

Guidelines for Program Length, Components, Definitions, and Criteria for Development

Approved by the University Curriculum Committee: September 14, 2020

***edited for SACSCOC reference on February 5, 2021**

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After several rounds of feedback in Spring 2017, this document was adopted by APSU. Feedback was solicited via Academic Deans, Associate Deans, Department Chairs, and University Curriculum Committee. In addition, Faculty Senate was notified of the proposal. The following is a summary of the changes:

Existing programs can be “grandfathered” in, however implementation of these guidelines would apply to new programs or when existing programs are modified. In addition to providing more consistency and clarity in the Bulletin, these guidelines assist the University in preparing for Degree Works. The Office of Academic Affairs is responsible for ensuring that the guidelines abide by THEC policies.

Reference Policies:

- [Policy 2:001: Curricular Development and Modification Approval](#)
- [Policy 2:011: Constitution of the University Curriculum Committee](#)

Future Actions:

- **Program Identification:**
 - All degree programs/majors should have an identifiable official number (such as BS Biology without the concentration(s) could be program number 2345 and 2346 with a specific concentration.

Overall Guidelines:

- **Program Length:**
 - associate degree programs (60 credit hours is minimum and maximum; maximum cannot be exceeded unless permission of University Curriculum Committee and Provost);
 - bachelor degree programs (120 credit hour minimum and maximum; maximum cannot be exceeded unless permission of University Curriculum Committee and Provost);
 - undergraduate certificates (12 credit hour minimum, 24 credit hour maximum)
 - graduate certificates (9 credit hour minimum, 24 credit hour maximum; maximum cannot be exceeded unless permission of University Curriculum Committee and Provost prior to submission of the certificate proposal);
 - master's degree programs (30 credit hour minimum; 45 credit hour maximum; maximum cannot be exceeded unless permission of University Curriculum Committee and Provost);
 - doctoral degree programs (60 graduate credit hours beyond the minimum hours beyond the baccalaureate degree. Exceptions to the minimum number of required graduate hours beyond the baccalaureate degree may occur due to licensure and/or accreditation.)

- **Program Rigor**
 - **Distinction between lower division (1XXX and 2XXX level) courses and upper division (3XXX and 4XXXX level) courses** – upper division courses have increasing complexity and increasing levels of integration of knowledge
 - **Cross-listed 4XXXX level courses and 5XXXX level courses** “This expectation for graduate education also implies that requirements in courses not exclusively designed for graduate credit, but that allow both undergraduate and graduate enrollment, ensure that there is a clear distinction between the requirements of undergraduate students and graduate students” (SACSCOC Resource Manual 2018, p. 87).
 - **Dual-Listing Graduate level courses** – Dual-Listing is acceptable for courses which are only 1000 different or apart such as 5XXX and 6XXX. If the courses are greater than 1000 apart, a case by case review will need to be conducted to determine if the dual-listing is acceptable.
 - **Rigor of post-baccalaureate degree programs and certificates** (progressively more advanced, complex and rigorous in academic content than undergraduate programs; consistent with the expectation of higher education institutions) – Graduate program and course approval forms include questions regarding the content, rigor of the courses and program; as well as documentation that the graduate curricula “(a) includes knowledge of the literature of the discipline and (b) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences” (SACSCOC Standard 9.6). Graduate program proposals will include the below questions: “How is the literature of the discipline incorporated into the curriculum requirements?” How does the institution ensure its graduate and post-baccalaureate students are engaged in research and/or appropriate professional practice and training experiences?” (SACSCOC Resource Manual 2018, p. 87)
- **Courses**
 - APSU has instituted a process to cease the use of duplicate course titles (e.g. PHYS 1010 Understanding the Physical World and PHYS 1020 Understanding the Physical World)

- APSU instituted a six-year course purge process, whereby any course that has not been taught in more than six years will be terminated (with approval of University Curriculum Committee) unless the department can justify the course's existence.

Course Numbering Guidelines:

Please refer to the Academic Course and Program Development webpage for detailed information relating to [course numbering guidelines and recommendations](#).

Exceptions to program components on pages 5-11 can be made if required by specialized program accreditor and reviewed by the Dean and then the Provost and Senior Vice President for Academic Affairs

Existing programs can be "grandfathered" in, however implementation of these guidelines apply to new programs or when existing programs are modified.

The Office of Academic Affairs is responsible for ensuring that the guidelines abide by THEC policies.

Program Components:

Associate Degrees

| | A | B | C | D | E | F | G |
|--|---|--|--|--|-----------------------------------|---|-----------------------|
| Program Component | Gen Ed Core and University Freshmen Seminar Requirement | Major's Prerequisites from Gen Ed Core OR Major Requirements that Satisfy Gen Ed Core | Major Core (courses common to all students in major regardless of concentration) | Major Guided Electives (choose from...) | Concentration (if offered) | Optional Electives | Entire Degree Program |
| SCH Range of Program Component | 12 to 15 | 0 to 15*# | 15 | 0 to 15 | 6 to 30 | 15 to 18 | 60 |
| Subtotal SCH Range for Groups of Program Components | A = 12-15 | | C + D = 30 (subtotal must equal at least 30 sch) | | # = 0 to 30 ~ | 15 to 18 (suggested that these electives be additional core course to meet Bachelor degree requirements) | |
| Total | A = 12-15 | | C + D + E = 30 | | | | 60^ |

Note: Courses in B are a subset of A

Associate Degree Majors

- total program design demonstrates coherence. "The term "coherence".... reflects an expectation that, as a student progresses through a program of study, the content of the program demands increasing levels of integration of knowledge. Coherence is a critical component of a program and should demonstrate an appropriate sequencing of courses, not a mere bundling of credits, so that student learning is progressively more advanced in terms of assignments and scholarship required and demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills" (SACSCOC Resource Manual, Standard 9.1, p. 76)

Baccalaureate Degrees

| | A | B | C | D | E | F | G | H |
|--|---|---|--|---|----------------------------|--|--------------------|-----------------------|
| Program Component | Gen Ed Core and University Freshmen Seminar Requirement | Major's Prerequisites from Gen Ed Core OR Major Requirements that Satisfy Gen Ed Core | Major Core (courses common to all students in major regardless of concentration) | Major Guided Electives (choose from...) | Concentration (if offered) | Optional Minor | Optional Electives | Entire Degree Program |
| SCH Range of Program Component | 42 | 0 to 16*# | 18 to 42 | 0 to 30 | 6 to 30 | 18 to 24 | 0 to 48 | |
| Subtotal SCH Range for Groups of Program Components | A = 42 to 44 [#] | | C + D = 30 to 60 (subtotal must equal at least 30 sch) | | # = 0 to 30 ~ | F + G = 0 to 48 F + G = H - (A + C + D + E) | | |
| Total | A = 42 to 44 [#] | | C + D + E = 30 to 60 | | | F + G = 0 to 48 | | 120 [^] |

[#] Note: Courses in B are a subset of A

~ Note: Zero because some bachelor's degree programs do not have a concentration. Total of C+D+E cannot equal more than 60 sch

[^] Note: Some bachelor's programs may receive permission to exceed 120 hours due to licensure requirements

*Note: Exceptions may be made for licensure, program accreditation, and special program requirements

Baccalaureate Majors

- total program design demonstrates coherence, "appropriate sequencing of courses, not a mere bundling of credits, so that student learning is progressively more advanced in terms of assignments and scholarship required and demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills" (SACSCOC Resource Manual, Standard 9.1, p. 76)

Concentration

- shall differ from the major core in required coursework by at least 6 sch and not more than 30 sch.

Cease use of specializations, tracks, options, areas of emphasis, unless required by specialized program accreditation or state licensure. If required, the university will adopt one type (i.e., Licensure Track)

Baccalaureate Minors

| | A | B | C |
|--|-------------------------|---------------------------|------------------|
| Program Component | Minor Courses any level | Minor Upper Level Courses | Entire Minor |
| SCH Range of Program Component | 12 to 18 hours | 6 to 12 | 18 to 24 |
| Subtotal SCH Range for Groups of Program Components | A + B = 18 to 24 SCH | | A + B = 18 to 24 |
| Total | A + B = C | | |

Minors

- minors should be optional, unless required by specialized program accreditor, licensure, or other special program requirements. Existing majors with a required minor can request an exception to the Dean and then the Provost and Senior Vice President for Academic Affairs.
- declared minors should not be in the same field as the major the student is pursuing, and instead should be an additional area of study.
- exceptions by department may be acceptable and should be clearly stated in the academic bulletin.

Master's Degrees

| | A | B | C | D |
|--|--|---|----------------------------|--------------------------------|
| Program Component | Major Core (courses common to all students in Master's degree program regardless of concentration) | Major Guided Electives (choose from...) | Concentration (if offered) | Entire Master's Degree Program |
| SCH Range of Program Component | 9 to 18* | 0 to 21 | 6 to 30 | |
| Subtotal SCH Range for Groups of Program Components | A + B = 9 to D | | 0 to (D - A + B) ~ | |
| Total | A + B + C = D [#] | | | 30 to 45 [^] |

~Note: Zero because some master's degree programs do not have a concentration

Note: Whether a master's degree has a concentration or not, the total credit hour length of the master's degree program should be at least 30 sch (per SACSCOC) and no more than 45 sch

^ Note: Some master's degree programs may receive permission to exceed 45 hours because of state licensure requirements

***Exceptions may occur due to licensure and/or accreditation**

Master's Degree Program Components

- Major core common to anyone enrolling in the major (credit hour range of 9 to 18 semester credit hours)
- Concentration (required or optional) shall differ from the major core in required coursework by at least 6 sch and not more than 30 sch
- Total of graduate degree program must equal 30 to 45 sch unless specialized program accreditor, state licensure, or other external requirement for a program length exceeds 45 credit hours. In those cases, permission of University Curriculum Committee and Provost is required to exceed APSU maximum program length

Master's Degree Majors

- total program design demonstrates coherence, "appropriate sequencing of courses, not a mere bundling of credits, so that student learning is progressively more advanced in terms of assignments and scholarship required and demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills" (SACSCOC Resource Manual, Standard 9.1, p. 76)

Cease use of specializations, tracks, options, areas of emphasis, unless required by specialized program accreditation or state licensure. If required, the university will adopt one type (ie. Licensure Track)

Graduate Certificate Programs

| | A | B | C |
|--|---|---|-------------------------------------|
| Program Component | Certificate Core (courses common to all students in graduate certificate program regardless of concentration) | Certificate Guided Electives (choose from...) | Entire Graduate Certificate Program |
| SCH Range of Program Component | 6 to 24 | 0 to 18 | |
| Subtotal SCH Range for Groups of Program Components | A + B = 9 to C | | |
| Total | A + B = C | | 9 to 29 [^] |

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[^]Please note that Graduate Certificate Programs that are more than 24 credit hours in length require THEC approval

Doctoral Degrees

| | A | B | C | D |
|--|--|---|----------------------------|--------------------------------|
| Program Component | Major Core (courses common to all students in the Doctoral degree program regardless of concentration) | Major Guided Electives (choose from...) | Concentration (if offered) | Entire Doctoral Degree Program |
| SCH Range of Program Component | 9 to 18* | 0 to (D-A) | 6 to (D-A+B) | |
| Subtotal SCH Range for Groups of Program Components | A + B = 9 to D | | 0 to (D - A + B) ~ | |
| Total | A + B + C = D [#] | | | 60 or more [^] |

[^]Doctoral programs must have a minimum of 60 graduate credit hours beyond the baccalaureate degree. Exceptions to the minimum number of required graduate hours beyond the baccalaureate degree may occur due to licensure and/or accreditation.

Criteria for Development of New Majors and Concentrations:

Bachelor's Degree Programs (Majors) and Concentrations

- All bachelor's degree programs (BA/BS/BBA, etc) shall average at least 10 graduates per year, on a 3 year rolling average
- All undergraduate concentrations shall average at least 5 graduates/year on a 3 year rolling average
- In order for a department to be eligible to initiate the proposal process to develop a new undergraduate concentration
 - first concentration, the department must demonstrate that the existing major averages at least 15 graduates per year, on a three year rolling average
 - second concentration, the department must demonstrate that the existing major (and existing first concentration) averages at least 25 graduates per year, on a three year rolling average
 - third concentration, the department must demonstrate that the existing major (and existing two concentrations) averages at least 35 graduates per year, on a three year rolling average
- In order for a department to be eligible to initiate the proposal process to convert an existing undergraduate concentration into a stand-alone bachelor's major, the department must demonstrate that the existing major has 15 graduates per year on a three year rolling average (without counting the graduates in the rest of the program)
- Exception to this might occur should sufficient faculty expertise preexist to develop a new degree that meets an emerging market need

Master's Degree Programs

- All graduate programs shall average at least 5 graduates per year on a 5 year rolling average
- All graduate concentrations shall average at least 3 graduates per year on a 5 year rolling average
- In order for a department to be eligible to initiate the proposal process to develop a new graduate concentration

- first concentration, the department must demonstrate that the existing major averages at least 7.5 graduates per year, on a five year rolling average
- second concentration, the department must demonstrate that the existing major (and existing first concentration) averages at least 12.5 graduates per year, on a five year rolling average
- third concentration, the department must demonstrate that the existing major (and existing two concentrations) averages at least 17.5 graduates per year, on a five year rolling average
- In order for a department to be eligible to initiate the proposal process to convert an existing graduate concentration into a stand-alone master's program, the department must demonstrate that the existing graduate concentration has 5 graduates per year on a five year rolling average (without counting the graduates in the rest of the program)
- Exception to this might occur should sufficient faculty expertise preexist to develop a new degree that meets an emerging market need

Glossary

| | |
|-------------------------------------|---|
| Academic Common Market (ACM) | <p>The Academic Common Market (ACM) is a tuition-savings program designed for college students who live in the 16 Southern Regional Education Board (SREB) member states. The ACM allows students to pay in-state tuition to study in a program not offered in their home state, provided they have been accepted into an approved degree program at a participating ACM institution. More information can be found at the following link:</p> <p>http://www.sreb.org/page/1304/academic_common_market.html</p> |
| Academic Program | <p>An academic program is a coherent set of courses leading to a credential (degree, diploma, or certificate) awarded by the institution.</p> |
| Academic Unit | <p>An academic unit is unit that awards credit and is equivalent to a department, division, college or school.</p> |
| Center or Teaching Site* | <p>A center is an instructional site located geographically apart from the Clarksville campus. A center is permanent in nature and offers courses in educational programs leading to a degree, diploma, certificate, or other recognized educational credential. A center requires a full time director per the THEC policy. An example is the Austin Peay Center at Fort Campbell.</p> <p>*Does not apply to the Center for Excellence in Field Biology and the Center for Excellence for the Creative Arts.</p> |
| Certificate Program | <p>A certificate program is a credit bearing, standalone program. A proposed certificate program 24 credit hours or less in length, at the undergraduate or graduate level, requires APSU President approval. A proposed certificate program more than 24 credit hours in length, at the undergraduate or graduate level, requires THEC approval, similar to a new major.</p> |

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| Co-Listed Online Courses | An identical course that is offered under two different sections and has two different Course Registration Numbers (CRN's) and then merged into one D2L section for instruction. |
| Collaborative Program | Two or more institutions share resources and capitalize on the strengths of each institution to create one program, not duplicate programs with duplicate resources. All participating institutions are involved in decisions about the curriculum, course assignment, evaluation, admissions standards, and exit requirements. Applicants will apply to the institution of their choice and will be awarded the degree from that institution they are accepted to and attend. Examples include the Mid-Tennessee Collaborative Master of Social Work Program and the Master of Science in Nursing (MSN) at APSU offered through TN eCampus. |
| College | “An instructional unit within a university that usually includes several academic departments and is usually administered by a dean or director. As defined here, the term “college” does not pertain to separate institutions known as colleges, such as community college or technical college” (THEC Policy A 1.3.1A). <i>Also see School.</i> |
| Concentration | A concentration is an approved grouping of courses that provides a focus to the students' time and course selection in a specific area of their major. Undergraduate and graduate concentrations must be at least 6 credit hours in length and no more than 30 credit hours in length. The concentration shall differ from the major core in requirement coursework by at least 6 credit hours, but no more than 30 credit hours. If a concentration is successful for a minimum of five (5) years with regards to THEC enrollment expectations, APSU is eligible to propose that the concentration become a major. APSU is responsible for gathering and tracking enrollment data. Concentrations appear on both the transcript and diploma. |
| Cooperative Program | Two or more institutions work together to offer identical yet independent programs. Each institution has full control of their respective program, independently admits students and awards degrees. |

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| Cross-Listed | A course with the same subject matter and is taught by two distinct departments and is able to fulfill a major, minor or program requirement. (course may require a substitution to be utilized in your specific major) MGT 3410 and ENGT 3610 Production Operations Management is an example. |
| Degree | A degree is an approved program that results in the award of an Associate's, Bachelor's, Master's or Doctoral degree. For example, the bachelor's degree must include General Education Core, APSU 1000, and Major Core Requirements. Other degree components may also be included in the degree in order to earn the bachelor's degree of 120 credit hours. |
| Degree designation | Degree designations include the following: AA, AAS, BA, BS, BBA, BFA, MS, MA, MFA, EdD, PhD, etc. Degree designations are not necessarily related to any specific subject matter. |
| Department | "An instructional unit encompassing a discrete branch of study or organized around common and similar academic areas and is usually administered by a department chair" (THEC Policy A 1.3.1A). |
| Division | "An instructional unit that usually includes two or more departments within a college or university which may be administered by an assistant or associate dean" (THEC Policy A 1.3.1A). |
| Dual-Listed | A course that covers the same content but is offered at both the undergraduate and graduate level. (EDUC 4720 Problems in Education for Undergraduates and EDUC 5430 Problems for Education for Graduates. |

General Education Core

APSU's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society. This is the basis for the general education core requirements. General education courses deliberately offer students the opportunity to prepare in these broad ways: effective communication, analytical thinking, and approaching unstructured problems through a broad base of knowledge in multiple disciplines that may be unrelated to the technical aspects of a specific degree program. The general education core consists of 41 hours from a variety of areas including Communications (9 credit hours), Mathematics (3 credit hours), History 6 credit hours), Humanities/and or Fine Arts (9 credit hours), Natural Science (8 credit hours), Social and Behavioral Sciences (6 credit hours). These courses are consistent with the recommended Tennessee Board of Regents (TBR) general education core guidelines to allow for consistent transfer of credits to count toward the general education core from other schools within the state of Tennessee. A more detailed list of the general education core requirements and possible courses that can be taken to fulfill the core requirements necessary for both a bachelors and associates degree can be found at http://catalog.apsu.edu/preview_program.php?catoid=22&poid=3718

Hybrid Program

This program, may be delivered using a mixture of instructional delivery methods for courses required in the program. A hybrid program: 1) utilizes at least two of the following course instructional delivery methods: face-to-face, online or hybrid or 2) utilizes all hybrid courses. Please refer to the schedule of course offerings and their delivery method.

Inactivation (program)

Inactivation of a program or concentration changes the program to a dormant status with no student admittance. SACSCOC approval is required prior to inactivating a program. The program will remain inactive for 3 years and if not reactivated, will be terminated by THEC without notice to APSU. APSU is responsible for tracking inactive program timelines.

| Instructional Methods | Definition |
|--|---|
| <ul style="list-style-type: none"> • Hybrid/Blended | <p>Course must have both face-to-face (classroom) and online components (learning management system). Hybrid/blended courses must deliver at least 50% of course content and interaction (instructor-to-student, student-to-student) online, leading to reduced scheduled course meetings in the classroom.</p> |
| <ul style="list-style-type: none"> • Fully Online/Web | <p>All course content, interaction (instructor-to-student, student-to-student), and exams must be delivered 100% online via the learning management system and online proctoring.</p> |
| <ul style="list-style-type: none"> • Restricted Online/Web | <p>All course content and interaction (instructor-to-student, student-to-student) must be delivered 100% online via the learning management system. Students must report to campus or an approved testing site for proctored exams.</p> |
| <ul style="list-style-type: none"> • Face-to-Face Web Enhanced | <p>A face-to-face traditional course with additional materials/coursework/activities that are completed online via the learning management system. The online components must account for less than 50% of the course and not lead to reduced time in the classroom.</p> |
| <ul style="list-style-type: none"> • Face-to-Face Traditional | <p>A course in which the instructor and the students are in the same classroom at the same time. The learning management system is not used at all or is solely used for providing course content and grades.</p> |
| <ul style="list-style-type: none"> • Two-Way Interactive Video | <p>Course content is delivered synchronously through two-way interactive audio and video allowing instructor-to-student and student-to-student interaction instantly. Participants are not in the same physical location (classroom).</p> |
| <p>Interdisciplinary Program</p> | <p>An interdisciplinary program is one in which multiple field of study combine to create a new field or discipline both in coursework and research endeavors. Frequently, this is talked about in relation to living on the edges of disciplines as it grows new fields of knowledge.</p> |
| <p>Major</p> | <p>A major indicates a degree awarding program at the Associate or Bachelor level. A major is designed to demonstrate coherence. “The term “coherence”.... reflects an expectation that, as a student progresses through a program of study, the content of the program demands increasing levels of integration of knowledge. Coherence is a critical component of a program and should demonstrate an appropriate sequencing of courses, not a mere bundling of credits, so</p> |

that student learning is progressively more advanced in terms of assignments and scholarship required and demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills” (SACSCOC Resource Manual, Standard 9.1, p. 76)

Major Core

Courses common to all students in the major, regardless of any concentration that a student may declare. The Major Core at the undergraduate level should be at least 18 credit hours in length and no more than 42 credit hours in length. The Major Core at the graduate level should be at least 9 credit hours in length and no more than 18 credit hours in length.

Major Guided Electives

A list of courses in the discipline or related discipline of the major that a student can select from to count toward credit hours in the major. Departments are not required to include Major Guided Electives in the program requirements. If the department chooses to include Major Guided Electives in the program requirements, the Major Guided Electives should be less than or equal to 30 credit hours in length. Major Guided Electives at the graduate level should be less than or equal to 21 credit hours in length.

Major Prerequisites from Gen Ed Core

Specific courses in the General Education Core that serve as prerequisites to the Major. These courses count as part of the General Education Core, within the limits of General Education Core requirements.

Minor

Minors are a coherent grouping of courses that a student can choose to pursue, in addition to a declared major. Minors alone do not lead to a degree. Minors should not be a program requirement; instead minors should be an option for students to choose to declare.

Multidisciplinary Program

A multidisciplinary program (commonly referred to general studies) incorporates coursework from any number of disciplines into a single curriculum. Students may have the ability to customize coursework to align with their personal interests and educational goals. Interdisciplinary is not the same as multidisciplinary. See interdisciplinary program definition.

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|-------------------------------|--|
| Online Program | All course content is delivered completely online. While online courses may require proctored exams, students should never be required to report to campus or other physical locations. If proctored exams are required, faculty must use virtual proctoring which is provided by the Distance Education department. |
| Optional Electives | Any university-wide undergraduate course with a course number at the 2000, 3000, or 4000 level. These courses are not part of the discipline of the student's declared major. |
| Program Development | The Faculty development of new academic majors, concentrations, and certificates in alignment with the University mission and THEC master plan and their subsequent approval by the appropriate entities. |
| Reactivation (program) | A program that has been inactivated may be reactivated within three (3) years from the date the program was made inactive. If an inactive program is not officially reactivated within the three-year time period, THEC will terminate the program automatically without notifying APSU. |
| School | "An instructional unit within a university that usually includes several academic departments and is usually administered by a dean or director. As defined here, the term "college" does not pertain to separate institutions known as colleges, such as community college or technical college" (THEC Policy A 1.3.1A). <i>Also see College.</i> |
| Site | A site is an instructional location geographically apart from the main campus, however is not independent or permanent. A site offers courses in educational programs leading to a degree, diploma, certificate, or other recognized educational credential. SACSCOC approval is required before a site can offer 50% or more of the coursework for any degree, diploma, or certificate program. |

Termination (program) Termination of an academic program completely removes the program from the APSU's academic offerings and from the THEC Academic Program Inventory. SACSCOC approval is required before a program can be terminated. If APSU desires to offer the program at a later time, a full program proposal (i.e., Letter of Notification, New Academic Program Proposal, etc.) and THEC approval is required.

TN eCampus After a revision to Regents Online Degree Programs (RODP), TN eCampus launched in 2016, as a single website portal that displays over 500 online degree options delivered by public institutions in Tennessee. Online programs include certificate programs, as well as undergraduate and graduate degrees. All programs and courses are equivalent to those offered at physical campus locations. No differentiation is made between online and on-ground delivery on transcripts or diplomas.

Program Types Being Phased Out:

Area of Emphasis A grouping of courses that provides a focus to the students' time and course selection in a specific area of the discipline. Specializations are determined by the institution.

Specializations A grouping of courses that provides a focus to the students' time and course selection in a specific area of the discipline. Specializations are determined by the institution and not approved outside the institution nor do they appear on the transcript or diploma

Track A grouping of courses that provides a focus to the students' time and course selection in a specific area of the discipline. Tracks are determined by the institution and do not appear on the transcript or diploma.
