I. CURRICULUM	DISTINGUISHED	ACCOMPLISHED	ACCEPTABLE	DEVELOPING
Is managed by group of	A group of faculty that	A group of appropriate	A group of appropriate	Either a group of faculty
identified faculty who are	possesses appropriate	faculty is identified and	faculty is identified and	is not identified or the
assigned the responsibility of	academic credentials are	regular curriculum	regular curriculum	group is not appropriate,
regular curriculum review	identified, and	review is apparent (meets	review is apparent	curriculum review is not
and development	curriculum review and	at least once a year). In	(though it may not	regular (not conducted at
	development is ongoing	addition, the information	indicate how often they	least annually), not
	(meets at least once	provided is mostly	meet). In addition, the	enough information is
	every semester/term). In	aligned with the elements	information provided is	provided in the IRC
	addition, the information	of pre-eminence outlined	partially aligned with the	and/or EC reports to
	provided is fully aligned	in the IRC report, but the	elements of pre-eminence	make a determination,
	with the elements of	program is not yet at the	outlined in the IRC	there is no connection
	preeminence outlined in	preeminent level. There	report, and the program	with the elements of
	the IRC report.	is still room to grow	has ample room for	preeminence outlined in
		and/or there may be a	improvement. Multiple	the IRC report, or the
		limiting factor preventing	areas of concern may be	elements of pre-eminence
		the program from	out of program's	are not provided.
		reaching the preeminent	immediate control (e.g.,	Program needs
		level.	lack of resources).	significant improvement
				in this area.
Provides for Acceptable	Curriculum shows clear	Curriculum is aligned	Curriculum is aligned	Curriculum is not aligned
coverage of all applicable	alignment with	with applicable licensure/	with applicable licensure/	with applicable licensure,
licensure, certification, etc.	applicable	certification, etc.	certification, etc.	certification, etc.
requirements	licensure/certification,	requirements or there are	requirements or there are	requirements; not enough
	etc. requirements (e.g.,	no applicable	no applicable	information is provided
	standards are aligned	licensure/certification,	licensure/certification,	in the IRC and/or EC
	with each course	etc. requirements. In	etc. requirements. In	reports to make a
	objective). In addition,	addition, the information	addition, the information	determination; or there is
	the information provided is fully aligned with the	provided is mostly aligned with the elements	provided is partially aligned with the elements	no connection with the elements of pre-eminence
	elements of pre-	of preeminence outlined	of preeminence outlined	outlined in the IRC report
	eminence outlined in the	in the IRC report, but the	in the IRC report, and the	or the elements of
	IRC report.	program is not yet at the	program has ample room	preeminence are not
	inc report.	preeminent level. There	for improvement.	provided. Program needs
		is still room to grow	Multiple areas of concern	provided. Frogram fleeds
		18 Sun 100m to grow	Multiple areas of concern	

		and/on those may be a	may be out of macous.	significant improvement
		and/or there may be a	may be out of program's	significant improvement in this area.
		limiting factor preventing	immediate control (e.g.,	in this area.
		the program from	lack of resources).	
		reaching the preeminent		
		level.		
Is well organized with clear	The curriculum is clearly	The curriculum is aligned	The curriculum is aligned	The curriculum is not
objectives, requirements,	aligned with program	with program outcomes,	with program outcomes,	aligned with program
assignments, and grading	outcomes, syllabi are	syllabi are consistent and	syllabi are consistent and	outcomes, syllabi are not
procedures	consistent and accessible,	accessible, and the	accessible, and the	consistent, syllabi are
	and the curriculum is	curriculum has minor	curriculum has	inaccessible, the
	exhaustive of all	suggestions for	suggestions for	curriculum has major
	offerings with no	improvement. In	improvement. In	suggestions for
	suggestions for	addition, the information	addition, the information	improvement, not enough
	improvement. In	provided is mostly	provided is partially	information is provided
	addition, the information	aligned with the elements	aligned with the elements	in the IRC and/or EC
	provided is fully aligned	of preeminence outlined	of preeminence outlined	reports to make a
	with the elements of pre-	in the IRC report, but the	in the IRC report, and the	determination, there is no
	eminence outlined in the	program is not yet at the	program has ample room	connection with the
	IRC report.	preeminent level. There	for improvement.	elements of pre-eminence
	1	is still room to grow	Multiple areas of concern	outlined in the IRC
		and/or there may be a	may be out of program's	report, or the elements of
		limiting factor preventing	immediate control (e.g.,	preeminence are not
		the program from	lack of resources).	provided. Program needs
		reaching the preeminent		significant improvement
		level.		in this area.
Employs effective	The program effectively	The program employs	The program employs	The program does not
educational technology in its	employs innovative	effective educational	effective educational	employ educational
delivery	educational technology	technology in its	technology in its	technology in its
	(e.g., specialized	delivery, including at	delivery, including at	delivery, not enough
	software, mobile	minimum CANVAS,	minimum CANVAS,	information is provided
	technology, and/or high-	Collaborate, etc. In	Collaborate, etc. In	in the IRC and/or EC
	end technology) to	addition, the information	addition, the information	reports to make a
	deliver content.	provided is mostly	provided is partially	determination, there is no
	Application of the	aligned with the elements	aligned with the elements	connection with the
	innovative technology is	of pre-eminence outlined	of pre-eminence outlined	elements of pre-eminence
	inito tanto tecimiology is	or pro chimenee outlined	or pro chimenee outlined	cicinonic of pre cilinence

reflected in the syllabi. In	in the IRC report, but the	in the IRC report, and the	outlined in the IRC
addition, the information	program is not yet at the	program has ample room	report, or the elements of
provided is fully aligned	preeminent level. There	for improvement.	pre-eminence are not
with the elements of pre-	is still room to grow	Multiple areas of concern	provided. Program needs
eminence outlined in the	and/or there may be a	may be out of program's	significant improvement
IRC report.	limiting factor preventing	immediate control (e.g.,	in this area.
	the program from	lack of resources).	
	reaching the preeminent		
	level.		

II. FACULTY	DISTINGUISHED	ACCOMPLISHED	ACCEPTABLE	DEVELOPING
Are sufficient in number for	The faculty is sufficient	The faculty is sufficient	The faculty is sufficient	The faculty is insufficient
teaching and supervision	in number for teaching	in number for teaching	in number for teaching	in number for teaching
	and supervision; teaching	and supervision, although	and supervision, although	and/or supervision
	and/or supervisory loads	teaching and/or	teaching and/or	according to the IRC and
	are manageable. If the	supervisory loads may be	supervisory loads may be	EC, teaching and/or
	program is accredited,	heavy, the EC did not	heavy, the EC did not	supervisory loads are not
	guidelines of the	recommend additional	recommend additional	manageable, not enough
	accrediting agency	faculty. If the program is	faculty. If the program is	information is provided
	should be exceeded. In	accredited, guidelines	accredited, guidelines	in the IRC and/or EC
	addition, the information	should be met. In	should be met. In	reports to make a
	provided is fully aligned	addition, the information	addition, the information	determination, there is no
	with the elements of pre-	provided is mostly	provided is partially	connection with the
	eminence outlined in the	aligned with the elements	aligned with the elements	elements of preeminence
	IRC report.	of pre-eminence outlined	of pre-eminence outlined	outlined in the IRC
		in the IRC report, but the	in the IRC report, and the	report, or the elements of
		program is not yet at the	program has ample room	pre-eminence are not
		preeminent level. There	for improvement.	provided. Program needs
		is still room to grow	Multiple areas of concern	significant improvement
		and/or a limiting factor	may be out of program's	in this area.
		preventing the program	immediate control (e.g.,	
		from reaching the	lack of resources).	
		preeminent level.		
Possess appropriate	The faculty credentials	The faculty credentials	The faculty credentials	The faculty credentials
credentials and expertise for	and expertise for	and expertise for	and expertise for	and expertise for
teaching in the field	teaching in the field are	teaching in the field are	teaching in the field are	teaching in the field are
	excellent. All faculty	appropriate. Most of the	appropriate. Most of the	not appropriate; few, if
	hold an earned doctorate	faculty hold earned	faculty hold earned	any, of the faculty have
	in the field or have	doctorates, have	doctorates, have	earned doctorates, or
	terminal degrees in the	sufficient professional	sufficient professional	terminal degrees, or the
	field. In addition, the	experience, or have	experience, or have	degrees are not in field.
	information provided is	terminal degrees in the	terminal degrees in the	not enough information
	fully aligned with the	field. In addition, the	field. In addition, the	is provided in the IRC
	elements of pre-	information provided is	information provided is	and/or EC reports to
		mostly aligned with the	partially aligned with the	make a determination; or

	eminence outlined in the IRC report.	elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	there is no connection with the elements of preeminence outlined in the IRC report or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Reflect cutting-edge knowledge in their field as evidenced by scholarly involvement and other similar activities	The majority of the faculty reflects cuttingedge 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 preeminence outlined in the IRC report.	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 mostly aligned with the elements of preeminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	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 preeminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	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 preeminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Reflect evidence of familiarity with effective educational techniques and technology	The majority of faculty integrates innovative educational techniques and technology (e.g.,	The majority of faculty integrates effective educational techniques and technology into their	The majority of faculty integrates effective educational techniques and technology into their	The majority of faculty fails to effective educational techniques and technology into their

mobile technology,	teaching, including at	teaching, including at	teaching or does not
embedded videos, social	minimum CANVAS,	minimum CANVAS,	integrate technology at
media, specialized	Collaborate, etc. In	Collaborate, etc. In	all, not enough
technology) into their	addition, the information	addition, the information	information is provided
teaching as evidenced by	provided is mostly	provided is partially	in the IRC and/or EC
the IRC and EC report.	aligned with the elements	aligned with the elements	reports to make a
In addition, the	of pre-eminence outlined	of pre-eminence outlined	determination, there is no
information provided is	in the IRC report, but the	in the IRC report, and the	connection with the
fully aligned with the	program is not yet at the	program has ample room	elements of pre-eminence
elements of pre-	preeminent level. There	for improvement.	outlined in the IRC
eminence outlined in the	is still room to grow	Multiple areas of concern	report, or the elements of
IRC report.	and/or there may be a	may be out of program's	pre-eminence are not
	limiting factor preventing	immediate control (e.g.,	provided. Program needs
	the program from	lack of resources).	significant improvement
	reaching the preeminent		in this area.
	level.		

III. STUDENTS	DISTINGUISHED	ACCOMPLISHED	ACCEPTABLE	DEVELOPING
Are selected based on	Students are selected	Students are selected	Students are selected	Students are not selected
measurable standards that	based on multiple,	based on measurable	based on measurable	based on measurable
Reflect aptitude to perform	measurable standards	standards that are clearly	standards that are clearly	standards; or those
in the program	that are stated clearly and	stated and/or readily	stated and/or readily	standards are not clearly
	easily located, and reflect	accessible and reflect	accessible and reflect	stated, not easily
	aptitude to perform in the	aptitude to perform in the	aptitude to perform in the	accessible, or do not
	program. Additionally,	program. In addition, the	program. In addition, the	reflect aptitude to
	students are performing	information provided is	information provided is	perform in the program;
	well in the program	mostly aligned with the	partially aligned with the	not enough information
	based on high graduation	elements of pre-eminence	elements of pre-eminence	is provided in the IRC
	rates and achievement of	outlined in the IRC	outlined in the IRC	and/or EC reports to
	learning outcomes. In	report, but the program is	report, and the program	make a determination: or
	addition, the information	not yet at the preeminent	has ample room for	there is no connection
	provided is fully aligned	level. There is still room	improvement. Multiple	with the elements of
	with the elements of	to grow and/or there may	areas of concern may be	preeminence outlined in
	preeminence outlined in	be a limiting factor	out of program's	the IRC report or the
	the IRC report.	preventing the program	immediate control (e.g.,	elements of pre-eminence
		from reaching the	lack of resources).	are not provided.
		preeminent level.		Program needs
				significant improvement
				in this area.
Are effectively tracked and	Students are effectively	Students are effectively	Students are effectively	Students are not
provided ongoing advisement	tracked and provided	tracked and provided	tracked and provided	effectively tracked
/counseling through the	program-specific	ongoing advisement/	ongoing advisement/	throughout the program
program	academic advising	counseling through the	counseling through the	or students are not
	throughout the program	program. Remediation is	program. Remediation is	provided ongoing
	and an extensive	discussed. Minimal	discussed. Minimal	advisement/counseling
	remediation plan is	issues with academic	issues with academic	through the program.
	followed for those	advising are presented by	advising are presented by	Issues with academic
	students not meeting	the IRC or EC. In	the IRC or EC. In	advising are presented by
	expectations. No issues	addition, the information	addition, the information	the IRC and/or the EC,
	with academic advising	provided is mostly	provided is partially	not enough information
	are presented by the IRC	aligned with the elements	aligned with the elements	is provided in the IRC
	or EC. In addition, the	of pre-eminence outlined	of pre-eminence outlined	and/or EC reports to

	information provided is fully aligned with the elements of pre- eminence outlined in the IRC report.	in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	make a determination, there is no connection with the elements of preeminence outlined in the IRC report, or the elements of preeminence are not provided. Program needs significant improvement in this area.
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 preeminence outlined in the IRC report.	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 mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	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 report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	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 outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Routinely achieve the Student Outcomes that have been established by the program	Students consistently achieve the Student Learning Outcomes that have been established by	Students regularly achieve the Student Learning Outcomes that have been established by	Students regularly achieve the Student Learning Outcomes that have been established by	Students do not regularly achieve the Student Learning Outcomes, the direct assessment
	the program, as identified in the ASLO report, and	the program. The learning outcomes and	the program. The learning outcomes and	measures are not appropriate, not enough

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	the learning outcomes	direct assessment	direct assessment	information is provided
	and direct assessment	measures are appropriate	measures are appropriate	in the IRC and/or EC
	measures are appropriate	and measurable. In	and measurable. In	reports to make a
	and measurable. The	addition, the information	addition, the information	determination, there is no
	program details a plan	provided is mostly	provided is partially	connection with the
	for measuring student	aligned with the elements	aligned with the elements	elements of preeminence
	achievement of learning	of preeminence outlined	of preeminence outlined	outlined in the IRC
	outcomes on a	in the IRC report, but the	in the IRC report, and the	report, or the elements of
	continuous basis. In	program is not yet at the	program has ample room	pre-eminence are not
	addition, the information	preeminent level. There	for improvement.	provided. Program needs
	provided is fully aligned	is still room to grow	Multiple areas of concern	significant improvement
	with the elements of pre-	and/or there may be a	may be out of program's	in this area.
	eminence outlined in the	limiting factor preventing	immediate control (e.g.,	
	IRC report.	the program from	lack of resources).	
	1	reaching the preeminent	,	
		level.		
Actively participate in	Students at the	Students at the	Students at the	Students at the
faculty scholarship/research	undergraduate level (or	undergraduate level (or	undergraduate level (or	undergraduate level (or
	in non-research oriented	in non-research-oriented	in non-research-oriented	in non-research-oriented
	graduate programs)	graduate programs) are	graduate programs) are	graduate programs) are
	actively participate in	provided opportunities to	provided opportunities to	not provided
	faculty	participate in faculty	participate in faculty	opportunities to
	scholarship/research.	scholarship/research.	scholarship/research.	participate in faculty
	Students at the graduate	Students at the graduate	Students at the graduate	scholarship/research.
	level actively and	level actively participate	level actively participate	Students at the graduate
	extensively participate in	in faculty	in faculty	level do not participate in
	faculty	scholarship/research. In	scholarship/research. In	faculty
	scholarship/research. In	addition, the information	addition, the information	scholarship/research. Or
	addition, the information	provided is mostly	provided is partially	not enough information
	provided is fully aligned	aligned with the elements	aligned with the elements	is provided in the IRC
	with the elements of pre-	of pre-eminence outlined	of pre-eminence outlined	and/or EC reports to
	eminence outlined in the	in the IRC report, but the	in the IRC report, and the	make a determination,
	IRC report.	program is not yet at the	program has ample room	there is no connection
	_	preeminent level. There	for improvement.	with the elements of pre-
		is still room to grow	Multiple areas of concern	eminence outlined in the

	and/or there may be a	may be out of program's	IRC report, or the
	limiting factor preventing	immediate control (e.g.,	elements of pre-eminence
	the program from	lack of resources).	are not provided.
	reaching the preeminent		Program needs
	level.		significant improvement
			in this area.

IV. EDUCATIONAL SUPPORT	DISTINGUISHED	ACCOMPLISHED	ACCEPTABLE	DEVELOPING
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 preeminence 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 mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	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, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	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. Program needs significant improvement in this area.
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	Educational support and training are provided through availability of technology, library resources, and other similar services. In addition, the information provided is mostly aligned with the elements of preeminence outlined	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 preeminence outlined	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

	fully aligned with the elements of pre- eminence outlined in the IRC report.	in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from	in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	make a determination; or there is no connection with the elements of preeminence outlined in the IRC report or the elements of pre-eminence are not provided.
		reaching the preeminent level.	,	Program needs significant improvement in this area.
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 fully aligned with the elements of preeminence outlined in the IRC report.	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 mostly aligned with the elements of preeminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	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 preeminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	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 connection with the elements of preeminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Faculty and administrators are routinely available to	Faculty and administrators are always	Faculty and administrators are	Faculty and administrators are	Faculty and/or administrators are not
students as mentors and problem solvers	available to students as mentors and problem	available (during normal business hours) to	available (during normal business hours) to	available to students as mentors and problem

administra and beyon and assist addition, the provided is with the el	ice outlined in program is no	problem solvers. In addition, the information ostly provided is partial aligned with the elements of preeminence out in the IRC report, program has ample for improvement. Multiple areas of comay be a preventing rom problem solvers. In addition, the information provided is partial aligned with the elements of preeminence out in the IRC report, program has ample for improvement. Multiple areas of comay be out of program because of the provided in the IRC report, program has ample for improvement. Multiple areas of comay be out of program addition, the information of preeminence out in the IRC report, provided is partial aligned with the elements of preeminence out in the IRC report, provided is partial aligned with the elements of preeminence out in the IRC report, provided is partial aligned with the elements of preeminence out in the IRC report, provided is partial aligned with the elements of preeminence out in the IRC report, provided is partial aligned with the elements of preeminence out in the IRC report, program has ample for improvement. Multiple areas of comparison of the IRC report, program has ample for improvement. Multiple areas of comparison of the IRC report, program has ample for improvement. Multiple areas of comparison of the IRC report, program has ample for improvement.	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
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V. PROGRAM MISSION AND OPERATION	DISTINGUISHED	ACCOMPLISHED	ACCEPTABLE	DEVELOPING
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, vision, goals, and objectives. In addition, the information provided is fully aligned with the elements of preeminence outlined in the IRC report.	Program mission and/or vision statement is consistent and compatible with NSU's mission, vision, goals, and objectives. In addition, the information provided is mostly aligned with the elements of preeminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	Program mission and/or vision statement is consistent and compatible with NSU's mission, vision, goals, and objectives. In addition, the information provided is partially aligned with the elements of preeminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	Program mission and/or vision statements are not consistent or compatible with NSU's mission, 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 preeminence outlined in the IRC report or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Avoid redundancy with other University programs and activities	There are no other similar programs or activities at the University; specific evidence of avoiding redundancy is provided. In addition, the information provided is fully aligned with the elements of pre-	There are no other similar programs or activities at the University the IRC claims that there is no redundancy but does not demonstrate specific evidence. In addition, the information provided is mostly aligned with the elements of pre-eminence	There are no other similar programs or activities at the University; however, claims and/or evidence to support the program's uniqueness may be lacking. In addition, the information provided is partially aligned with the elements of pre-eminence	The program duplicates other University programs and activities, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of preeminence outlined in the IRC report, or the

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	eminence outlined in the	outlined in the IRC	outlined in the IRC	elements of pre-eminence
	IRC report.	report, but the program is	report, and the program	are not provided.
		not yet at the preeminent	has ample room for	Program needs
		level. There is still room	improvement. Multiple	significant improvement
		to grow and/or there may	areas of concern may be	in this area.
		be a limiting factor	out of program's	
		preventing the program	immediate control (e.g.,	
		from reaching the	lack of resources).	
		preeminent level.		
Reflect collaborative efforts	The program reflects	The program reflects	The program reflects	The program does not
with other University	extensive collaborative	collaborative efforts with	collaborative efforts with	reflect collaborative
Departments, Schools, and	efforts with other	other University Centers,	other University Centers,	efforts with other
Colleges	University Centers,	Schools, and Colleges.	Schools, and Colleges.	University Centers,
	Schools, and Colleges.	Evidence of collaboration	Evidence of collaboration	Schools, and Colleges;
	Evidence of multiple	with at least one other	with at least one other	no evidence is provided
	collaborations are	college or department is	college or department is	to support collaborative
	provided. In addition, the	provided. In addition, the	provided. In addition, the	efforts; not enough
	information provided is	information provided is	information provided is	information is provided
	fully aligned with the	mostly aligned with the	partially aligned with the	in the IRC and/or EC
	elements of preeminence	elements of pre-eminence	elements of pre-eminence	reports to make a
	outlined in the IRC	outlined in the IRC	outlined in the IRC	determination; or there is
	report.	report, but the program is	report, and the program	no connection with the
	- I Para	not yet at the preeminent	has ample room for	elements of preeminence
		level. There is still room	improvement. Multiple	outlined in the IRC report
		to grow and/or there may	areas of concern may be	or the elements of pre-
		be a limiting factor	out of program's	eminence are not
		preventing the program	immediate control (e.g.,	provided. Program needs
		from reaching the	lack of resources).	significant improvement
		preeminent level.	lack of resources).	in this area.
Functions cooperatively with	The program functions	The program functions	The program functions	The program does not
University Academic	cooperatively with	cooperatively with	cooperatively with	function cooperatively
compliance offices (i.e., IE	University Academic	University Academic	University Academic	with University
and ARC)	compliance offices (i.e.,	compliance offices (i.e.,	compliance offices (i.e.,	Academic compliance
	IE and ARC); evidence is	IE and ARC). In	IE and ARC). In	offices (i.e., IE and ARC)
	provided to suggest the	addition, the information	addition, the information	and evidence of this is
	provided to suggest the	addition, the information	addition, the information	and evidence of this is

program went above and	provided is mostly	provided is partially	provided, not enough
beyond what was asked	aligned with the elements	aligned with the elements	information is provided
of them. In addition, the	of preeminence outlined	of preeminence outlined	in the IRC and/or EC
information provided is	in the IRC report, but the	in the IRC report, and the	reports to make a
fully aligned with the	program is not yet at the	program has ample room	determination, there is no
elements of preeminence	preeminent level. There	for improvement.	connection with the
outlined in the IRC	is still room to grow	Multiple areas of concern	elements of preeminence
report.	and/or there may be a	may be out of program's	outlined in the IRC
	limiting factor preventing	immediate control (e.g.,	report, or the elements of
	the program from	lack of resources).	pre-eminence are not
	reaching the preeminent		provided. Program needs
	level.		significant improvement
			in this area.