

ARC Summary of Recommendations Rubric

I. Curriculum	Excellent	Adequate	Inadequate
is managed by a group of identified faculty who are assigned the responsibility of regular curriculum review and development	A group of faculty that possesses appropriate academic credentials is identified, and curriculum review and development is ongoing (meets at least once every semester/term). In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	A group of appropriate faculty is identified and regular curriculum review is apparent (meets at least once a year). In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	Either a group of faculty is not identified or the group is not appropriate, curriculum review is not regular (not conducted at least annually), not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.
provides for adequate coverage of all applicable licensure, certification, etc. requirements	Curriculum shows clear alignment with applicable licensure/ certification, etc. requirements (e.g., standards are aligned with each course objective). Details must be provided. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Curriculum is aligned with applicable licensure/ certification, etc. requirements or there are no applicable licensure/certification, etc. requirements. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	The curriculum is not aligned with applicable licensure, certification, etc. requirements; not enough information is provided in the IRC and/or EC reports to make a determination; or there is no connection with the elements of pre-eminence outlined in the IRC report or the elements of pre-eminence are not provided.
is well organized with clear objectives, requirements, assignments, and grading procedures	The curriculum is clearly aligned with program outcomes, syllabi are consistent and accessible, and the curriculum is exhaustive of all offerings with no suggestions for improvement. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	The curriculum is aligned with program outcomes, syllabi are consistent and accessible, and the curriculum has minor suggestions for improvement. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	The curriculum is not aligned with program outcomes, syllabi are not consistent, syllabi are inaccessible, the curriculum has major suggestions for improvement, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.

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<p>employs effective educational technology in its delivery</p>	<p>The program effectively employs innovative educational technology (e.g., specialized software, mobile technology, and/or high-end technology) to deliver content. Application of the innovative technology is reflected in the syllabi. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>The program employs effective educational technology in its delivery, including at minimum Bb, Collaborate, etc. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>The program does not employ educational technology in its delivery, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.</p>
<p>II. Faculty</p>	<p>Excellent</p>	<p>Adequate</p>	<p>Inadequate</p>
<p>are sufficient in number for teaching and supervision</p>	<p>The faculty is sufficient in number for teaching and supervision; teaching and/or supervisory loads are manageable. If the program is accredited, guidelines of the accrediting agency should be exceeded. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>The faculty is sufficient in number for teaching and supervision, although teaching and/or supervisory loads may be heavy, the EC did not recommend additional faculty. If the program is accredited, guidelines should be met. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>The faculty is insufficient in number for teaching and/or supervision according to the IRC and EC, teaching and/or supervisory loads are not manageable, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.</p>

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<p>possess appropriate credentials and expertise for teaching in the field</p>	<p>The faculty credentials and expertise for teaching in the field are excellent. All faculty hold an earned doctorate in the field or have terminal degrees in the field. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>The faculty credentials and expertise for teaching in the field are appropriate. Most of the faculty hold earned doctorates, have sufficient professional experience, or have terminal degrees in the field. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>The faculty credentials and expertise for teaching in the field are not appropriate; few, if any, of the faculty have earned doctorates, or terminal degrees, or the degrees are not in field; not enough information is provided in the IRC and/or EC reports to make a determination; or there is no connection with the elements of pre-eminence outlined in the IRC report or the elements of pre-eminence are not provided.</p>
<p>reflect cutting-edge knowledge in their field as evidenced by scholarly involvement and other similar activities</p>	<p>The majority of the faculty reflects cutting-edge knowledge in their field as evidenced by extensive scholarly involvement and other similar activities (e.g., externally funded research, publications, presentations, editorships, service to professional organizations). The IRC and EC provide commentary to support this. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>The majority of the faculty is engaged in scholarly involvement and other similar activities. Heavy faculty and/or supervisory loads may be limiting some faculty. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>The majority of the faculty is not engaged in scholarly involvement or other similar activities, heavy faculty and/or supervisory loads prevent faculty from focusing on scholarly endeavors, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.</p>
<p>reflect evidence of familiarity with effective educational techniques and technology</p>	<p>The majority of faculty integrates innovative educational techniques and technology (e.g., mobile technology, embedded videos, social media, specialized technology) into their teaching as evidenced by the IRC and EC report. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>The majority of faculty integrates effective educational techniques and technology into their teaching, including at minimum Bb, Collaborate, etc. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>The majority of faculty fails to integrate effective educational techniques and technology into their teaching or does not integrate technology at all, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not</p>

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			provided.
III. Students	Excellent	Adequate	Inadequate
are selected based on measureable standards that reflect aptitude to perform in the program	Students are selected based on multiple, measureable standards that are stated clearly and easily located, and reflect aptitude to perform in the program. Additionally, students are performing well in the program based on high graduation rates and achievement of learning outcomes. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Students are selected based on measureable standards that are clearly stated and/or readily accessible and reflect aptitude to perform in the program. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	Students are not selected based on measureable standards; or those standards are not clearly stated, not easily accessible, or do not reflect aptitude to perform in the program; not enough information is provided in the IRC and/or EC reports to make a determination; or there is no connection with the elements of pre-eminence outlined in the IRC report or the elements of pre-eminence are not provided.
are effectively tracked and provided ongoing advisement/counseling through the program	Students are effectively tracked and provided program-specific academic advising throughout the program and an extensive remediation plan is followed for those students not meeting expectations. No issues with academic advising are presented by the IRC or EC. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Students are effectively tracked and provided ongoing advisement/counseling through the program. Remediation is discussed. Minimal issues with academic advising are presented by the IRC or EC. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	Students are not effectively tracked throughout the program or students are not provided ongoing advisement/counseling through the program. Issues with academic advising are presented by the IRC and/or the EC, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.
are tracked after graduation and are regularly 'placed' in settings (job, advanced education, etc.) that are consistent with program goals	Students are effectively tracked after graduation at regular intervals and consistently 'placed' in settings (job, advanced education, etc.) that are consistent with program goals. In addition, the information provided is fully aligned with the elements of pre-	Students are tracked after graduation and are 'placed' in settings (job, advanced education, etc.) that are consistent with program goals. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC	Students are not tracked after graduation, not regularly 'placed' in settings (job, advanced education, etc.) that are consistent with program goals, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence

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	eminence outlined in the IRC report.	report.	outlined in the IRC report, or the elements of pre-eminence are not provided.
routinely achieve the Student Outcomes that have been established by the program	Students consistently achieve the Student Learning Outcomes that have been established by the program, as identified in the ASLO report, and the learning outcomes and direct assessment measures are appropriate and measureable. The program details a plan for measuring student achievement of learning outcomes on a continuous basis. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Students regularly achieve the Student Learning Outcomes that have been established by the program. The learning outcomes and direct assessment measures are appropriate and measureable. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	Students do not regularly achieve the Student Learning Outcomes, the direct assessment measures are not appropriate, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.
actively participate in faculty scholarship/research	Students at the undergraduate level (or in non-research oriented graduate programs) actively participate in faculty scholarship/research. Students at the graduate level actively and extensively participate in faculty scholarship/research. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Students at the undergraduate level (or in non-research oriented graduate programs) are provided opportunities to participate in faculty scholarship/research. Students at the graduate level actively participate in faculty scholarship/research. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	Students at the undergraduate level (or in non-research oriented graduate programs) are not provided opportunities to participate in faculty scholarship/research. Students at the graduate level do not participate in faculty scholarship/research. Or not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.

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IV. Educational Support Services	Excellent	Adequate	Inadequate
faculty development opportunities are provided to all levels of faculty	Extensive and appropriate faculty development opportunities are provided to all levels of faculty, including adjunct faculty (i.e., the program provides full funding and support for conferences, workshops, professional development, CEUs, etc.; and funds faculty's journal subscriptions, association dues, etc.). In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Adequate and appropriate faculty development opportunities are provided to all levels of faculty, including adjunct faculty (i.e., the program provides funding and support for conferences and workshops). In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	Faculty development opportunities are not appropriate or adequate according to the EC, opportunities are not provided to adjunct faculty, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.
educational support is provided through availability of technology, library resources, and other similar services	Extensive educational support and training are provided through availability of high-end, specialized technology, library resources, and other similar services. Examples must be provided. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Educational support and training are provided through availability of technology, library resources, and other similar services. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	Educational support and/or training are not provided through availability of technology, library resources, or other similar services; not enough information is provided in the IRC and/or EC reports to make a determination; or there is no connection with the elements of pre-eminence outlined in the IRC report or the elements of pre-eminence are not provided.
administrative services such as course registration, financial aid, career counseling, etc. are routinely available	Administrative services such as course registration, financial aid, and/or career counseling, etc. are extensive (i.e., available in multiple formats and at all applicable sites); available anywhere, anytime; and students know how to access them. In addition, the information provided is	Administrative services such as course registration, financial aid, career counseling, etc. are sufficient, available throughout the year, and students know how to access them. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC	Administrative services such as course registration, financial aid, and/or career counseling, etc. are not sufficient, not routinely available, or students do not know how to access them. Or not enough information is provided in the IRC and/or EC reports to make a determination, there is no

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	fully aligned with the elements of pre-eminence outlined in the IRC report.	report.	connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.
faculty and administrators are routinely available to students as mentors and problem solvers	Faculty and administrators are always available to students as mentors and problem solvers; faculty and/or administrators go above and beyond to mentor and assist students. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Faculty and administrators are available (during normal business hours) to students as mentors and problem solvers. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	Faculty and/or administrators are not available to students as mentors and problem solvers, heavy teaching and/or supervisory loads limit availability considerably, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.
V. Program Missions and Operation	Excellent	Adequate	Inadequate
are consistent and compatible with University mission, goals, and objectives	Program-specific mission and vision statements are readily accessible (i.e., easily found on the program homepage and in marketing materials, academic catalogues, etc.) compatible, and consistent with NSU's mission, 2020 Vision, goals, and objectives. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Program mission and/or vision statement is consistent and compatible with NSU's mission, 2020 Vision, goals, and objectives. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	Program mission and/or vision statements are not consistent or compatible with NSU's mission, 2020 Vision, goals, and objectives; the program does not have mission and vision statements; not enough information is provided in the IRC and/or EC reports to make a determination; or there is no connection with the elements of pre-eminence outlined in the IRC report or the elements of pre-eminence are not provided.
avoid redundancy with other University programs and activities	There are no other similar programs or activities at the University; evidence of avoiding redundancy is provided. In addition, the information	There are no other similar programs or activities at the University; however, specific evidence to support the program's uniqueness is lacking. In	The program duplicates other University programs and activities, not enough information is provided in the IRC and/or EC reports to make a

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	provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.
reflect collaborative efforts with other University Centers, Schools, and Colleges	The program reflects extensive collaborative efforts with other University Centers, Schools, and Colleges. Evidence of multiple collaborations is provided. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	The program reflects collaborative efforts with other University Centers, Schools, and Colleges. Evidence of collaboration with at least one other college or department is provided. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	The program does not reflect collaborative efforts with other University Centers, Schools, and Colleges; no evidence is provided to support collaborative efforts; not enough information is provided in the IRC and/or EC reports to make a determination; or there is no connection with the elements of pre-eminence outlined in the IRC report or the elements of pre-eminence are not provided.
functions cooperatively with University Academic compliance offices (i.e., IE and ARC)	The program functions cooperatively with University Academic compliance offices (i.e., IE and ARC); evidence is provided to suggest the program went above and beyond what was asked of them. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	The program functions cooperatively with University Academic compliance offices (i.e., IE and ARC). In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report.	The program does not function cooperatively with University Academic compliance offices (i.e., IE and ARC) and evidence of this is provided, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided.