	one concentration course Drawing I Digital Photography I	3 (3) (3)	SR SR	combines 0855-311 and part of 0855-312 formerly a core course, now in Graphic Production concentration; combines 0855-323 and part of 0855-373 from yr. 2	
	0855-254**	Applied Color Theory	(3)					combined with 0855-352 in NGRP-245 in yr. 2	
	0855-321**	Image Acquisition	(3)					content in NGRP-231 and NGRP-232 in yr. 2	
		General Education	15		Two General Education courses	6		per NTID Gen Ed guidelines	
	Year 1 Total			44	Year 1 Total			28	

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation		
2	0806-101	Job Search Process	2	NAIS-201	Employment Seminar	3	SR	combines 0806-101 and 0806-201 (from year 3)	
				NAIS-291	Production Workshop	3	SE	0855-351 (from year 3) with expanded content	
	0855-342 0855-324	Core courses for Graphic Design concentration Web Design I Digital Photography I	6 (3) (3)						from year 1 as part of NAIS-160 from year 1 in Graphic Technology concentration and year 2 in Graphic Design concentration; combined with part of 0855-373 in NGRP-110 in year 1
		Concentration courses			Four Concentration courses	12			
	0855-315* 0855-361* 0855-362* 0855-363*	Graphic Design concentration History of Graphic Design Grid Systems Publication Design Identity Systems Design	12 (3) (3) (3) (3)	NGRD-240* NGRD-221* NGRD-255* NGRD-256*	Graphic Design concentration Graphic Design & Typography II History of Graphic Design Publication Design Identity Design	(3) (3) (3) (3)	SR SE SR SE		0855-318 and parts of 0855-319 are combined into NGRD-240 (year 2) 0855-315 with expanded content combines 0855-361 and 0855-362 0855-363 with expanded content
		Graphic Technology concentration	(18)		Graphic Production concentration				
	0855-322**	Bitmap Graphics II	(3)	NGRP-231**	Image Preparation	(3)	SR		combines 0855-321 and 0855-374 (elective) content included in NGRP-232 (elective)
	0855-324**	Wide Format Graphics	(3)						moved to year 3 as NGRP-270
	0855-332** 0855-333**	PDF Production & Workflow Publication Production I	(3) (3)	NGRP-252**	PDF Production & Workflow	(3)	SR		combines 0855-332 and 0855-382 (elective) combines 0855-333 and 0855-383 (elective) in NGRP-251 (elective)
	0855-344** 0855-352**	Videography Color Management	(3) (3)	NGRP-250** NGRP-245**	Page Layout II Color Theory and Management	(3) (3)	SE SR		0855-381 (elective) with expanded content now required in Graphic Production concentration 0855-344 with expanded content as elective course combines 0855-352 with 0855-254 (from year 1)
		program electives	9	NGRx-xxx	program elective	3			
		General Education	15		General Education	9			per NTID Gen Ed guidelines
	0855-299	Co-operative Work Experience	0	NAIS-299	Co-op: Arts and Imaging Studies	0	SE		no change: same 350 hour requirement
	Year 2 Total			44	Year 2 Total			30	
	3	0855-351	Production Workshop	3					moved to year 2 as NAIS-291
0806-201		Employment Seminar	1					part of NAIS-201 in year 2	
0855-353		Portfolio Presentation	3	NAIS-292	Portfolio Workshop	3	SE	0855-353 with expanded content	
0880 or 0882		Capstone	3					discontinued NTID Gen Ed requirement	
		free elective	3	NGRx-xxx	program elective	3			
				NGRD-230* NGRP-270**	one concentration course Digital Illustration Specialty Graphics Imaging	3 (3) (3)	SE SE		0855-364 (elective) with expanded content 0855-324 (from year 2) with expanded content
					General Education	6			
Year 3 Total			13	Year 3 Total			15		
Program Total			101	Program Total			73		
Program Elective Courses				Program Elective Courses					
0855-310	Visual Idea Development	3	NGRD-115	Visual Idea Development	3	SE		0855-310 with expanded content	
0855-312	Intermediate Drawing	3							
0855-313	Advanced Drawing	3	NGRD-211	Drawing II	3	SR		combines part of 0855-312 with 0855-313	

Year	QUARTER: Current Program Courses		SEMESTER: Converted Program Courses			Course Conversion Designation		
	0855-316	Art History I	3					
	0855-317	Art History II	3	NGRD-222	Art History	3	SR	combines 0855-316 and 0855-317
	0855-364	Digital Illustration	3					NGRD-230 in year 2
	0855-372	Composite Imaging	3	NGRP-232	Image Manipulation	3	SR	0855-372 combined with 0855-322 from year 2
	0855-371	Dynamic Image Preparation	3					
	0855-373	Digital Photography II	3	NGRP-210	Digital Photography II	3	SR	0855-371 combines with part of 0855-373
	0855-374	Image Retouch and Restore	3					combines with part of 0855-322 in NGRP-231
	0855-391	Web Design II	3					
	0855-392	Web Design III	3	NGRP-260	Web Design II	3	SR	combines part of 0855-391 with 0855-392
	0855-394	Interactive Digital Media	3	NGRP-261	Interactive Digital Media	3	SE	0855-394 with expanded content
	0855-334	Database Publishing	3				D	course discontinued
	0855-381	Desktop Publishing II	3					NGRP-250 in year 2
	0855-382	Interactive PDF Publishing	3					combines with 0855-332 in NGRP-252 in year 2
	0855-383	Publication Production II	3	NGRP-251	Publication Production	3	SR	combines 0855-333 with 0855-383
	0855-384	Digital Printing Systems	3	NGRP-275	Digital Printing Systems	3	SE	0855-384 with expanded content
	0855-341	Graphics for the Web	3				D	course discontinued
	0855-343	Computer Animation	3	NGRD-257	Animation	3	SE	0855-343 with expanded content
	0855-354	Applied Production I	3				D	course discontinued
	0855-355	Applied Production II	3				D	course discontinued
	0855-256	Publishing Fundamentals	3				D	course discontinued
				NGRP-220	Videography	3	SE	0855-344 from concentration with expanded content
				NGRD-258	Cartooning	3	N	new elective course
	0855-398	Special Topics: Arts & Imaging Studies	tba	NAIS-289	Special Topics: Arts & Imaging Studies	tba	SE	
	0855-399	Independent Study	1-5	NAIS-199	Independent Study	1-5	SE	

*: NGRD courses/Graphic Design concentration **: NGRP courses/ Graphic Production concentration

3. Program Level Outcomes Assessment Plan

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

<input checked="" type="checkbox"/>	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 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 [Course Outline Form](#).

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%5B1%5DDec09.pdf>

Congratulations! You are on your way to conversion!



Programform.doc

NYSED Documentation Form

Audience

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

Summary

This document includes the information and required forms for submission of program to NYSED for semester conversion.

Change Log

Responsible	Date	Version	Short description
Chris Licata	6/15/2010	1	Document originator
Ken Hoffmann	10/27/2010	1.1	A&IS Chairperson
Ken Hoffmann	11/19/2010	1.2	A&IS Chairperson

Table 1a: Undergraduate Program Schedule – Arts & Imaging Studies AOS Degree

- 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)					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)						
NAIS-120 Principles of Design and Color	3		x		none						
NAIS-130 Raster and Vector Graphics	3		x		none						
One Concentration course	3		x								
NGRD-111** Drawing I	(3)		x		none						
NGRP-110*** Digital Photography I	(3)		x		none						
NTID LAS Foundation–NENG-212 Career English I	3	x									
Freshman Seminar–NCAR-100	1										
Term credit total:	13	3	9								
Term: Spring 1						Check course classification (s)					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)						
NAIS-140 Graphic Design and Typography I	3		x		NAIS-120, 130						
NAIS-150 Page Layout I	3		x		none						
NAIS-160 Web Design I	3		x		none						
NTID LAS Foundation–NENG-213 Career English II	3	x			NENG-212						
NTID LAS Perspective – Math NMTH-120 or higher	3	x									
Term credit total:	15	6	9								
Term: Fall 2						Check course classification (s)					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)						
NAIS-201 Employment Seminar	3		x		2 nd year status in major						
Two Concentration Courses	6		x								
NGRD-240** Graphic Design and Typog II	(3)		x		NAIS-140						
NGRD-221** History of Graphic Design	(3)		x		none						
NGRP-231*** Image Preparation	(3)		x		NAIS-130, 150, 160						
NGRP-245*** Color Theory and Management	(3)		x		NAIS-120, 130						
NGRx-xxx Program Elective	3		x								
NTID LAS Perspective – Scientific Processes NSCI-120 or above	3	x									
Term credit total:	15	3	12								
Term: Spring 2						Check course classification (s)					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)						
Two Concentration Courses	6		x								
NGRD-255** Publication Design	(3)		x		NAIS-140, 150						
NGRD-256** Identity Design	(3)		x		NAIS-240						
NGRP-252*** PDF Production and Workflow	(3)		x		NAIS-130, 150						
NGRP-250*** Page Layout II	(3)		x	x	NAIS-150						
NAIS-291 Production Workshop	3		x		2 nd year status in major						
NTID LAS Perspective-Creative and Innovative Exploration	3	x									
NTID LAS Foundation-ASL/Deaf Cultural Studies*	3	x									
Term credit total:	15	6	9								

Term: Summer 2						Check course classification (s)					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)						
NAIS-299 Co-op: Arts and Imaging Studies	0		x		NAIS-201						
Term credit total:	0		0								
Term: Fall 3						Check course classification (s)					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)						
NAIS-292 Portfolio Workshop	3		x		NAIS-299 co-op						
NGRx-xxx Program Elective	3		x								
One Concentration course	3		x								
NGRD-230** Digital Illustration	(3)		x		NAIS-140						
NGRP-270*** Specialty Graphics Imaging	(3)		x		NAIS-130, 140; NGRP-110, 231						
NTID LAS Perspective- Communication, Social and Global Awareness		X									
NTID LAS Elective	3	x									
Term credit total:	15	6	9								
Program Electives						Check course classification (s)					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)						
NGRD-115 Visual Idea Development	3		x		none						
NGRD-211 Drawing II	3		x		NGRD-111						
NGRD-222 Art History	3		x		none						
NGRD-257 Animation	3		x		NAIS-120, 130; NGRD-110						
NGRD-258 Cartooning	3		x	x	none						
NGRP-210 Digital Photography II	3		x		NGRP-111						
NGRP-220 Videography	3		x		none						
NGRP-232 Image Manipulation	3		x		NAIS-130						
NGRP-251 Publication Production	3		x		NGRP-250						
NGRP-260 Web Design II	3		x		NAIS-160						
NGRP-261 Interactive Digital Media	3		x		NGRP-260						
NGRP-275 Digital Printing Systems	3		x		NAIS 130, 150						
NAIS-199 Independent Study	1-5		x		none						
NAIS-289 Special Topics	tba		x		tba						

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
Ken Hoffmann	10/27/2010	1.1	A&IS Chairperson
Ken Hoffmann	11/19/2010	1.2	A&IS Chairperson
Ken Hoffmann	3/18/2010	1.3	A&IS Chairperson

TABLE 3

Use of Program Level Assessment Data to Inform Calendar Conversion

Program Name/College: Arts & Imaging Studies, NTID

Program Assessment: Contact Kenneth F. Hoffmann, 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>There is no change to the program focus as the mission remains the same. The program structure of a set of Core courses and two concentrations remains the same, although one concentration is renamed from Graphic Technology to Graphic Production. New semester courses are developed to include similar content and learning outcomes packaged, as needed, to fit the five semester model. Updated content has always been and will continue to be required as software changes and industry trends reflect concerns such as sustainability and workflow procedures.</p>	<p>The Arts & Imaging Studies program was established in 2008 and a modification was approved in 2010. Therefore, only very minor changes are needed to convert to semester. Feedback from career counselors/academic advisors led to the change in the name of the concentration.</p>
Changes to Instruction (pedagogy, strategies, etc.)	
<p>The instructional model of combination 2 class hours and 3 lab hours for 3 credits per course has proven to be successful and will not change in the semester-based program.</p>	<p>Feedback from faculty and students clearly support the decision to continue with our instructional model.</p>

Changes to Program Assessment Plan (outcomes, data sources, instruments, etc.)	
The program goal and learning outcomes statements have been revised and expanded. New assessment rubrics will be developed and implemented by 2013.	After a review of program goal and learning outcome statements in similar associate degree programs at other colleges we recognized the need for expanding and clarifying our own program goal and outcome statements.
Other Programmatic Changes/Comments	
Program electives will no longer be grouped in specific career categories. The categorization resulted in an unnecessary, and sometimes confusing career path identification. In reality, the content in elective courses can be of benefit to students with a variety of career goals.	Feedback from career counselors/academic advisors, program coordinator, and students led to the change.

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
Ken Hoffmann	10/27/2010	1.1	A&IS Chairperson

Option 1
Program Level Outcomes Assessment Plan

Program Name/College: Arts & Imaging Studies, NTID
College Contact for Program Assessment: Kenneth F. Hoffmann, Chairperson

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
<i>Please List program-level goals</i>	<i>Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.</i>	<i>Alignment to the five RIT essential outcomes - check all that apply</i> <input checked="" type="checkbox"/> Double click on the check box and find the Default Value and click Checked to check the box. To uncheck, the box, double click and then click Not Checked .	<i>Assessment opportunity (course/experience) method/measures, assignment/rubric)</i>	<i>Standard, target, or achievement level (usually a %) Statement of student Success</i>	<i>Identify when and how data are collected, aggregated, and analyzed</i>	<i>Identify who is responsible and list key findings</i>	<i>Identify how results are used and shared. List any recommendations or action items</i>
Demonstrate effective communication and collaboration skills	Work collaboratively in multidisciplinary teams, formulating and responding to constructive team and individual feedback. Communicate effectively with peers, design and production professionals, and clients using design and production concepts. Demonstrate appropriate writing skills and use of technical vocabulary.	<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	NAIS-292 Production Workshop Interpersonal/soft skills assessment rubric.	Minimum 80% of students sampled will be rated satisfactory or above.	Data collected in each section of NAIS-292, NAIS-201, and upon completion of each co-op work experience. beginning AY 2013-14 Combined data are analyzed at least every two years beginning AY 2014-15	Course faculty will collect data. NCE will compile co-op supervisor evaluation data. Program chairperson and program coordinator will analyze the data.	Department faculty and employment advisors and counselors/academic advisors will review analysis and recommend appropriate actions. Distribute data in the NTID Summary Report, the NTID Annual Report, and any RIT reports, as needed.
			Assessment of student performance by Co-op supervisor.	Minimum 80% of students sampled will be rated satisfactory or above.			
			NAIS-201 Employment Seminar cover letter, resume, and interview assessment rubric	Minimum 80% of students sampled will be rated satisfactory or above.			

<p>Acquire the knowledge, creative and technical skills for careers ranging from design concept to final production.</p>	<p>Exhibit individual competence in graphic design and/or production of professional quality graphic media.</p> <p>Use appropriate software applications and hardware systems in the design and production of graphic media projects.</p> <p>Assemble and maintain a collection of completed work that shows technical competence and the qualities needed to effectively compete in the student's chosen career in the graphic arts industry and is used in the development of appropriate portfolios.</p> <p>Manage and deliver a quality project from theoretical concept to final product on time, on budget, and in compliance</p>	<p><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 checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p>NAIS-292 Production Workshop Major project assessment rubric.</p>	<p>Minimum 80% of students sampled will be rated satisfactory or above.</p>	<p>Data collected in each section of NAIS-292</p> <p>Combined data are analyzed at least every two years.</p>	<p>Course faculty will collect data. NCE will compile co-op supervisor evaluation data.</p> <p>Program chairperson and program coordinator will develop and administer the alumni survey.</p> <p>Program chairperson and coordinator will analyze the data.</p>	<p>Department faculty and employment advisors and counselors/academic advisors will review analysis and recommend appropriate actions.</p> <p>Distribute data in the NTID Summary Report, the NTID Annual Report, and any RIT reports, as needed.</p>
			<p>80% of students will receive a score of "3" or higher (5-point scale) on the Co-op Employer's Evaluation, question #29 (student's overall performance).</p> <p>80% of students will receive a "Yes" response to question #30, "Competitive for the job market"</p>	<p>Minimum 80% of students sampled will be rated satisfactory or above.</p>	<p>Supervisor evaluations are collected at the end of each completed co-op work experience.</p> <p>Combined data are analyzed at least every two years.</p>		
			<p>NAIS-291 Portfolio Workshop portfolio quality assessment rubric</p>	<p>Minimum 80% of students sampled will be rated satisfactory or above</p>	<p>Data collected in each section of NAIS-291</p> <p>Combined data are analyzed at least every two years</p>		
			<p>Alumni Survey.</p>	<p>Minimum 80% of alumni sampled will be satisfied with the technical preparation for their first job in the graphic arts industry.</p>	<p>Alumni Survey will be administered and analyzed every two years.</p>		

	with industry standards and sustainability guidelines.						
Contribute creative and technical abilities in support of communities.	Design and produce graphic media for campus and community organizations.	<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 checked="" type="checkbox"/> Creative/Innovative Thinking	Participate in class and extra-curricular activities.	40% of all students will participate in community service projects and complete a project assessment rubric.	Data is collected annually for all students at the completion each project.	Faculty will collect data at conclusion of each project. Faculty committee will analyze the data.	Department faculty will review and discuss analysis and recommend appropriate actions. Distribute data in the NTID Summary Report, the NTID Annual Report, and any RIT reports, as needed.

AssessmentOutcomesFormOption1.doc

Overview and Directions

Version 1

Audience

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

Summary

This document is Option 1 for developing the program level outcomes assessment plan.

Responsible	Date	Version	Short description
Anne Wahl	6/15/2010	1	Document originator
Ken Hoffmann	10/27/2010	1.1	A&IS Chairperson
Ken Hoffmann	11/10/2010	1.2	A&IS Chairperson

Change Log

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