

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 Technology Program</p> <p>Award (e.g., B.A., M.S.): AOS</p> <p>Credits: 104 quarter credits to 73 semester credits for Accounting Technology (AT) concentration.</p> <p>107 quarter credits to 73 semester credits for Administrative Support Technology (AST) concentration.</p> <p>HEGIS code:5004</p> <p>Program code: 88165</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>

	E-mail: cmlnbt@rit.edu
CEO (or designee) approval <i>Signature affirms the institution's commitment to support the program as revised.</i>	Name and title: Jeremy Haefner, Provost and Sr. Vice President for Academic Affairs Signature and date:
	<p style="background-color: black; color: white; padding: 5px;">If the program will be registered jointly¹ with another institution, provide the following information:</p> Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

Program Conversion Documentation

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

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

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

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

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

Documentation submission:

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

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

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

1. RIT Program Conversion: Overview of Proposed Changes

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

Program Improvements

The 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 Business Studies faculty has maintained the Business Technology (BT) program strengths and added three new program requirements to enhance the Administrative Support Technology (AST) and the Accounting Technology (AT) concentrations.

The rationale for all changes made to the BT program came as a result of feedback from employers, recommendations from our academic advisory team, and department initiatives based on results of our AST/AT Outcomes Assessment process and current trends in the profession. The calendar conversion process has provided the opportunity for the following improvements:

- Addition of new program requirements:
 - Personal Finance course (previous special topics course and now required) to 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;
 - Applied Ethics for Business (previous elective and now required) was created based on feedback from potential employers and addresses ethical issues facing the business community;
 - Open Elective to allow flexibility in the final semester of the BT AOS program in both concentrations.

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

Academic Program Profile

Today in order to be successful on the job, multiple forms of literacy must be addressed in preparation for fulltime employment and future career development. The National Business Education Association (NBEA) is one organization that sets standards for business education programs. The literacies that have been established by the NBEA are technical, information, social and emotional, communication, financial and economic, entrepreneurial, and cultural and global. These literacies have been integrated into our business curriculum and complement the RIT Academic Program Profile.

In addition life-long learning continues to be infused into our Business Technology (BT), AOS associate-level program. Emphasis is placed on reading technical materials for concept development; skill sets development and performance; plus transferability of knowledge and function to new situations. This approach prepares Business students to adapt to changing technology throughout their careers and in recognizing new career opportunities. Developing successful work habits and attitudes is stressed in all courses and reinforced in the co-operative work experience.

Critical Thinking: Critical thinking is emphasized in most if not all of our associate- level coursework. This

skill is critical to both technical expertise and to integrated experiences in the capstone course (both AST and AT concentrations) and the co-op work experience. Numerous project-based learning activities require students to analyze project requirements and criteria, define problems, and propose solutions from a business perspective. Assessments of project quality, financial accuracy and effectiveness are essential elements of the teaching and learning process throughout the Business Technology program concentrations.

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). Emphasis will be placed on understanding the marketing mix and its impact on the external market environment.

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. Various ethical related issues are covered in discipline-based courses within the program. Students selecting the Accounting Technology (AT) concentration will expand on the topic of ethics to include the American Institute of Certified Public Accountants (AICPA) code of professional conduct. Accountants are responsible to their employers, clients and society as a whole, to uphold the highest ethical standards. This code of conduct is emphasized throughout the accounting course 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 communicating it is integral to creativity and innovative thinking in our Business Graphics course projects, Desktop Publishing course projects and e-Portfolio production.

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

NYSED

Program Goals, Objectives, Focus and/or Design

Have there been changes to the goals, objectives, focus and /or design of the program?

	No changes
x	Slight-moderate changes
	Substantive changes (e.g., substantial change in the focus and design of the program; change of 1/3 or more in program outcomes/objectives and accompanying content of the program).

Explain any proposed changes, the rationale for these changes, the impact of changes on the capacity of current faculty to deliver the revised program, impact, if any, on current admissions standards and the expected impact on enrollment projections. Enrollment Projection changes should be provided by EMCS, as appropriate.

The Business Technology Program learning outcomes map to RIT's Academic Essential Program Outcomes as required for this semester conversion process. The Business Technology Program has been providing educational opportunities in workforce readiness in communication skills, interpersonal skills, decision-making skills, and lifelong learning skills since the inception of its program. The Business Technology Program Outcomes now include global interconnectedness, ethical reasoning, and creative and innovative thinking as outlined in RIT's Academic Profile. There will be no impact on the capacity of current Business Studies faculty to deliver the revised program, admissions standards or 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).

	No changes to options or concentrations
x	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:

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E. Change in program award (e.g. BFA to BS, MBA to MS, etc).

<input checked="" type="checkbox"/>	No change in program award
<input type="checkbox"/>	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).

<input checked="" type="checkbox"/>	No change in mode of delivery
<input type="checkbox"/>	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).

<input checked="" type="checkbox"/>	No change in format
<input type="checkbox"/>	Proposed change in format

Describe the proposed change in format and any change in availability of courses, faculty, resources or support services that this proposed format change requires:

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H. Discontinuing a Program

<input checked="" type="checkbox"/>	No discontinuance
<input type="checkbox"/>	Proposed discontinuance

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

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I. Dual-Degree Program

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

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

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

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c) Courses that will be counted toward both awards:

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

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

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

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

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

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

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

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

2. Program Course Mask and Schedule

Directions:

a. Using [Table 1](#), display program course sequencing by semester. Use the table to show how a typical student may progress through the program.

b. Using **Table 2** (which follows below), display program in the quarter calendar and how program has been converted to the semester calendar. Please follow the course conversion designation directions on Table 2.

Table 2

Program Course Conversion Table: Quarter Calendar and Semester Calendar Comparison

Business Technology AOS (Accounting Technology Concentration - **AT**) (Administrative Support Technology Concentration - **AST**)
 Associate of Occupational Studies
 Mary Lou Basile, Chairperson

Directions: Use the following legend to show course comparison in quarter calendar and semester formats. Display all required program courses and program-specific elective courses. Display General Education course requirements with generic label (not each course) of "Liberal Arts and Sciences "= X Credits. Clarify how course sequences in the quarter calendar convert to semesters by either bracketing or using some other notation.

Course Conversion Designations

Semester Equivalent (SE) – Closely corresponds to one quarter course (e.g., a 4 quarter credit hour (qch) course which becomes a 3 semester credit hour (sch) course.) The semester course may develop material in greater depth or length, but no new content is added. Identify the number and the title of the quarter course being converted.

Semester Replacement (SR) – A semester course (or courses) taking the place of previous a quarter course(s) by rearranging or combining material from a previous quarter course(s) (e.g. a two semester sequence that replaces a three quarter sequence). List the new semester course or sequence and the old quarter course or sequence it is replacing. For all SR designations, if additional space is needed to describe the distribution of content among courses, use space provided in the last column.

New (N) - No corresponding quarter course(s). This course adds significant new curriculum content.

Course Deleted (D) – No corresponding semester course.

Year	Current Program Courses			Converted Program Courses			Course Conversion Designation	
	Course #	Course Title	Quarter Credit Hours	Course	Course Title	SCH	Course Conversion Designation SE, SR, N, D	Additional comments on content distribution within semester courses
Year 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 depth or length.
	0804-211	Records Management and Business Calculations	3					NAST-220 includes aspects of 0804-211 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.
	0804-398	Personal Finance (Special Topics Course)	(3)	NACC-130	Personal Finance	3	N	NACC-130 includes materials in greater depth and length. Was elective and now required.
	0801-201 0801-202	Accounting I Accounting II	4 4	NACC-201	Accounting 1	3	SR	NACC-201 replaces 0801-201 and 0801-202.
	0804-101	Orientation to Business	3	NBUS-200	Orientation to Business	3	SE	NBUS- 200 includes materials in greater depth or length.

Year	Current Program Courses			Converted Program Courses			Course Conversion Designation	
	Course #	Course Title	Quarter Credit Hours	Course	Course Title	SCH	Course Conversion Designation SE, SR, N, D	Additional comments on content distribution within semester courses
1	0804-110	Business English	3					NAST-210 includes aspects of 0804-110 as shown below in Year 2.
	0884-155	Mathematic Apps for Business*	3					No longer required for BT program.
	0884-xxx	Mathematics Level B or higher**	4	NMTH -120 or above	NTID LAS Foundations Mathematics	3		
	0883-212	Career English I	4	NENG -212	NTID LAS Foundations Career English I	3		
	0883-213	Career English II	4					
	0883-213	Career English II		NENG -213	NTID LAS Foundations Career English II	3		
	0883-214	Career English III	4					
	0884-xxx	Science Level B or higher	3					Gen Ed Perspective includes 0884-xxx as shown below in Year 2.
0887-200	Freshman Seminar	2	NCAR -100	Freshman Seminar	1			
11xx-xxx	Wellness/Activity	0	RIT-xxx	PE Activity	0			
Year 2								
2	0804-221	OAS Document Production II	4					NAST-150 includes 0804-221 as shown above in Year 1.
	0804-302	Advanced Applications for Word Processing	4	NAST-215	Integrated Document Production	3	SR	NAST-215 replaces 0804-302 and 0804-291.
	0804-291	Applied Business Techniques	2					
	0801-203	Accounting III	4	NACC-202	Accounting 2**	3**	SR	NACC 202 replaces 0801-203 and 0801-204. <i>AT concentration only**</i>
	0801-204	Accounting IV**	(4)					
	0804-304	Database Applications for Business*	4	NAST-220	Database Applications for Business	3	SR	NAST-220 replaces 0804-211 and 0804-304.
	0804-305	Business Ethics (Technical Elective)	(3)	NBUS-213	Applied Ethics for Business	3	SE	NBUS-213 includes materials in greater depth or length. Was elective and now required.
	0806-101	Job Search	2	NAST-210	Essentials of Business Communication	3	SR	NAST-210 replaces 0804-110 (shown above in Year 1) and 0806-101.
	0801-252	Cost Accounting I**	4**	NACC-203	Accounting 3**	3**	SR	NACC-203 replaces 0801-252 and 0801-253. <i>AT concentration only**</i>
	0804-230	Administrative Support Technology Seminar*	3	NAST-240	Administrative Support Technology Seminar*	3*	SR	NAST-240 replaces 0804-230 and 0806-201. <i>AST concentration only*</i>
	0804-303	Business Graphics	4	NAST-225	Business Graphics*	3*	SE	NAST-225 includes materials in greater depth or length. <i>AST concentration only*</i>
	0804-284	Fundamentals of Management	3	NBUS-217	Fundamentals of Management	3	SE	NBUS-217 includes materials in greater depth or length.
	0805-211	Web Development for Business*	3					NAST-230 includes aspects of 0805-211 as shown below in Year 3.
0880-xxx	Humanities	3	NSCI -120 or above	NTID LAS Perspective Scientific Processes	3			

Year	Current Program Courses			Converted Program Courses			Course Conversion Designation	
	Course #	Course Title	Quarter Credit Hours	Course	Course Title	SCH	Course Conversion Designation SE, SR, N, D	Additional comments on content distribution within semester courses
	0882-xxx	Social Science	3	Nxxx -xxx	NTID LAS Perspective ASL/Deaf Culture Studies	3		
				Nxxx -xxx	NTID LAS Perspective Communication, Social and Global Awareness	3		Gen Ed Perspective includes 0884-xxx as shown above in Year 1.
	0804-299	CoOp: Administrative Support/Business Technology	0*	NAST-299	CoOp: Administrative Support/Business Technology*	0*	SE	One required co-op experience of 350 hours. <i>AST concentration only.</i> *
	0801-299	CoOp: Accounting Technology	0**	NACC-299	CoOp: Accounting/Business Technology**	0**	SE	One required co-op experience of 350 hours. <i>AT concentration only.</i> **
Year 3								
	0804-310	Desktop Publishing for Business*	3*	NAST-230	Desktop Publishing for Business*	3*	SR	NAST-230 replaces 0804-310 and 0805-251. <i>AST concentration only</i> *
	0801-253	Cost Accounting II**	4**					NACC-203 includes 0801-253 as shown above in Year 2. <i>AT concentration only.</i> **
	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. <i>AT concentration only</i> **
	0804-286	Fundamentals of Marketing	3	NBUS-223	Fundamentals of Marketing	3	SE	NBUS-223 includes materials in greater depth or length.
				xxxx-xxx	Open Elective	3		New program requirement.
	0882-242	Law and Society	3					No longer NTID GE requirement.
	0880-294 0882-297	Capstone Seminar	3					No longer NTID GE requirement.
	0880-xxx	Humanities	3	Nxxx -xxx	NTID LAS Perspective Creative and Innovative Exploration	3		
	0882-xxx	Social Science	3	Nxxx -xxx	NTID LAS Elective	3		
N/A	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.
	0804-398 0801-398	Special Topics Special Topics	(1-3) (1-3)	NAST-289 NACC-289	Special Topics* Special Topics**	(1-3) (1-3)	SE SE	
	0804-399 0801-399	Independent Study* Independent Study**	(1-3) (1-3)	NAST-199 NACC-199	Independent Studies* Independent Studies**	(1-3) (1-3)	SE SE	
	Total Credits:			107 AST 104 AT	Total Credits:		73	

*NAST Course/Administrative Support Technology Concentration

**NACC Course/Accounting Technology Concentration Course cleanup 3/13/13 ph

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.

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](#).

For guidance on assignment of appropriate credit hour/contact hour designation, please refer to: <http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL%5B1%5DDec09.pdf>

Congratulations! You are on your way to conversion!



Option 1
Program Level Outcomes Assessment Plan

Program Name/College: Business Technology AOS with Concentration in Administrative Support Technology (AST) or 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 <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
<i>AST Concentration only</i> Develop a high degree of technical competence in order to gain entry-level employment in an administrative support position.	Demonstrate speed and accuracy in keyboarding skills.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	Ten 5-minute timed writings in <i>Integrated Document Production</i> (NAST-215)	95% of students will type with speed/accuracy at a net speed of 50+ words per minute with 5 errors or less.	At the end of each semester when Integrated Document Production is offered.	Department Program Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
	Choose and apply appropriate computer software to effectively and accurately produce business documents.	<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	e-Portfolio review in <i>Desktop Publishing for Business Applications</i> (NAST-230)	90% of students will earn an acceptable rating score averaging 80% or higher on e-Portfolio rubric.	At the end of each semester when Desktop Publishing is offered.	Department Program Coordinator	Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.
<i>AT Concentration only</i> Develop a high degree of technical competence in order to gain entry-level employment in an administrative support position.	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	<i>Student Learning Assessment test</i> administered in the Accounting Capstone course (NACC-204)	90% of students will earn an acceptable rating score averaging 70% or higher on <i>Learning Assessment Test</i> .	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

<p><i>AST Concentration only</i></p> <p>Develop core interpersonal business skills for teamwork.</p>	<p>Demonstrate appropriate interpersonal business skills and teamwork in a professional environment.</p>	<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	<p>Interpersonal and team work review in <i>Administrative Support Technology Seminar</i> (NAST-240)</p>	<p>90% of students will earn an acceptable rating score averaging 80% or higher on interpersonal skills and teamwork rubric.</p>	<p><i>AST Concentration:</i> At the end of each semester when <i>Administrative Support Tech Seminar</i></p>	<p>Department Program Coordinator</p>	<p>Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.</p>
<p>Acquire the knowledge and skills necessary to function in a global society.</p>	<p>Describe the interrelatedness of social, cultural and business factors that shape and impact the global business environment.</p>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	<p><i>Fundamentals of Marketing</i> (NBUS-223)</p>	<p>70% of students will earn an average rating of 80% or better on the Marketing project rubric.</p>	<p>At the end of each semester when Marketing is offered.</p>	<p>Department Program Coordinator</p>	<p>Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.</p>
<p>Acquire entry into the workforce in an office setting for either AST or AT concentration.</p>	<p>Gain entry-level employment</p>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	<p>NTID Center on Employment (NCE) Placement Analysis Data</p> <p>Alumni Survey</p>	<p>80% of graduates seeking employment will be employed in the AST or AT field.</p> <p>80% of students will receive a score of "3" or higher (5-point scale) on the Co-op Employer's Evaluation question #29 (students overall performance).</p> <p>80% of alumni sampled will be satisfied with technical preparation for their first job in the AST or AT field.</p>	<p>At the end of each semester when co-op experiences occurred.</p> <p>Minimum 80% of students sampled will be rated satisfactory or above.</p> <p>Survey of graduates</p>	<p>NCE & Alumni Survey Personnel</p>	<p>Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.</p>
<p>Acquire independent learning skills necessary to participate in personal and professional growth.</p>	<p>Tech Skill 1: Demonstrate aptitude/ability to learn quickly and apply technical knowledge and</p> <p>Tech Skill 4: Demonstrate ability to transfer theory to employment situations.</p>	<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	<p>Co-op Supervisor Evaluation of Student Job Performance on Tech Skill 1 & 4</p>	<p>80% of students will be rated at 3 or greater on Tech Skill 1 & 4.</p>	<p>At the end of each semester when co-op experiences occurred.</p>	<p>Department Co-op Coordinator</p>	<p>Shared with program faculty at a meeting, annual college summary report, NTID Annual Report, and RIT requested reports.</p>

TABLE 3

Use of Program Level Assessment Data to Inform Calendar Conversion

Program Name/College: **Business Technology AOS [Accounting Technology (AT) & Administrative Support Technology Concentration (AST)]**

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 course, <i>Applied Ethics for Business</i> , to both the AT and AST Concentrations to address issues related to business ethics, corporate culture, and networking strategies.	Support for this type of course comes from feedback from NCE advisors and the Business Studies Advisory Group.
Added the new course, <i>Personal Finance</i> , as a requirement for the AST and AT Concentrations. The course covers content such as personal budgeting, asset protection, consumer credit, and personal debt management.	This new course development is a response to feedback collected from students, faculty, and academic advisors.
Added an <u>Open Elective</u> to provide flexibility in the final semester of the AST 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.)	
Although no major changes to instruction and pedagogy are planned, program faculty is beginning to discuss strategies for enhancing the interpersonal (soft) skill development of students in the AT concentration of the AOS program. The converted course, Accounting Capstone, for example, will include a teamwork project that will be used to assess student interpersonal skill learning outcomes. This was already being covered in the AST Concentration in the AOS program in the AST	Support for these changes is included in data from professional journals, the Business Studies Advisory Group, NCE advisors, and Coop Employment supervisors' feedback.

<p>Seminar course. Additional interpersonal skill development opportunities are being investigated for use in other technical courses and the new courses added above.</p>	
<p>Changes to Program Assessment Plan (outcomes, data sources, instruments, etc.)</p>	
<p>The program outcomes (for both the AST and AT Concentrations) have been positive in past years. The benchmarks for employability, program satisfaction, and learning outcomes have been exceeded consistently. However, the instrument to measure student learning (technical and interpersonal) in the AT Concentration will be revised in an effort to provide more reliability and relevance. Development of a more useful and reliable measure of technical and interpersonal skill learning will be the focus of the upcoming academic year.</p>	<p>Separate Outcomes Assessment Plans/Reports exist for the AT and AST Concentrations. (See the reports for AY2002 to AY2009.)</p>
<p>Other Programmatic Changes/Comments</p>	
<p>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.</p>	<p>The semester assessment plan was developed based on the excellent feedback we have acquired from our current quarter assessment plan. In addition, we have become more transparent in our assessment of the criteria set forth by RIT's Academic Profile.</p>

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