



Concurrent Enrollment Course Outline Cincinnati High School

Submitted: April 10, 2013

TC3 Course #: CSS 212

Instructor: Nicole Rice

Course Title: **Help Desk and User Support**

Credit Hours: 3

Student Audience: Grade level(s): 9-12

Semester(s): Full Year (September-June)

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Course Description:



The Cincinnati Central School District needed resident know-how for maintaining and evolving the school network. The computer department responded with training for students who had a strong interest in learning everything they could about technology, which inspired a help desk and user support program where students work for course credit. The results being a hands-on course that earns one-unit of credit for every 40-weeks worked towards the 5 unit program in computers. Students become a member of the technical support department to assist in keeping the districts hardware and software running successfully and also part of a team that helps students, teachers, and staff with technical support. Students work for the network administrator/teacher to maintain the school network, classroom and office computers, computer labs, iPads, Kindles, school website, school yearbook and newspaper production equipment, and any devices attached to the school network. One student may enroll in computer work study for two years with a maximum of 2 units of credit earned. Students enrolled over two years may take the course as a pass fail work study.

Course Prerequisites: Computer Applications in the 3 unit computer program. Plus students need to be enrolled as part of the approved 5 unit Computer program.

Minimum Basic Skills Needed to Complete Course Successfully: High school level reading, spelling, writing skills, basic math and computer skills, the ability to follow directions and a willingness to learn to operate technical equipment.

Course Objectives:

1. Possess ability to identify, diagnose, and find effective solutions to problems related to computer hardware and software
2. Show ability to establish and maintain effective working relationships with other employees, vendors and district personnel
3. Be punctual
4. Act as a team player with the ability to work independently
5. Possess the ability to communicate effectively and positively both orally and in writing with teachers, administrators, staff, and other students
6. Acts with speed, decisiveness, and individual initiative
7. Good knowledge of the use and operation of technology, personal computers, hand held devices, and related peripheral equipment

Course Content Presented in Units or Segments (as assigned jobs)

1. Help the network administrator keep the school's computer network up and running, this includes over 300 classroom and office workstations, two servers, several computer labs, and the TV studio
 1. Fulfill daily computer work requests from classrooms, computer labs, and administrative offices in a timely manner
 2. Configure and maintain all workstations and laptops on the district network
 3. Unpack, inventory, and setup new equipment and computer furniture
 4. Setup and maintain printer installs, upgrades of drivers, problems, jams, and replace ink cartridges
 5. Setup and maintain digital camera equipment, LCD projectors, document cameras, iPads, Kindles, webcams, SMART boards, handhelds, and other such equipment
 6. Install and download software – Microsoft Office, web browsers, Anti-Virus, and other titles along with knowing how to find and download drivers and other upgrades and needed information online
 7. Setup and keep the school's website up and running, work with the student webmaster
 8. Know how to use Microsoft Office Professional at an intermediate level
 9. Know how to use Adobe Photoshop at an intermediate level
 10. Know how to edit and update the school website
 11. Help answer all email related questions and/or problems with users
 12. Help answer and maintain all Internet related questions and/or problems with users
 13. Troubleshoot and fix user-caused errors
 14. Troubleshoot and fix software and hardware failures
 15. Create and restore drive images for ghosting workstations
 16. Image new and crashed workstations
 17. Help users with daily computer related questions that arise
 18. Research upgrades, replacement parts, or new purchases of software and hardware and offer recommendations that students and teachers would benefit from
 19. Stay computer literate with new changes in technology

20. When performing tasks above, make sure all technological needs for students, teachers, and all other staff members are met in a timely manner
21. At all times be professional and polite to users and your co-workers
22. At all times follow the District's Internet Acceptable Use Policy

Students who pursue a second year of work study increase their responsibilities to include the following activities

1. Continue to perform all tasks listed above for first year work study students plus the tasks listed below.
2. Sit on the interview committee to recommend new candidates
3. Provide on the job training to first year work study students
4. Help keep the team on task with a feeling of energy and excitement
5. Assist the Network Administrator in keeping inventory records with serial numbers for district equipment and maintain warranties
6. Use online tech support resources, FAQs, tech support live, and general searches as needed for troubleshooting software and hardware problems
7. Call the BOCES technical support help hotline as needed for troubleshooting problems
8. Call the BOCES hotline for computer services and repairs through the BOCES COSER
9. Call Dell, IBM, and other vendors for computer services, repairs, and replacement parts for equipment still under warranty
10. Study how the network backbone is running with network switches, network interface cards, and download speeds, and offer recommendations on improving the district's performance
11. Understand how the district's Internet access is provided through OCM BOCES and be prepared to assist the Network Administrator in bringing the network back up should Internet access be down
12. Upon request be a guest speaker in Advanced Computer Applications and Multimedia Presentations to talk about the computer sequence and specifically computer Work study to help promote the program to peers
13. Watch network space and work with individual user limits
14. Watch for virus alerts and help keep the network virus free
15. Download and activate anti-virus updates and definition files
16. Attend meetings with the network team to stay informed on what is happening and offer suggestions for improving technology at Cincinnati Central
17. Organize, develop, and assist in the delivery of formal and informal PowerPoint presentations to be presented by the Board of Education, guest speakers, administration, faculty, staff, and/or students to an audience

General Education Objectives/Emphasis

1. To be a competent worker in the field of Technology
2. To gain hands-on experience working with a full computer network
3. To gain good knowledge of the use and operations of personal computers and related peripheral equipment
4. To gain information technology skills to be a more valuable worker in the computer field
5. To gain consultation skills such as recommending software purchases through reviews and testing or researching hardware parts for replacement
6. To participate in a work setting with job expectations, a supervisor, and co-workers
7. To become familiar with working in the computer field and use this knowledge to better decide on a career path to follow
8. Improve time management skills to make oneself more productive, for example carrying a tool kit to the repair location, preparing rescue disks to have on hand, listing all technical questions before contacting tech support and more
9. To become a better problem solver in being challenged by many different problems that arise with computer software, hardware, and end users that must be resolved and not ignored or let go
10. Communicate fluently using technical terms with experts in the field
11. Contact technical support through the fastest most efficient means possible such as email, technical support live correspondence, and frequently asked questions
12. Gain confidence to be able to take on any new computer request independently and waiting to ask for help when all options have been tried
13. Improve personal skills in working with others and appreciating all that others have to offer in return
14. To be a good trainer to new hires and act as a mentor as long as needed
15. To support the computer program at Cincinnati Central School and promote its growth

Class Modalities/Alternative Learning Strategies:

The class is to be taught hands-on. The first time a new job is assigned to a student in training they will be paired up with the instructor or an experienced student. Once trained the student may work independently in completing tech support tickets or projects assigned from the white board daily to do list. When training the entire group at once, lectures will be setup as one to two hour workshops at special dates and times in a computer lab with an LCD projector for demonstrations.

Required Text: Sections of Guide to Computer User Support etc. (w/2 CDs)

- AUTHOR: Beisse
- EDITION: 5th
- COPYRIGHT YEAR: 2013
- PUBLISHER: Course Technology
- ISBN: 9781133187820

Required Reading, Presentations, & Written Assignments:

Over the course of the year, the students will do the following ten projects in addition to their work as part of the Help Desk and User Support team. The projects will be done as a mix of individual assignments, group projects, or instructor lead in the lab.

Chapter	Topics	Chapter Readings	Field Work and Chapter Assignments
1	Introduction to Computer User Support	Chapter 1	Activity 1-1 Interview a technical support person by phone, email, or in person. Page 47 Activity 1-5 Page 38 Activity 1-6 Evaluate user support position description. Document your source; please include a link to the help-wanted ad or position description. Page 48 Activity 1-7 Page 49 Activity 1-8 Page 50
2	Customer Service Skills for User Support Agents	Chapter 2	Activity 2-9 Page 91 Case Projects 1, 3, 4 Pages 92-94
3	Writing for End Users	Chapter 3	Activity 3-7 Page 135 Activity 3-9 Page 136 Case Projects 6 Page 139
4	Skills for Troubleshooting Computer Problems	Chapter 4	Activity 4-8 Page 181 Case Project 1 Problem #1, 2, 5, 8, 10, 13, 15, 16 Pages 182-184
5	Common Support Problems	Chapter 5	Activity 5-11 Page 226 Case Projects 1 Page 227
6	Help Desk Operation	Chapter 6	Activity 6-3 Page 278-279 Activity 6-4 Page 279 Activity 6-6 Page 279
7	User Support Management	Chapter 7	Activity 7-7 Page 323 Activity 7-8 Page 323 Case Project #2 Page 325
8	Product Evaluation Strategies and Support Standards	Chapter 8	Activity 8-9 Page 363 Case Project 1 Pages 363-364
9	User Needs Assessment Projects	Chapter 9	Activity 9-7 Page 412 Case Project 4 Pages 415-417
10	Installing and Managing end-User Computers	Chapter 10	Activity 10-10 EPAs Web Site Page 474 Local Computer and Electronic Recycling Options Case Project 1 Page 476
	Field Work Report	If circumstances allow, CCS students will spend 3-15 hours at TC3 working alongside a Help Desk Support person/student answering calls and tickets from TC3 students, faculty, and SUNY ANGEL Online students.	

Evaluation/Grading System:

Help Desk and End User Support through online tickets and white board to do list: 50%
Participation, effort, attendance 30%
Projects 20%

Student evaluations, setup much like a performance review on a job, will be done bi-weekly. During each of the four, ten week marking periods, the student and teacher will jointly establish a minimum of one to a maximum of three performance goals. One goal must be performance based and added goals may encourage employee growth and development. When setting goals, the instructor will discuss with the student anticipated projected results and timeframes for completion.

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is very hindering to the student and other team members. Absences never excuse a student from work, and time missed is to be made up per the make-up policy. Most of what we do in class time is “hands-on” work – which means there is no substitute for being in class.

Academic Integrity: Students will adhere to the guidelines set forth in the Student Handbook as well as the District’s Acceptable Use Policy.

Make-Up Policy/Late Work: A day missed is to be made up during a study hall or after school. Three unexcused absences will result in the lowering of a letter grade. Being late to three class period will result in one absence. Days not made up are given a participation grade of zero.

Student Responsibilities:

1. To report to work on time and work hard the entire schedule
2. Informs appropriate individuals on progress of assignment
3. Results are consistently successful
4. Skill level is clearly at a computer technician level or higher
5. Deadlines are met
6. Respect is shown at all times to personnel and end users
7. Trustworthy with access given to the school’s network