

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>
<b>Institution name and address</b>	<p><b>ROCHESTER INSTITUTE OF TECHNOLOGY</b></p> <p><b>1 Lomb Memorial Drive</b></p> <p><b>Rochester, New York 14623</b></p> <p><i>Additional information:</i></p> <ul style="list-style-type: none"> <li>▪ Specify campus where program is offered, if other than the main campus:</li> </ul>
<b>Identify the program you wish to change</b>	<p>Program title: Applied Liberal Arts (NALA)</p> <p>Awards: A.S.</p> <p>Credits: Convert 92 (Quarter) to 60 (Semester)</p> <p>HEGIS code: 5699</p> <p><u><a href="#">Program code:</a></u> 33077</p>
<b>Contact person for this proposal</b>	<p>Name and title: <b>Christine M. Licata, Senior Associate Provost</b></p> <p>Telephone: 585-475-2953 <span style="float: right;">Fax: 585-475-4460</span></p> <p>E-mail: <u><a href="mailto:cmlnbt@rit.edu">cmlnbt@rit.edu</a></u></p>

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

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# 1. RIT Program Conversion: Overview of Proposed Changes

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

## Program Revisions and Improvements

The NTID Applied Liberal Arts (NALA) program was approved in the academic year 2008-2009. NALA's original objective was to prepare NTID students to succeed in RIT's College of Liberal Arts (COLA) baccalaureate degree (BS) majors. By providing a rigorous and streamlined Associate of Science (AS) academic program rooted in English, math and general liberal arts requirements, and taught by NTID faculty in all Deaf course sections, the program envisioned that its graduates would transfer to COLA, pursuant to the NTID/COLA articulation agreement, with junior status and graduate with a BS in the disciplines of their choosing in a total of four years.

The original proposal documented the historic interest incoming NTID freshman had in liberal arts education as well as their historic inability to qualify for direct admission into the COLA BS majors. Confident in both the need and the mission, NALA welcomed its first class of six students in September 2009. These students were joined during the academic year by many internal transfer applicants. Eleven students will comprise the first NALA graduating class in May 2011.

In hindsight, the original proposal significantly underestimated the millennial generation's interest in liberal arts education. In the 15 months since NALA welcomed its first student, NALA's student body has swelled to nearly 50 and the program is now the largest AS degree program at NTID.

Despite its success in attracting and retaining students, NALA remains in its infancy. Therefore, the proposed semester conversion reflects the original vision, objectives, and curriculum set forth in the 2008-2009 proposal. The following explanations are offered regarding revisions to the math/science, professional, and immersion courses required in the NALA curriculum:

- The number of professional electives, those courses in the students' professional field of study, has been reduced from 5 to 4 courses. This reduction is necessary due to the reduction of the overall number of courses offered in four semesters compared with six quarters.
- The number of math/science courses has been reduced from 5 to 4 courses. This reduction is necessary due to the reduction of the overall number of courses offered in four semesters compared with six quarters. One of these courses, the semester equivalent (*Elementary Statistics*) for the current *Preparation for Statistics* course will be required; students will be advised to register for the three additional math/science courses required by their intended field of study at the BS level.
- The required professional electives are listed in Addendum A and incorporate the COLA BS core semester equivalent course requirements in each NALA student's intended field of study.
- The "Perspectives" courses are COLA courses that will be taught by NTID Department of Liberal Arts faculty in sections limited to NTID students.
- NALA students will be required to take *Themes in U.S History* in place of *Modern American History* and *Introduction to Visual Arts*, the semester equivalent to *Fine Arts, Visual Arts*. These changes are necessary due to the revisions made by COLA to the courses currently offered under the quarter system.

- The “Immersion” courses are “major” courses within the NALA curriculum, and upon graduation from NALA, these courses will satisfy the BS level requirement for the COLA Immersion courses. The NTID Department of Liberal Studies intends to expand the number of NTID only sections of courses meeting the Immersion requirements.

The NTID Department of Liberal Studies faculty reviewed and approved the conceptual draft of the semester conversion on January 28, 2011. The DLS faculty reviewed and unanimously approved this conversion proposal and Tables 1 and 2 at its department meeting on April 15, 2011. The College of Liberal Arts department chairpersons reviewed and approved the articulation agreement and list of professional electives.

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](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

#### Essential Program Outcomes

##### 1. Critical Thinking:

Critical thinking is the essence of a liberal arts education. Beginning with First Year Seminar and First Year Writing Seminar courses and continuing throughout each student’s subsequent Perspective, Immersion and Professional Elective coursework, each NALA student will develop critical thinking skills, hone analytical abilities, sharpen meta-cognition and polish evaluation techniques.

##### 2. Global Interconnectedness:

This degree requires completion of four Liberal Arts and Sciences Perspective courses and three Liberal Arts and Sciences Immersion courses as well as four professional electives in the student’s chosen area of discipline. Each course will emphasize the interconnectedness of individuals to individuals, individuals to society, society to government and country to country.

##### 3. Ethical Reasoning:

Interwoven into each Perspective, Immersion and Professional Elective course will be an examination of the ethical challenges and dilemmas faced by individuals, societies and governments.

##### 4. Integrative Literacies:

###### a. Scientific literacy

Within the Liberal Arts and Sciences Electives, required coursework will include four courses in Mathematics/ Science. One or more of these courses will meet the science requirements for each student’s chosen discipline of study. From this course, NALA students will acquire scientific literacy.

###### b. Computational or digital literacy

Courses may include experiences in the use and application of technology. Examples may include blended courses utilizing Mycourses or IdeaTools, online courses to web, WML research databases and/or statistical software. NALA students may take technology based courses, including multimedia and/or computer science foundation courses. Through these academic experiences, NALA students will gain basic literacy in computer based learning and analysis.

###### c. Mathematical literacy or numeracy

Within the Liberal Arts and Sciences Electives, required coursework will include four courses in

Mathematics/ Science. One or more of these courses will meet the math requirements for each student's chosen discipline of study. From these courses, NALA students will acquire mathematical literacy.

d. Communication literacy

If critical thinking is the heart of a liberal arts education, then communication is its soul. Each course in the NALA curricula requires students to read, research, analyze and then communicate their findings in independent and collaborative writing, individual and group presentations and multimedia programming.

e. Technical literacy

Throughout their coursework, NALA students will explore and analyze the cultural, social and global implications of technology. Students will use technology to assist them in researching and assessing data as well as in presenting their findings.

f. Aesthetic literacy

Inherent in the Perspectives and Immersion curricula are courses that provide students with the opportunity to develop an appreciation of various creative forms, including, art, theater, film and literature. Students will be encouraged to participate in study abroad opportunities and /or enroll in foreign language and culture courses.

**5. Creative and Innovative Thinking**

Throughout the AS degree program, students are engaged in creative and innovative thinking. Studying liberal arts is fundamentally a creative process requiring students to research, analyze, integrate and apply their knowledge to new and unfolding challenges.

**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 number of professional electives, those courses in the students' professional field of study, has been reduced from 5 to 4 courses, and the number of math/science courses has been reduced from 5 to 4 courses. This reduction is necessary due to the reduction of the overall number of courses offered in four semesters compared with six quarters.

One of these courses, the semester equivalent (*NMTH-250 Elementary Statistics*) of the current *Preparation for Statistics* course (0884-250) will be required; students will be advised to register for three additional math/science courses required by their intended field of study at the BS level.

The required professional electives are listed in Addendum A and incorporate the COLA BS core requirements in each NALA student's intended field of study.

**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:

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**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:

**H. Discontinuing a Program**

X	No discontinuance
	Proposed discontinuance

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

**I. Dual-Degree Program**

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

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

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

c) Courses that will be counted toward both awards:

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

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

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

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

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

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

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

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

## 2. Program Course Mask and Schedule

**Directions:**

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



**Table 2**

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

Name of Program: Applied Liberal Studies

Degree: AS

**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
1	0502-110	Written Communication I	4	---	-----	-	D	
	0887-200	Freshman Seminar	2	---	-----	-		
				xxxx-xxx	First Year Seminar	3	N	
	0880-xxx	NTID Humanities	3	-----	-----	-	D	
	0882-xxx	NTID Social Studies	3	-----	NTID LAS	3	-	
	0502-111	Written Communication II	4	ENGL-099	Basic Writing	3	SE	
	0502-227	Writing Seminar	4	xxxx-xxx	First Year Writing Seminar	3	SE	
	0514-210	Introduction to Psychology	4	PSYC-101	Introduction to Psychology (LAS –P4)	3	SE	
	0515-210	Foundations of Sociology	4	SOCI-102	Foundations of Sociology (LAS –P1)	3	SE	
	0507-301	Modern American History	4	-----	-----	-	D	
	-----	-----	-	HIST-102	Themes in US History (LAS –P3)	3	-	Required instead of 0507-301
		Math/Science	4	NMTH-xxx	NTID LAS (Math)	3	-	Credit counted toward major, not LAS
	Math/Science	4	NMTH-250	LAS-Elective (Elementary Statistics)	3	-		
	Math/Science	4	NSCI-xxx	LAS-P6 (NTID Science-	3			

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
					NSCI-250 or above)			
2	0504-319 0505-213	Arts of Expression Fine Arts/Visual Arts COLA Concentration (3) Math /Science (2)  Professional Elective (5)	4 4 12 8  20	----- FNRT-100 xxxx-xxx xxxx-xxx  xxxx-xxx	----- Intro to Visual Arts (LAS-P2) LAS-Immersion 1, 2, 3 LAS Elective (Two COS Science or Math) Professional Elective (4)	3 9 6  12	D SE - -  -	See attached addendum for professional elective courses.
		<b>Total</b>	<b>92</b>		<b>Total</b>	<b>60</b>		

### 3. Program Level Outcomes Assessment Plan

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

<input checked="" type="checkbox"/>	<p>a. Attach updated Program Level Outcomes Assessment Plan which should include how your program meets the RIT Essential Program Outcomes outlined in the RIT <a href="#">Academic Program Profile</a>.</p> <p>b. Program Assessment Plan should follow one of the formats found at: <a href="#">Program Level Outcomes Assessment Plan Blank Form Option 1</a> <a href="#">Program Level Outcomes Assessment Plan Blank Form Option 2</a> <a href="#">Program Level Outcomes Assessment Plan Blank Form Option 3</a></p>
<input checked="" type="checkbox"/>	<p>c. Complete information requested in <a href="#">Table 3</a> for Middle States. (See: <a href="#">Sample Completed Form</a> for guidance and other information.)</p>

### 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](#). 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!



# 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
Jennifer Gravitz	4/6/11	2	NALA Program Coordinator
Jennifer Gravitz	4/25/11	3	NALA Program Coordinator
Marianne Gustafson	5/10/11	4	Clerical Revisions
Marianne Gustafson	5/19/11	5	Clerical Revision to course number For Basic Writing



# 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
Jennifer Gravitz	4/25/11	2	NALA Program Coordinator
Marianne Gustafson	5/10/11	3	Clerical Revisions

TABLE 3

**Use of Program Level Assessment Data to Inform Calendar Conversion**

Program Name/College NTID APPLIED LIBERAL ARTS (NALA)  
 NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Program Assessment Contact Kathryn L. Schmitz, Ph.D., Chair, NTID Department of Liberal Studies

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.

<b>Changes to Curriculum (program focus, content, requirements, course inventory, etc.)</b>	<b>Data Source (2009-10) List data, measures, findings, etc. used to inform change(s).</b>
<p>NALA was approved in 2009 and admitted its first students in September, 2009. These students will graduate in May, 2011. Given that NALA remains in its programmatic infancy, no changes have been made in its program focus, contents, requirements or course inventory.</p>	<p>In May 2010, the inaugural NALA class completed a survey soliciting their evaluation of the program. The results were positive.</p>
<b>Changes to Instruction (pedagogy, strategies, etc.)</b>	
<p>No changes were made to instructional pedagogy or strategies.</p>	<p>In May 2010, the inaugural NALA class completed a survey soliciting their evaluation of the program. The results were positive</p>
<b>Changes to Program Assessment Plan (outcomes, data sources, instruments, etc.)</b>	
<p>No changes were made regarding outcomes or instruments. Appropriate semester courses were identified as data sources.</p>	
<b>Other Programmatic Changes/Comments</b>	
<p>N/A</p>	

**Option 3**

**Program Level Outcomes Assessment Plan**

Program Name/College\_NTID APPLIED LIBERAL ARTS PROGRAM College Contact for Program Assessment Jennifer L. Gravitz J.D.

Academic Program Profile	Program Goals	Student Learning Outcomes	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items
<p>RIT essential outcomes. Check all that apply.</p> <p>Double click on the check box and find the <b>Default Value</b> and click <b>Checked</b> to check the box. To uncheck the box, double click and then click <b>Not Checked</b>.</p>	<p>List all program-level goals.</p>	<p>Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.</p>	<p>Assessment opportunity (course/experience, method/measures, assignment/rubric)</p>	<p>Standard, target, or achievement level (usually a %) Statement of student Success</p>	<p>Identify when and how data are collected, aggregated, and analyzed</p>	<p>Identify who is responsible and list key findings</p>	<p>Identify how results are used and shared list any recommendations or action items</p>
<p><input checked="" type="checkbox"/> Critical Thinking</p> <p>X Ethical Reasoning</p> <p><input type="checkbox"/> Integrative Literacies</p> <p>X Global Interconnectedness</p> <p>X Creative/Innovative Thinking</p>	<p>Develop the ability to communicate in English.</p>	<p>Demonstrate competency in written English.</p>	<p>Basic Writing  First Year Writing Intensive</p>	<p>80% of students will earn a grade of "C" or better in  Basic Writing and First Year Writing Intensive courses</p>	<p>Data will be collected annually by the program coordinator who will aggregate and analyze the data with the department chair</p>	<p>Program Director and Program Coordinator</p>	<p>Data will be shared with:  Faculty and used to inform changes in instructional strategies and/or curriculum.  NTID annual Assessment summary.  NTID Annual Report,  RIT reports as requested.</p>



<p>X Critical Thinking</p> <p>X Ethical Reasoning</p> <p>X Integrative Literacies</p> <p>X Global Interconnectedness</p> <p>X Creative/Innovative Thinking</p>	<p>Develop critical thinking and ethical reasoning required to meet the requirements of both the AS program and enrollment in the BS degree.</p>	<p>Demonstrate competency in each of the general education perspectives courses.</p>	<p>LAS Perspectives</p> <p>P1-4, 6</p>	<p>80% of students will earn a grade of "C" or better in</p> <p>LAS Perspectives</p> <p>1-4, 6</p>	<p>Data will be collected annually by the program coordinator who will aggregate and analyze the data with the department chair</p>	<p>Program Director and Program Coordinator</p>	<p>Data will be shared with:</p> <p>Faculty and used to inform changes in instructional strategies and/or curriculum.</p> <p>NTID annual Assessment summary.</p> <p>NTID Annual Report,</p> <p>RIT reports as requested.</p>
<p>X Critical Thinking</p> <p><input type="checkbox"/> Ethical Reasoning</p> <p>X Integrative Literacies</p> <p><input type="checkbox"/> Global Interconnectedness</p> <p><input type="checkbox"/> Creative/Innovative Thinking</p>	<p>Develop mathematical and scientific abilities to meet the requirements of both the AS program and enrollment in the BS degree.</p>	<p>Demonstrate competency in the general education mathematics and science perspective and elective courses.</p>	<p>LAS Perspectives</p> <p>P6 and Mathematics/Science electives</p>	<p>80% of students will earn a grade of "C" or better in</p> <p>LAS Perspectives</p> <p>1-6</p>	<p>Data will be collected annually by the program coordinator who will aggregate and analyze the data with the department chair</p>	<p>Program Director and Program Coordinator</p>	<p>Data will be shared with:</p> <p>Faculty and used to inform changes in instructional strategies and/or curriculum.</p> <p>NTID annual Assessment summary.</p> <p>NTID Annual Report,</p> <p>RIT reports as requested.</p>
<p>X Critical Thinking</p> <p>X Ethical Reasoning</p>	<p>Develop knowledge and skills relevant to the</p>	<p>Demonstrate competency in the professional</p>	<p>Professional Elective courses in each student's field of study.</p>	<p>80% of students will earn a grade of "C" or better in the Professional</p>	<p>Data will be collected annually by the program coordinator who will aggregate</p>	<p>Program Director and Program Coordinator</p>	<p>Data will be shared with:</p> <p>Faculty and used to</p>

<p>X Integrative Literacies</p> <p>X Global Interconnectedness</p> <p>X Creative/Innovative Thinking</p>	intended BS field of study.	elective courses.		Elective courses in each student's field of study	and analyze the data with the department chair		<p>inform changes in instructional strategies and/or curriculum.</p> <p>NTID annual Assessment summary.</p> <p>NTID Annual Report,</p> <p>RIT reports as requested.</p>
<p>X Critical Thinking</p> <p>X Ethical Reasoning</p> <p>X Integrative Literacies</p> <p>X Global Interconnectedness</p> <p>X Creative/Innovative Thinking</p>	Acceptance into the COLA major, or equivalent, in the student's field of study.	Apply and be granted acceptance in COLA, or its equivalent, in the intended field of study.	Application and acceptance data.	80% of students will apply and be accepted to the RIT COLA, or the equivalent, for continued study at the baccalaureate level.	Data will be collected annually by the program coordinator who will aggregate and analyze the data with the department chair	Program Director and Program Coordinator	<p>Data will be shared with:</p> <p>Faculty and used to inform changes in instructional strategies and/or curriculum.</p> <p>NTID annual Assessment summary.</p> <p>NTID Annual Report,</p> <p>RIT reports as requested.</p>
<p>X Critical Thinking</p> <p><input type="checkbox"/> Ethical Reasoning</p> <p><input type="checkbox"/> Integrative Literacies</p> <p><input type="checkbox"/> Global Interconnectedness</p>	Develop a program with which students are satisfied.	Indicate satisfaction at time of graduation and post graduation.	<p>Graduating AS Student Survey.</p> <p>Senior BS student survey.</p>	80% of students will indicate overall satisfaction with the program upon graduation and while studying at the baccalaureate	Data will be collected annually by the program coordinator who will aggregate and analyze the data with the department chair for satisfaction	Program Director and Program Coordinator	<p>Data will be shared with:</p> <p>Faculty and used to inform changes in instructional strategies and/or</p>

<input type="checkbox"/> Creative/Innovative  Thinking				level.	at graduation.  Data will be collected every three years starting AY 2014-15 by the program coordinator who will aggregate and analyze the data with the department chair for satisfaction post graduation.		curriculum.  NTID annual Assessment summary.  NTID Annual Report,  RIT reports as requested.
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**TRANSFER AGREEMENT**

**BY AND BETWEEN**

**THE COLLEGE OF LIBERAL ARTS  
ROCHESTER INSTITUTE OF TECHNOLOGY  
AND**

**THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF  
DEPARTMENT OF LIBERAL STUDIES**

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The purpose of this Transfer Agreement is to:

- Attract qualified students to RIT's College of Liberal Arts.
- Facilitate the transition of qualified transfer students from NTID's Department of Liberal Studies to RIT's College of Liberal Arts.
- Encourage academic cooperation and exchange of information between NTID and RIT's College of Liberal Arts.

RIT's College of Liberal Arts agrees to accept those qualified students who have successfully completed the Associate of Science (A. S.) Degree in Applied Liberal Arts from the NTID Department of Liberal Studies. Qualified students should demonstrate academic success, have earned a cumulative grade point average of 2.5 or above, and be a student in good standing at NTID.

Transfer credit will be awarded for all courses completed with a grade of C or better.

A review of this Transfer Agreement may be initiated by either college in the case of significant curriculum changes, but no less than every five (5) years.

This Transfer Agreement shall take effect on August 1, 2013.

\_\_\_\_\_  
James J. Winebrake  
Dean  
College of Liberal Arts

\_\_\_\_\_  
Gerard J. Buckley, President  
RIT Vice President and Dean  
National Technical Institute for the Deaf

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

**NOTE: For signatures, see original documents signed:  
5/5/11 by J. Winebrake and 5/10/11 by G. Buckley**

**AS DEGREE IN APPLIED LIBERAL ARTS**

**TRANSFER OF COURSES TO CLA**

**COURSES IN AS DEGREE**

**COURSES ACCEPTED IN CLA**

<b>Course Number</b>	<b>Course Title</b>	<b># Credits</b>		<b>Course Number</b>	<b>Course Title</b>	<b># Credits</b>
ENGL-099	Basic Writing	3		ENGL-xxx	CLA LAS Elective	3
xxxx-xxx	NTID LAS	3			N/A	0
NSCI-250 (or above)	LAS-P6	3		NSCI-250 (or above)	LAS-P6	3
NMTH-xxx	NTID LAS (NTID Math)	3			N/A	0
NMTH-250	LAS- Elective (Elementary Statistics)	3		NMTH-250	LAS- Elective (Elementary Statistics)	3
xxxx-xxx	LAS-Elective (COS Math or Science)** (2)	6		xxxx-xxx	LAS-Elective (COS Math or Science)** (2)	6
xxxx-xxx	First Year Seminar	3		xxxx-xxx	First Year Seminar	3
ENGL-150	Writing Seminar	3		ENGL-150	Writing Seminar	3
PSYC-101	LAS-P 4 Introduction to Psychology	3		PSYC-101	LAS-P 4 Introduction to Psychology	3
SOCI-102	LAS-P1 Foundations of Sociology	3		SOCI-102	LAS-P1 Foundations of Sociology	3
HIST-102	LAS-P3 Themes in US History	3		HIST-102	LAS-P3 Themes in US History	3
FNRT-100	LAS-P2 Introduction to Visual Arts	3		FNRT-100	LAS-P2 Introduction to Visual Arts	3
xxxx-xxx	CLA Professional Electives* (4)	12		xxxx-xxx	CLA Professional Electives* (4)	12
xxxx-xxx	CLA Immersion (3)	9		xxxx-xxx	CLA Immersion (3)	9
	Wellness courses (2)	0			Wellness courses (2)	0
	Total Credits	60			Total Transfer Credits	54
					Percent of Credit Transferred	90%

\*CLA Professional courses-denotes a series of courses required for each CLA discipline area (e.g. Criminal Justice, Professional Technical Communication, Advertising and Public Relations, Psychology and Urban and Community Studies). Each discipline has designated courses to maximize students' preparation for study in CLA as well as to maximize the total number credits into CLA.

\*\*Mathematics and Science General Education courses-denotes a series of courses required for each CLA discipline area (e.g. Criminal Justice, Professional Technical Communication, Advertising and Public Relations, Psychology and Urban and Community Studies) and is designed to maximize the total number credits transferred into CLA.

It should be noted that one (1) NTID Mathematics and one (1) Science course at the -250 level or above may transfer to CLA pursuant to the 2002 Memorandum of Agreement. (Semester courses at the -250 level and above are equivalent to the D-level quarter-based courses.)

## ADDENDUM A

### NALA PROFESSIONAL ELECTIVES

#### **Advertising & Public Relations**

COMM-122 Public Relations  
COMM-121 Principles of Advertising  
COMM-201 Public Speaking  
COMM-223 Digital Design in Communication

#### **Criminal Justice**

CRIM-110 Introduction to Criminal Justice  
CRIM-210 Technology in Criminal Justice  
CRIM-220 Corrections  
CRIM-240 Law Enforcement in Society

#### **International and Global Studies**

INGS 101 Global Studies  
ANTH-210 Culture and Globalization  
POLS-330 Human Rights in Global Perspective  
ECON-449 Comparative Economic Systems

#### **Journalism**

COMM-161 Introduction to Journalism  
COMM-162 Reporting and Writing I  
COMM-163 Reporting and Writing II  
COMM-261 History of Journalism

#### **Museum Studies**

MUSE-222 Panel Painting  
MUSE 223 Historic Photographic Processes  
MUSE-224 History & Theory of Exhibitions  
HIST -325 Museums and History

#### **Philosophy**

PHIL-101 Introduction to Philosophy  
PHIL-201 Ancient Philosophy  
PHIL-202 Foundations of Moral Philosophy  
PHIL-203 Modern Philosophy

#### **Political Science**

POLS 110 American Politics  
POLS-120 Introduction to International Relations  
POLS-250 State and Local Politics  
POLS-295 Cyberpolitics

**Professional Technical Communication**

COMM-101 Human Communication  
COMM-201 Public Speaking  
COMM-202 Mass Communication  
COMM-223 Digital Design in Communication

**Psychology**

PSYC-101 Introduction to Psychology  
PSYC-221 Abnormal Psychology  
PSYC-232 Developmental Psychology  
PSYC-235 Learning and Behavior

**Public Policy**

PUBL-101 Foundations of Public Policy  
PUBL-201 Values and Public Policy  
STSO-201 Science and Technology Policy  
PUBL-210 Introduction to Qualitative Policy Analysis

**Sociology and Anthropology**

SOCI-101/ANTH-101 Discovery of Sociology and Anthropology  
SOCI-103 Urban Experience  
ANTH-103 Archeology and the Human Past  
SOCI-301/ANTH-301 Social and Cultural Theory