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: Accounting Technology Program Awards: AAS Credits: 105 quarter credits to 75 semester credits HEGIS code: 5002 Program code: 09235
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

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

The semester conversion process was led by the Business Studies curriculum committee of five faculty (four teaching faculty and the department head) in collaboration with the entire Business Studies faculty. The Accounting Technology (AT) faculty has maintained the programs strengths and added three new course requirements to enhance the AT program.

- Personal Finance
- Applied Ethics for Business
- Open Elective

Improvement/revision of the following courses:

- Accounting I & II becomes Accounting 1
- Accounting III & IV becomes Accounting 2
- Cost I & Cost II becomes Accounting 3
- Applied Accounting Techniques and Employment Seminar becomes the Accounting Capstone course.

These courses were combined and enhanced to include more critical thinking, ethical reasoning, plus reading and writing throughout each course.

The rationale for all changes made to the Accounting Technology program came as a result of feedback from employers, recommendations from our academic advisory team, and department initiatives based on results of our AT Outcomes Assessment process and current trends in the profession.

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

The accounting profession is built on a foundation of accounting standards and a conceptual framework that prescribe the nature, concept, function, objectives and limitations of financial reporting. Our Accounting Technology program was developed with these standards and principles as our guide. As the reach of the business world has become more global and business practices more complex, we have taken the initiative to enhance our program to best prepare students to be ready to work in this complex, multinational environment. Our enhanced AT program, including the three (3) new program requirements that were added, are all well aligned with the five RIT essential outcomes.

Critical Thinking: Critical thinking is emphasized in most if not all of our associate-level coursework. This skill is important to both the technical expertise that is required in accounting and to the experiences students face in the final Capstone course and co-op work experience. Numerous project-based learning activities require students to analyze project requirements and criteria, define problems, gather appropriate supporting information and propose solutions from a business perspective. Assessments of project quality, accuracy and effectiveness are essential elements of the teaching and learning experience throughout the AT program.

Global Interconnectedness: The ability to understand and appreciate the similarities and differences between cultures and within the global society is emphasized in our general business discipline courses (NBUS). The sequence of courses introduces students to a broad overview of the form and structure of multinational organizations. It provides students with a basic knowledge of the history, organization and operation of business. In the field of marketing, students will focus on consumer behavior and its effect in the marketplace (domestically and internationally). Knowledge and sensitivity of cultural differences is critical to successful marketing of any product outside of the U.S. Emphasis will be placed on understanding the marketing mix and its impact on a company's ability to satisfy the customer's needs.

Ethical Reasoning: Applied Ethics for Business is a required course for all associate level business students. Ethical issues covered are those that face the business community today and will include evaluating problems concerning professional conduct, moral conflict and ethical behavior in the workplace. In addition, the entire accounting sequence of courses expands on the topic of ethics as it applies to the American Institute of Certified Public Accountants (AICPA) code of professional conduct. Accountants are responsible to their employers, clients and to society, as a whole, to uphold the highest ethical standards. This code of conduct is emphasized throughout the accounting sequence

Integrative Literacies: Though the associate-level curriculum in business and general education, all students are required to take courses in a variety of literacy areas, e.g. scientific, computational or digital, mathematical, communication, technical, and aesthetic. The associate-level student will develop the core knowledge, flexibility of thought, and responsiveness needed to participate as a member of society and the world.

Creative and Innovative Thinking: The ability to come up with a new idea, explore it, and develop it serves as a basis for creativity and innovation. Acknowledging the need to identify additional information, gather resources, evaluate them, utilize the appropriate information and properly communicate it is integral to creativity and innovative thinking in our marketing, management, and capstone projects.

The RIT Essential Program Outcomes are aligned to the appropriate outcomes in the AT Program as shown in the attached Program Level Outcomes Assessment Plan.

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 AT Program learning outcomes map to RIT's Academic Essential Program Outcomes as required for this semester conversion process. The AT Program has been providing educational opportunities in workforce readiness for communication skills, interpersonal skills, decision-making skills, creative and innovative thinking skills, and lifelong learning skills through its program offerings for a number of years.

The program will continue to enhance and add new learning opportunities throughout the AT course offerings. The proposed AT Program will now formally assess course work on global interconnectedness and ethical reasoning through additional course requirements. Financial and economic literacy will now be taught in a personal finance course in order to discuss and develop an understanding of the individual's role in our economy and the individual's impact on our society in general. There will be no impact on the capacity of current Business Studies faculty to deliver the revised program, admissions standards and the enrollment projections.

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: Accounting Technology (AT) Degree: 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	QCH	Course #	Course Title	SCH	Course Conversion Designation **SE, SR, N, D**	Additional comments on content distribution within semester courses
Year 1								
1	0804-111 0804-112	Keyboarding OAS Formatting	2 3	NAST-140	Essential Document Production	3	SR	NAST-140 replaces 0804-111 and 0804-112.
	0804-212	Payroll and Spreadsheet Applications	3	NAST-160	Spreadsheet Applications for Business	3	SE	NAST-160 includes materials in greater length.
	0804-211	Records Management & Business Calculations	3					NAST-220 includes aspects of 0804-211 as shown below in Year 2.
	0804-398	Personal Finance (Special Topics Course)	(3)	NACC-130	Personal Finance	3	N	NACC-130 includes materials in greater depth. Was elective now required.
	0804-110	Business English	3					NAST-210 includes aspects of 0804-110 as shown below in Year 2.
	0804-113	OAS Document Production I	4	NAST-150	Advanced Document Production	3	SR	NAST-150 replaces 0804-113 and 0804-221.
	0801-201 0801-202	Accounting I Accounting II	4 4	NACC-201	Accounting 1	3	SR	NACC-201 replaces 0801-201 and 0801-202.

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
	0804-101	Orientation to Business	3	NBUS-200	Orientation to Business	3	SE	NBUS-200 includes materials in greater depth or length.
	0887-200	Freshman Seminar	2	xxxx -xxx	First Year Seminar	3		
	0884-155	Mathematic Applications for Business	3					No longer requiring 0884-155 in AT program.
	05xx-xxx	Social Science/Humanities	4	xxxx -xxx	LAS Perspective 1	3		
	0884-xxx	Math (Level B or higher)	4	xxxx -xxx	LAS Elective	3		
	0502-227	Writing Seminar	4	xxxx -xxx	First Year Writing Intensive	3		
				xxxx-xxx	ASL/Deaf Studies	(3)		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.
	11xx-xxx	Wellness/Activity	0	xxxx-xxx	PE Activity	0		
Year 2								
	0806-101	Job Search	2	NAST-210	Essentials of Business Communication	3	SR	NAST-210 replaces 0804-110 and 0806-101.
	0804-221	OAS Document Production II	4					NAST-150 includes 0804-221 as shown above in Year 1.
	0804-302 0804-291	Advanced Applications for Word Processing Applied Business Techniques	(4) (2)	NAST-215	Integrated Document Production	3	SR	NAST-215 replaces 0804-302 and 0804-291.
	0804-304	Database Applications for Business	(4)	NAST-220	Database Applications for Business	3	SR	NAST-220 replaces 0804-211 and 0804-304.
	0801-203 0801-204	Accounting III Accounting IV	4 4	NACC-202	Accounting 2	3	SR	NACC-202 replaces 0801-203 and 0801-204.
	0801-252 0801-253	Cost Accounting I Cost Accounting II	4 4	NACC-203	Accounting 3	3	SR	NACC-203 replaces 0801-252 and 0801-253.
	0804-284	Fundamentals of Management	3	NBUS-217	Fundamentals of Management	3	SE	NBUS- 217 includes materials in greater depth or length.
	0804-305	Business Ethics (Elective)	(3)	NBUS-213	Applied Ethics for Business	3	SE	NBUS-213 includes materials in greater depth and length. New requirement to program.
	05xx-xxx	Social Science/Humanities	4	xxxx -xxx	LAS Perspective 2	3		
	05xx-xxx	Social Science/Humanities	4	xxxx -xxx	LAS Perspective 3	3		
	0885-xxx	Science Level B or higher	3	xxxx -xxx	LAS Perspective 4	3		
	088x-xxx	ASL/Deaf Studies	3					Shown above in Year 1.
	0882-242	Law and Society	3					Was NTID GE requirement.
	0880-294 0882-297	Capstone Seminar	3					W as NTID GE requirement.
	0801-299	Co-op: Accounting Technology	0	NACC-299	Co-op: Accounting/Business Technology	0	SE	One required co-op experience of 350 hours.

Year		QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation
Year 3								
	0801-260 0806-201	Applied Accounting Techniques Employment Seminar	2 1	NACC-204	Accounting Capstone	3	SR	NACC-204 replaces 0801-260 and 0806-201.
	0804-286	Fundamentals of Marketing	3	NBUS-223	Fundamentals of Marketing	3	SE	NBUS-223 includes materials in greater depth and length.
	0511-211	Principles of Microeconomics	4	COLA-ECON-101	Principles of Microeconomics	3		Remains a required service course for program. Counted as Technical Credit.
	05xx-xxx	Social Science/Humanities	4	xxxx -xxx	LAS Perspective 6	3		
				xxxx-xxx	Open Elective	3		New program requirement.
NA	0804-315	Prep for MS Word Cert	(1)	NAST-241	Prep for MS Word Cert	(1)	SE	Possible Technical Elective—not required.
	0804-316	Prep for MS PowerPoint Cert	(1)	NAST-242	Prep for MS PowerPoint Cert	(1)	SE	Possible Technical Elective—not required.
	0804-317	Prep for MS Excel Cert	(1)	NAST-243	Prep for MS Excel Cert	(1)	SE	Possible Technical Elective—not required.
	0804-318	Prep for MS Access Cert	(1)	NAST-244	Prep for MS Access Cert	(1)	SE	Possible Technical Elective—not required.
	0801-398	Special Topics	(1-3)	NACC-289	Special Topics	(1-3)	SE	
	0801-399	Independent Study	(1-3)	NACC-199	Independent Study	(1-3)	SE	
		Total Credits:	**105**		**Total Credits:**	**75**		

3. Program Level Outcomes Assessment Plan

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

☒	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*
☒	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.

Not 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](#). 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!

Option 1
Program Level Outcomes Assessment Plan

Program Name/College: Accounting Technology (AT)/NTID   College Contact for Program Assessment: Mary Lou Basile, 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
Please list program-level goals	Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.	Alignment to the five RIT essential outcomes - check all that apply ☒ 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.**	Assessment opportunity (course/experience) method/measures, assignment/rubric)	Standard, target, or achievement level (usually a %) Statement of student Success	Identify when and how data are collected, aggregated, and analyzed	Identify who is responsible and list key findings	Identify how results are used and shared. List any recommendations or action items
Develop a high degree of technical competence in order to gain entry-level employment in an accounting position.	Perform the functions of the accounting cycle for service, merchandising, and manufacturing businesses.	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☐ Global Interconnectedness ☐ Creative/Innovative Thinking	Student Learning Assessment Test administered in the Accounting Capstone course (NACC-204)	90% of students will earn an acceptable rating score averaging 70% or higher on Learning Assessment Test.	At the end of each semester when Accounting Capstone is offered.	Department Program Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
Develop core interpersonal business skills for teamwork.	Demonstrate appropriate interpersonal business skills and teamwork in a professional environment.	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☐ Global Interconnectedness ☐ Creative/Innovative Thinking	Interpersonal and team work review in Accounting Capstone course (NACC-204)	90% of students will earn an acceptable rating score averaging 80% or higher on interpersonal skills and teamwork rubric.	At the end of each semester when Accounting Capstone is offered.	Department Program Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
Acquire the knowledge and skills necessary to function in a global society.	Describe the interrelatedness of social, cultural and business factors that shape and impact the global business environment.	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☐ Creative/Innovative Thinking	Fundamentals of Marketing (NBUS-223)	70% of students will earn an average rating of 80% or better on the Marketing project rubric.	At the end of each semester when Marketing is offered.	Department Program Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.

Acquire entry into the workforce in an office setting in the AT field.	Gain entry-level employment	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	NTID Center on Employment (NCE) Placement Analysis Data	80% of graduates seeking employment will be employed in the AT field. 80% of students will receive a score of "3" or higher (5-point scale) on the Co-op Employer's Evaluation question #29 (students overall performance).	At the end of each semester when co-op experiences occurred. Minimum 80% of students sampled will be rated satisfactory or above.	NCE & Alumni Survey Personnel	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
			Alumni Survey	80% of alumni sampled will be satisfied with technical preparation for their first job in the AT field.	Survey of graduates		
Acquire independent learning skills necessary to participate in personal and professional growth.	Tech Skill 1: Demonstrate aptitude/ability to learn quickly and apply technical knowledge and Tech Skill 4: Demonstrate ability to transfer theory to employment situations.	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☐ Global Interconnectedness ☐ Creative/Innovative Thinking	Co-op Supervisor Evaluation of Student Job Performance on Tech Skill 1 & 4	80% of students will be rated at 3 or greater on Tech Skill 1 & 4.	At the end of each semester when co-op experiences occurred.	Department Co-op Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.

Table 1a: Undergraduate Program Schedule: Accounting Technology (AT)

- Indicate academic calendar type: _x__ Semester ___Quarter ___ Trimester ___Other (describe)

Term: Fall 1		Check course classification (s)			
Course Number & Title	**CR**	**LAS**	**Maj**	**New**	**Prerequisite(s)**
First Year Seminar	3	x			
LAS Perspective 1	3	x			
NAST-160 Spreadsheet Applications for Business	3		x		
NACC-130 Personal Finance	3		x	x	
NAST-140 Essential Document Production	3		x		
ASL/Deaf Cultural Studies*					
Term credit total:	**15**	**6**	**9**		

Term: Spring 1		(Check course classification (s)			
Course Number & Title	**CR**	**LAS**	**Maj**	**New**	**Prerequisite(s)**
First Year Writing Intensive	3	x			
LAS Elective NMTH 120 or higher	3	x			
NACC-201 Accounting 1	3		x		NAST-160
NBUS-200 Orientation to Business	3		x		
NAST-150 Advanced Document Production	3		x		NAST-140
Term credit total:	**15**	**6**	**9**		

Term: Fall 2		Check course classification (s)			
Course Number & Title	**CR**	**LAS**	**Maj**	**New**	**Prerequisite(s)**
LAS Perspective 2	3	x			
NAST-210 Essentials of Business Communication	3		x		
NACC-202 Accounting 2	3		x		NACC-201
NAST-215 Integrated Document Production	3		x		NAST-150
NAST-220 Database Applications for Business	3		x		
Term credit total:	**15**	**3**	**12**		

Term: Spring 2		(Check course classification (s)			
Course Number & Title	**CR**	**LAS**	**Maj**	**New**	**Prerequisite(s)**
LAS Perspective 3	3	x			
LAS Perspective 4	3	x			
NACC-203 Accounting 3	3		x		NACC-202
NBUS-217 Fundamentals of Management	3		x		NBUS-200
NBUS-213 Applied Ethics for Business	3		x	x	
NACC-299 Summer Coop	0		x		
Term credit total:	**15**	**6**	**9**		

Term: Fall 3		Check course classification (s)			
Course Number & Title	**CR**	**LAS**	**Maj**	**New**	**Prerequisite(s)**
LAS Perspective 6	3	x			
NACC-204 Accounting Capstone	3		x		NACC-203
NBUS-223 Fundamentals of Marketing	3		x		NBUS-200
COLA-ECON-101 Principles of Microeconomics	3		x		
Open Elective	3			x	
Term credit total:	**15**	**3**	**9**	**3**	

Term:		Check course classification (s)			
Course Number & Title	**CR**	**LAS**	**Maj**	**New**	**Prerequisite(s)**
Term credit total:					

Program Totals:	**Credits: 75**	**Liberal Arts & Sciences: 24**	**Major: 48**	**Elective & Other: 3**

*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.

TABLE 3

Use of Program Level Assessment Data to
Inform Calendar Conversion

Program Name/College: **Accounting Technology AAS**

Program Assessment Contact: **Mary Lou Basile, 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).
We have maintained the same program focus, goals, outcomes and assessment processes in the semester based program.	
Added the new course Personal Finance to further develop financial literacy and sound financial management of personal income as well as an understanding of the economic events that can impact financial well being and society as a whole.	Business Studies Advisory Group meetings held Fall 2008 and 2010, plus findings in professional journal articles.
Added the course, Applied Ethics for Business, to address issues related to common workplace ethical issues, professional conduct and moral conflict.	Verbal feedback from NCE advisors on failure to successfully complete business ethics items on pre-employment questionnaires. Piloted a special topics course to address this issue.
Added an Open Elective to provide flexibility in the final semester of the AT AAS program in preparation for the work place or transfer options.	Students have often opted to take a language course like Spanish or need another math course for transferability purposes or additional coursework in other areas of interest.
Changes to Instruction (pedagogy, strategies, etc.)	
There are no significant changes to instruction, other than the pace which will allow for more in-depth instruction of course material and more significant projects.	

Changes to Program Assessment Plan (outcomes, data sources, instruments, etc.)	
The general categories selected for our program assessment plan are still effective and informative. Minor adjustments have been made over the past five years as needed and mandated by RIT's Academic Profile.	See Outcomes Assessment Plans/Reports for AY2002 – AY2009.
Other Programmatic Changes/Comments	
There are no significant changes to the program assessment plan. We have developed a comprehensive assessment plan based on student feedback, co-op reports, and advisory board feedback.	The semester assessment plan was developed based on the excellent feedback we have acquired from our quarter assessment plan. In addition, we have become more transparent in our assessment of the criteria set forth by RIT's Academic Profile.

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
Mary Lou Basile	1/12/2011	1	Business Studies Chair
Mary Lou Basile	1/20/2011	2	Business Studies Chair
Mary Lou Basile	4/1/2011	3	Business Studies Chair