

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: Business</p> <p>Awards: Associate of Science (A.S.)</p> <p>Credits: 93 quarter credits to 63 semester credits</p> <p>HEGIS code: 5001</p> <p>Program code: 27371</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: cmlnbt@rit.edu</p>

<p>CEO (or designee) approval</p> <p><i>Signature affirms the institution's commitment to support the program as revised.</i></p>	<p>Name and title: Jeremy Haefner, Provost and Sr. Vice President for Academic Affairs</p> <p>Signature and date:</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>

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 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 and members of the College of Business. The A.S. Business faculty has maintained the programs strengths and added three new program requirements to enhance the Business program.

The calendar conversion process has provided an opportunity for the A.S. Business Program to more closely align its course offerings with RIT's Saunders College of Business (SBC) BS course offering and supports the articulation agreement between NTID and SCB. As a result we added three new courses and revised and enhanced a number of current AS Business courses in the curriculum. The following courses were improved/revised in the conversion to semesters:

- Financial Accounting I and II becomes *Financial Accounting*
- Managerial Accounting I and II becomes *Managerial Accounting*
- Fundamentals of Marketing becomes *Principles of Marketing*
- Orientation to Business and Fundamentals of Management becomes *World of Business and Innovation*

Three new courses added to the program:

- Introduction to Entrepreneurship (NBUS-225)
- Organizational Behavior (SCB-MGMT 215)
- Globalization (SCB-INTB-225)

In addition, program electives were added as part of the requirements changes from the SCB related to entry level math requirements have dictated a change in our A.S. program which now requires students to start their math sequence at COS-STAT-145, Introduction to Statistics.

The rationale for all of the changes made to the A.S. Business program was driven by our faculty, from feedback collected from our academic advisory group and in response to the changes made to the core courses that make up the curriculum in the Saunders College of Business.

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

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.

Critical Thinking: Critical thinking is emphasized in most if not all of our associate-level coursework. This skill is critical to both the technical expertise that is required in accounting and to the experiences students face in developing a business plan. 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 A.S. Business program.

Global Interconnectedness: The ability to understand and appreciate the similarities and differences between cultures and within the global society is emphasized throughout the curriculum and most directly in the World of Business and Innovation and Globalization courses. Students are introduced to a broad overview of the form and structure of U.S. and multinational organizations. Principles of Marketing further expands the focus as it is applied to 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 United States.

Ethical Reasoning: Business ethics is infused throughout the business core of courses. 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 accounting sequence of courses expands on the topic of ethics as it applies to the American Institute of Certified Public Accountants code of professional conduct. Accountants are responsible to their employers, clients and to society, as a whole, to uphold the highest ethical standards.

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. math, science, social science, humanities, and other discipline-based program knowledge, functions and communication.

Creative and Innovative Thinking: The ability to come up with a new idea, then explore 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, World of Business and Innovation, Intro to Entrepreneurship and Organizational Behavior courses.

The RIT Essential Program Outcomes are aligned to the appropriate outcomes in the AS Business 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.

Newly developed curriculum from the Saunders College of Business has been the major guiding force behind the addition of all new courses to the A.S. Business program. These new courses more accurately align with the offerings in the SCB, which supports the articulation agreement between NTID and the SBC. Today, in order to be successful, multiple forms of literacy must be addressed in preparation for fulltime employment and career development as identified by RIT's Academic Profile and other professional journals and organizations.

The proposed changes will have no impact on the capacity of the current faculty in the Business Studies Department to deliver the revised program. In addition, there will be no changes to the admission standards (ACT 18-21 and SAT 1290-1470) and expected impact on 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: Business

Degree: Associate of Science

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								
	0804-101 0804-284	Orientation to Business Fundamentals of Management	3 3	NBUS-211	World of Business and Innovation	3	SR	NBUS-211 replaces 0804-101 and 0804-284
	0801-211 0801-212	Financial Accounting I Financial Accounting II	4 4	NACC-205	Financial Accounting	3	SR	NACC-205 replaces 0801-211 and 0801-212
				NBUS-225	Introduction to Entrepreneurship	3	N	New requirement to Business Program
	0502-227	Writing Seminar	4		First Year Writing Seminar	3	SE	
					LAS Perspective 2	3		Social Science previously listed in year 2, LAS course moved to year 1.
	0885-250	NTID Level D Science	4	NSCI-250 or above	LAS Perspective 6	4	SE	
	0884-210	Applications of Algebra	(4)					No longer required in Business Program
	0884-260	Explorations of College Algebra	(4)					No longer required in Business Program

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
	1016-225	Algebra for Management Science	4	COS-STAT-145	LAS Elective Introduction to Statistics 1	3	N	New program requirement, replaces 1016-225
				COS-STAT-146	LAS Elective Introduction to Statistics 2	4		New program requirement
	05xx-xxx	Social Science	4	COLA-xxx	LAS Perspective 1	3	SE	
	0887-200	Freshman Seminar	2	xxxx-xxx	First Year Foundation	3	SE	
2								
	0801-221 0801-222	Managerial Accounting I Managerial Accounting II	4 4	NACC-206	Managerial Accounting	3	SR	NACC-206 replaces 0801-221 and 0801-222
	0535-352	Professional Communication for Business	4	COLA-COMM-253	Communication	3	SE	
	0511-211	Principles of Microeconomics	4	COLA-ECON-101	Principles of Microeconomics	3	SE	
	0511-212	Principles of Macroeconomics	4	COLA-ECON-201	Principles of Macroeconomics	3	SE	
	0804-286	Fundamentals of Marketing	3					Replaced by NBUS-227
				NBUS-227	Principles of Marketing	3	N	NBUS-227 includes materials in greater depth and length
	0112-270	Business Software Applications	2	SCB-MGIS-101	Computer Based Analysis	1	SE	
	1016-226	Calculus for Management Science	4	COS-MATH-161	LAS Elective Applied Calculus	4	SE	
				SCB-MGMT-215	Organizational Behavior	3	N	New requirement to Business Program
				SCB-INTB-225	Globalization	3	N	New requirement to Business Program
	05xx-xxx	Humanities	4		LAS-Perspective 3	3		
	05xx-xxx	Humanities	4		LAS-Perspective 4	3		

Year	QUARTER: Current Program Courses		SEMESTER: Converted Program Courses			Course Conversion Designation	
		Wellness education	0		Wellness Education	0	SE
	0504-319	Arts of Expression	4				No longer required in Business Program
	0112-315	Business Information Systems Processes	4				No longer required in Business Program
	10xx-xxx	COS Lab Science	4				No longer required in Business Program
	05xx-xxx	Social Science	4				LAS requirement moved to year 1
		Total	93		Total	63	

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

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!



Table 1a: Undergraduate Program Schedule: A.S. Business Program

- 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)				
First Year Foundation	3	x							
SCB-MGIS-101 Computer Based Analysis	1		x						
LAS-P6 NSCI-250 or higher: Level D Science	3	x							
LAS Elective: COS-STAT-145 Introduction to Statistics I	3	x			COS-MATH-101 or equivalent				
NBUS-211 World of Business and Innovation	3		x						
LAS-P1	3	x							
Term credit total:	16								
Term: Fall 2		Check course classification (s)							
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)				
NACC-206 Managerial Accounting	3		x		NACC-205				
COLA-COMM-253 Communication	3		x						
COLA -ECON- 101 Principles of Microeconomics	3		x						
LAS-P3	3	x							
SCB-INTB-225 Globalization	3		x	x					
Term credit total:	15								
Term: Spring 1		(Check course classification (s))							
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)				
First Year Writing Seminar	3	x							
NACC 205 Financial Accounting	3		x						
LAS Elective: COS-STAT-146 Introduction to Statistics II	4	x			COS-STAT-145				
NBUS-225 Introduction to Entrepreneurship	3		x	x	NBUS-211				
LAS-P2	3	x							
Term credit total:	16								
Term: Spring 2		(Check course classification (s))							
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)				
LAS Elective: COS-MATH-161 Applied Calculus	4	x			COS-MATH-101 or placement score of 55 or above				
NBUS-227 Principles of Marketing	3		x	x	NBUS-225				
SCB-MGMT 215 Organizational Behavior	3		x	x					
COLA-ECON-201 Principles of Macroeconomics	3		x		COLA-ECON-101				
LAS-P4	3	x							
Term credit total:	16								
Program Totals:		Credits: 63		Liberal Arts & Sciences: 32		Major: 31		Elective & Other:	

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

Option 1
Program Level Outcomes Assessment Plan

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 <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 .	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 to support the continued academic requirements that will be faced at the baccalaureate level.	Perform the functions of the accounting cycle for service, merchandising, and manufacturing businesses.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	Student Learning Assessment Test administered in Managerial Accounting course (NACC-206)	90% of students will earn an acceptable rating score averaging 70% or higher on Learning Assessment Test.	At the end of fall semester when Managerial Accounting 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.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	Interpersonal and team work review in World of Business and Innovation (NBUS-211) and Intro to Entrepreneurship (NBUS-225)	90% of students will earn an acceptable rating score averaging 80% or higher on interpersonal skills and teamwork rubric.	At the end of spring semester when Intro to Entrepreneurship 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 access business practices and environments represented by	Describe the interrelatedness of social, cultural and business factors that shape and impact the global business environment.	<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 type="checkbox"/> Creative/Innovative Thinking	World of Business and Innovation (NBUS-211) and Globalization (SBC-INTB-225)	80% of students will meet or exceed overall satisfactory score on work assessed.	At the end of each semester when Globalization is offered.	Department Program Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.

cultural differences and the global diversity.							
Develop an innovative approach to a business problem or new business opportunity.	Identify and apply creative methods for idea generation and create a business plan outline for a new product/service.	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	Introduction to Entrepreneurship (NBUS-225) and World of Business and Innovation (NBUS-211)	80% of students will meet or exceed overall satisfactory score on work assessed.	Assessed every two years.	Department Program Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
Students completing their AS degree will be accepted into Saunders College of Business Program.	Students will successfully complete all program requirements with a GPA of 2.5 or above.	<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	Change of Program Form	90% of students applying for transfer to B.S. level programs will be accepted.	Upon completion of the A.S. Business program	Department Program Coordinator Graduation statistics	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.

TABLE 3

Use of Program Level Assessment Data to Inform Calendar Conversion

Program Name/College: **Business, A.S.**

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.	
We have added the new course World of Business and Innovation (NBUS-211) to prepare students for innovation and integration experiences required in all baccalaureate majors at the Saunders College of Business and at other colleges offering baccalaureate majors in Business.	Newly developed curriculum from the Saunders College of Business has been the major guiding force behind the addition of all new courses to the A.S. Business program. These new courses more accurately align with the offerings in the SCB, which supports the articulation agreement between NTID and the SBC. Today in order to be successful, multiple forms of literacy must be addressed in preparation for fulltime employment and career development as identified by RIT's Academic Profile and other professional journals and organizations.
We have added the new course Introduction to Entrepreneurship (NBUS-225) to further expose students to innovation strategies in product and new business development and to support that work with an outline of a Business Plan.	See above justification.
We have added the new course Globalization (SCB-INTB-225) to emphasize the knowledge of cultural differences between the U.S. and	See above justification.

other nations' political, economic, legal and regulatory environments.	
We have added the new course Organizational Behavior (SBC-MGMT-215) to further develop students' ability to work in a team in a variety of business settings.	See above justification.
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	
No significant changes to the program assessment plan. We have developed a comprehensive assessment plan based on Faculty input, student and advisory board feedback. The final measure of successful completion of the program is reflected in the student's successful transfer to the Saunders College of Business.	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.

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.

Responsible	Date	Version	Short description
Chris Licata	6/15/2010	1	Document originator
Mary Lou Basile	3/10/2011	1	Business Studies Chair
Mary Lou Basile	4/13/2011	2	Business Studies Chair
Mary Lou Basile	4/22/2011	3	Business Studies Chair

National Technical Institute for the Deaf
Business Studies Department
Lyndon Baines Johnson Building
52 Lomb Memorial Drive
Rochester, NY 14623-5604
585-475-6606 (V/TTY)
Fax 585-475-7900

E. Philip Saunders College of Business

Transfer Agreement with the National Technical Institute for the Deaf

The purpose of this Transfer Agreement is to:

- Attract qualified students to the A.S. Business program who want to pursue a bachelor's degree in one of the 7 majors offered in the E. Philip Saunders College of Business.
- Facilitate the transition of qualified transfer students from the National Technical Institute for the Deaf to the E. Philip Saunders College of Business.

Terms

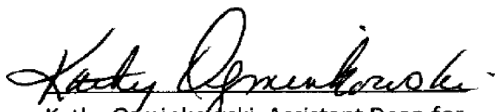
- The E. Philip Saunders College of Business agrees to accept those qualified students who have successfully completed their associate degree program.

Qualified students will:

1. have earned a cumulative grade point average of 2.50 or above on a 4.00 scale.
 2. be a student in good standing at the National Technical Institute for the Deaf.
- Transfer credit will be considered for all courses completed with a grade of "C" or better.
 - A review of this Transfer Agreement can be requested by either college in case of significant curriculum changes but no less than every two years.

APPROVED FOR :

E. PHILIP SAUNDERS COLLEGE OF BUSINESS



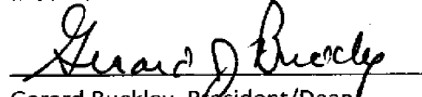
Kathy Ozminkowski, Assistant Dean for
Student Services

E. Philip Saunders College of Business

Date: 3/10/11

APPROVED FOR:

NATIONAL TECHNICAL
INSTITUTE FOR THE DEAF



Gerard Buckley, President/Dean
National Technical Institute for the Deaf

Date: 3/16/11

ARTICLUATION AGREEMENT: SEMESTER CONVERSION

**NATIONAL TECHNICAL INSTITUTE FOR THE DEAF AND THE
E. PHILIP SUANDERS COLLEGE OF BUSINSS AT RIT
A.S. DEGREE BUSINESS/ B.S. DEGREE: BUSINESS ADMINSTRATION**

<u>NTID COURSE</u>	<u>CREDITS</u>	<u>RIT COURSE</u>	<u>CREDITS</u>
LASP6 – NSCI-250 or higher (Science)	3	COS Lab Science	3
NBUS-211 World of Business and Innovation	3	SCB-MGMT-150 World of Business	3
SCB-MGIS-101 Computer Based Analysis	1	SCB-MGIS-101 Computer Based Analysis	1
First Year Foundation	3	First Year Foundation	3
First Year Writing Seminar	3	First Year Writing Seminar	3
LAS-Perspective 1	3	LAS-Perspective 1	3
NACC-205 Financial Accounting	3	SCB-ACCT-101 Financial Accounting	3
COS-STAT-145 Intro. to Stats I	3	COS-STAT-145 Intro. to Stats I	3
COS-STAT-146 Intro. to Stats II	4	COS-STAT-146 Intro. to Stats II	4
COS-MATH-161 Applied Calculus	4	COS-MATH-161-Applied Calculus	4
NBUS-225 Introduction to Entrepreneurship	3	Free Elective	3
LAS-Perspective 2	3	LAS-Perspective 2	3
NACC-206 Managerial Accounting	3	SCB-ACCT-210 Management Accounting	3
COLA-COMM-252 Professional Communication for Business	3	COLA-COMM-252 Professional Communication for Business	3
COLA-ECON-101 Principles of Microeconomics	3	COLA-ECON-101 Principles of Microeconomics	3

COLA-ECON-102 Principles of Macroeconomics	3	COLA-ECON-102 Principles of Macroeconomics	3
NBUS-227 Principles of Marketing	3	SBC-MKTG-230 Principles of Marketing	3
SCB-MGMT-215 Organizational Behavior	3	SCB-MGMT-215 Organizational Behavior	3
SCB-INTB-225 Globalization	3	SCB-INTB-225 Globalization	3
LAS-Perspective 3	3	LAS-Perspective 3	3
LAS-Perspective 4	3	LAS-Perspective 4	3