

Definition Related to Reporting to ACHE SACSCOC
concerning Academic programs

Term	Definition	Source
4-1-4 Plan	The 4-1-4 calendar is composed of four courses taken for four months, one course taken for one month, and four courses taken for four months. There may be an additional summer session.	ACHE
Academic Awards	Associate's Degree, Bachelor's Degree, Certificate, Degree, Diploma, Doctoral Degree, Educational Specialist's Degree, First-Professional Degree, and Master's Degree	ACHE
Academic Calendar	Academic Year, Quarter, Semester, Trimester, 4-1-4 Plan	ACHE
Academic Program	Academic courses that work specific to the awarding of a degree by Troy University.	
Academic Year	The period of an institution's regular session, generally extending from September to June, usually divided as semesters, trimesters, quarters or the 4-1-4 plan. These designations are sometimes referred to as "terms."	ACHE
ACHE	Alabama Commission on Higher Education. Members appointed by the Governor and others. Has oversight of Troy University program offerings.	
Active Program	A program listed in the Commission's inventory that has admitted students	ACHE
Associate's Degree	An undergraduate award granted on completion of an educational program that is lower than the baccalaureate and that requires at least two but less than four academic years of full-time equivalent college work.	ACHE
Bachelor's Degree	An undergraduate award that normally requires the completion of at least four but not more than five academic years of full-time equivalent college work. Also includes accelerated bachelor's degrees which are completed in three calendar years.	ACHE
Branch	A degree-granting division of an institution located in a geographical setting separate from the sponsoring institution's main campus or central administration and authorized for a stated purpose in relation to the sponsoring institution and the area served. The branch offers all requirements for completing degree programs in two or more fields of study as classified by the CIP taxonomy at the six-digit level. A branch provides the necessary administrative services, student services, financial resources, library, and physical facilities to provide adequate support for degree programs offered.	ACHE
Branch Campus	A branch campus is an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, diploma, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority.	SACSCOC
Branch Campus	The physical boundaries of the location of an institutional branch.	ACHE
Campus	The grounds and buildings of an institution of higher education	ACHE
Center	A place, area, or concentration of resources marked significantly by an indicated activity, pursuit or interest. A center may involve instruction, research or service or some combination of the three. It may or may not offer courses or other activities for academic credit.	ACHE
Certificate	A formal academic award certifying the satisfactory completion of a prescribed program of study. The certificate is less than a degree, and its curriculum in many instances is related to the student's employment or professional advancement.	ACHE
Change of Address	Relocating a site that is within the same geographic area only requires a letter of notification to SACSCOC and the US Department of Education. A memo must be sent from the TROY Online Vice Chancellor or the Associate Coive Chancellor for Enrollment Management to IRPE that includes the following: Site name; Old Address; New Address; and Implementation Date.	
Classification of Instructional Programs (CIP)	A National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs (IPEDS).	

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Collaborative Academic Arrangements	Collaborative academic arrangements are agreements by institutions accredited by SACSCOC and accredited or non-accredited degree-granting institutions of higher education throughout the world for purposes of awarding academic credits and/or educational program completion credentials, e.g., certificates, diplomas, degrees or transcripts. Institutions describe collaborative academic arrangements in many different ways, most commonly identifying them as dual or joint educational programs, affiliations, partnerships, and consortial agreements. [See Commission policy "Collaborative Academic Arrangements: Policy and Procedures," available at www.sacscoc.org .]	SACSCOC
College	An instructional unit within a university that usually includes several academic divisions and/or departments and is usually administered by a dean. Often, though not always, a college is a more prominent or inclusive unit than a school. As used here, the term "college" does not pertain to separate institutions known as colleges, such as junior college, community college, or technical college.	ACHE
Concentration/Track/Option/Emphasis/Specialization	"An option generally would require fewer hours than a minor except in cases where the major is greater than 34 semester hours" (ACHE: Guidelines for the Review of Extension and Alterations of Existing Programs).	ACHE
Consortial Relationship	A consortial relationship typically is one in which two or more institutions share in the responsibility of developing and delivering courses and programs that meet mutually agreed upon standards of academic quality.	SACSCOC
Contact Hours	A unit of measure that represents a minimum of 50 minutes of scheduled instruction given to students. Also referred to as clock hour.	ACHE
Contractual Agreement	A contractual agreement typically is one in which an institution enters an agreement with another institution or service provider for receipt or delivery of courses/programs or portions of courses or programs delivered by another institution or service provider.	SACSCOC
Cooperative Program of Instruction	A program which is under the sponsorship of a single institution (identified as the primary institution) but which contains elements of resource sharing agreed upon by one or more other institutions (the secondary institution(s)). The administrative control of such a program and commitment for maintaining the resources necessary to support it are the responsibility of the primary institution. The degree is granted under the seal of the primary institution and the program will be identified in the Commission's Academic Program Inventory for that institution only. The program is so structured that should the elements contributed by the secondary institution(s) be discontinued, the basic strength of the program will not be damaged seriously and the institution administering the program will be able to continue to do so with few or no additional resources.	ACHE
Correspondence Education	A formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.	SACSCOC
Credit	Recognition of attendance and performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.	ACHE
Credit Hours	A unit of measure representing the time and activity required for one hour of credit. Usually, this involves the equivalent of 50 minutes of instruction each week for a semester, trimester, or quarter.	ACHE

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Credit Hours	For the purpose of accreditation and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates (1) not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. [Further information on the definition of credit hour is available in Commission policy "Credit Hours" at www.sacscoc.org .]	SACSCOC
Degree	An award conferred by a college, university or other higher/postsecondary education institution as official recognition for the successful completion of a prescribed program of studies.	ACHE
Degree Completion Program	A program typically designed for a non-traditional undergraduate population such as working adults who have completed some college-level course work but have not achieved a baccalaureate degree. Students in such programs may transfer in credit from courses taken previously and may receive credit for experiential learning. Courses in degree completion programs are often offered in an accelerated format or meet during evening and weekend hours, or may be offered via distance learning technologies.	SACSCOC
Degree Level	See "Level."	SACSCOC
Degree Program	See "Educational Program."	SACSCOC
Department	An instructional unit encompassing a discrete branch of study; usually located within a division and/or a school or college. The department is usually a less inclusive unit than a division, although this is not always the case.	ACHE
Diploma	A formal award certifying the successful completion of a prescribed postsecondary education program. In Alabama, the diploma, which ranges from 48 to 90 quarter hours, is only awarded by the community and technical colleges.	ACHE
Distance Education	A formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.	SACSCOC
Division	An instructional unit that usually includes two or more academic departments representing allied fields of study. (For example, a Division of Natural Sciences might include departments of biology, chemistry, physics and geology). Usually, but not always, a division is a more prominent entity than a department. (Some institutions identify the department as the more inclusive unit. In such cases, the department might include several divisions.	ACHE
Doctoral Degree	An earned graduate level academic award carrying the title of doctor, such as the Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), Doctor of Science (Sc.D.) and Doctor of Public Health (D.P.H.). Does not include first-professional degrees such as M.D., D.M.D., or J.D. or "honorary" degrees such as the LL.D., D.H.L., D.D., or Litt.D.	ACHE
Dual Degree	Separate program completion credentials each of which bears only the name, seal, and signature of the institution awarding the degree to the student.	SACSCOC
Dual Educational Program	A dual educational program is one whereby students study at two or more institutions, and each institution awards a separate program completion credential bearing only its own name, seal and signature (SACSCOC Policy "Collaborative Academic Arrangements: Policy and Procedures").	SACSCOC
Educational Program	A coherent set of courses leading to a credential (degree, diploma, or certificate) awarded by the institution.	SACSCOC
Educational Specialist's Degree (Ed.S)	A graduate level award that requires completion of an organized program of study consisting of the full-time equivalent of one academic year of work beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level.	ACHE

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Faculty Credentials	When an institution defines faculty qualifications using faculty credentials, institutions should use the Commission's credential guidelines. (See Commission guidelines "Faculty Credentials" at www.sacscoc.org .)	SACSCOC
First-Professional Degree	An award that requires completion of a program that meets all the following criteria: completion of the academic requirements to begin practice in the profession; at least two years of college work prior to entering the program; and a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. First-professional degrees may be awarded in the following 10 fields: Chiropractic (D.C. or D.C.M.); Pharmacy (Pharm.D.); Dentistry (D.D.S. or D.M.D.); Podiatry (D.P.M., D.P., Pod.D.); Medicine (M.D.); Veterinary Medicine (D.V.M.); Optometry (O.D.); Law (L.L.B., J.D.); Osteopathic Medicine (D.O.); Theology (M.Div., M.H.L., B.D., or Ordination).	ACHE
Full Prospectus	See "Substantive Change."	
Full-Time Faculty Coverage	The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. (includes the number of full-time faculty, disaggregation by academic program and mode of delivery, and location of full-time faculty)	SACSCOC
General Education	Courses in general education introduce students to the basic content and methodology of the principal areas of knowledge – humanities and the fine arts, the social and behavioral sciences, and the natural sciences and mathematics.	SACSCOC
Geographically separate	An instructional site or branch campus that is located physically apart from the main campus of the institution.	SACSCOC
IEC	Institutional Effectiveness Committee	
Inactive Program	A program listed in the Commission's inventory that is no longer admitting students. Institutions must inform the Commission when they place a program on inactive status. This status will be so noted in the Commission's inventory. To be placed on inactive status, a program must be viable (meet the productivity standards set in the viability legislation). The institution may reinstate a program to active status within five years after the program has been placed on inactive status without submitting a program proposal for approval. However, the institution must inform the Commission on program reinstatement by information item. The information item must provide evidence of adequate resources and student demand to reactivate the program.	ACHE
Inactive Status	Inactive means a program is not currently being offered and is being considered for deletion from University inventory. This term does not apply to suspended cohort programs waiting for a population to rebuild, nor does this term apply to a program waiting to hire faculty to support the program before admitting students.	
Institute	An association of persons or organizations that collectively constitute a technical or professional authority in a field of work, study, research, or service. An institute may or may not offer courses or other activities for academic credit. Sometimes the term is used interchangeably with a center or an entire special purpose institution.	ACHE
Institutional Effectiveness	Institutional Effectiveness is the systematic, explicit, and documented process for measuring performance against mission in all aspects of an institution.	SACSCOC
IRPE	Office of Institutional Research, Planning, and Effectiveness at Troy University	
Joint Degree	A single program completion credential bearing the names, seals, and signatures of each of the two or more institutions awarding the degree to the student.	SACSCOC
Joint Educational Program	A joint educational program is one whereby students study at two or more institutions and are awarded a single program completion credential bearing the names, seals and signatures of each of the participating institutions (SACSCOC Policy "Collaborative Academic Arrangements: Policy and Procedures").	SACSCOC
Joint Program	A program which is mutually sponsored by two or more institutions leading to a single degree which is conferred by both or all participating institutions. A joint degree program is unique and distinguishable from any program offered independently at any one of the institutions. A joint degree program exhibits the following specific characteristics:	

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	<p>1. The program is planned, implemented, and monitored by a joint committee comprised of representatives from all participating institutions and is managed by an academic administrator or by co-academic administrators jointly appointed by and responsible to both or all participating institutions.</p> <p>2. The program has a common faculty who hold joint appointments at all participating institutions.</p> <p>3. The program has common entrance requirements, curriculum, and degree requirements agreed upon by all participating institutions.</p> <p>4. For joint graduate programs, common qualifying examinations should be given and jointly graded by the participating institutions.</p> <p>5. The program is based on carefully prescribed and explicitly stated procedures for sharing resources at participating institutions.</p> <p>6. The program leads to a single degree granted under the seals of all participating institutions. If a joint program is to be offered by two or more institutions that are within the same system but are under a single executive head, explicit procedures must be developed and stated that will assure equal administrative oversight of the program.</p> <p>7. The joint program is so designed that its viability is dependent upon the shared resources of the participating institutions. In the event one or more of the participating institutions cannot meet its commitments and responsibilities, the program would be terminated.</p>	ACHE
Letter of Notification	A letter form the Chancellor to the President of SACSCOC that notifies SACSCOC of a change that does not require a review by SACSCOC, but for which SACSCOC requires a notification.	
Level	<p>Classified by the Commission on Colleges according to the highest degree offered, member institutions are designated as operating at one of the following six levels:</p> <p>Level I Associate</p> <p>Level II Baccalaureate</p> <p>Level III Master</p> <p>Level IV Educational Specialist</p> <p>Level V Doctorate (3 or fewer)</p> <p>Level VI Doctorate (4 or more)</p>	SACSCOC
Location	One of the four campuses in Alabama or a recruiting or instructional site outside of Alabama.	
Main Campus	The physical boundaries of the campus where the institution's principal administrative offices are located.	ACHE
Main Campus	An institution's main campus is the campus with the central administrative unit.	SACSCOC
Major	“That component of the undergraduate curriculum consisting of a set of courses selected and sequenced to provide students with the opportunity for extensive and in-depth study of a discipline or interdisciplinary field of study. Requirements for the major may also include integrating elements or experiences, such as a senior thesis or capstone course. The major usually constitutes 25 to 35% of the required credits for the baccalaureate degree.”	
Major	That part of a degree program which consists of a specified group of courses in a particular discipline or field. While practices vary among institutions, a baccalaureate program major usually consists of 28 semester hours or more.	ACHE
Master's Degree	A graduate level award that requires the completion of a program of study at least the full-time equivalent of one but usually not more than two academic years of work beyond the bachelor's degree. In professional fields, it is sometimes an advanced professional degree earned after the first-professional degree.	ACHE
Minor	“At the undergraduate level, a prescribed grouping of courses in a department or interdisciplinary program, more than half of which are usually in upper division courses. A minor typically constitutes roughly 15% of the required credits for the bachelor’s degree. At the graduate level, see entry for “specialization”.”	
Minor	“A minor is 18 semester hours generally” (ACHE: Guidelines for the Review of Extension and Alterations of Existing Programs).	
Minor	That part of a degree program which consists of a specified group of courses in a particular discipline or field usually constituting a minimum of 18 semester hours.	ACHE

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Mission Statement	The mission statement is comprehensive statement addressing all aspects of institutional function. It is important that the institutional mission statement be formally adopted, published, implemented, and made available to all the constituencies of the institution and to the general public. Because the statement describes what the institution does, it is the foundation for planning and assessment processes. These processes validate that the institution does what it claims and evaluates how well it fulfills its mission statement. The mission statement thus provides the basis and context for evaluating institutional effectiveness. The Commission uses the term “mission” throughout its standards to be consistent in representing other terminology which may mean the same, such as purpose	SACSCOC
Modified Prospectus	A prospectus submitted in lieu of a full prospectus for certain designated substantive changes. When a modified prospectus is acceptable, the Commission specifies requested information from the institution.	SACSCOC
Modified Prospectus for Initiating Certificate Programs for Workforce Development	Initiating certificate programs for workforce development. These are typically offered at the request of an employer, either on campus or at the workplace. Offering previously approved certificate programs at an unapproved off-campus site requires approval prior to implementation. Similarly, offering a certificate program that is a significant departure from existing approved certificate programs, either on or off campus, requires approval prior to implementation. SACSCOC will waive the six-month notification requirement and accept a modified prospectus consisting of the name of the certificate, date of implementation, the complete physical address of the off-campus site (if applicable), a faculty roster, a discipline-specific description of library/learning resources, a description of physical facilities, and descriptions of courses to be offered at the site.	SACSCOC
Modified Prospectus for Initiating New Sites with Existing/Approved Programs	A Modified Prospectus can be submitted for an approved program being offered at the fourth and subsequent sites offering the same program. That is, after a program has been approved for three teaching locations, only the following items are required: faculty roster, description of discipline-specific library resources, description of student support services, description of physical resources, and list of courses to be offered at the site.	SACSCOC
Multi-Campus Institution	A single institution which operates on two or more administratively equal campuses.	ACHE
Multi-Campus Institution	A multi-campus institution is accredited as one unit with all campuses included in that accreditation. Such campuses are permanent and usually have a core faculty and substantive administrative and academic support systems. A multi-campus institution may have a central administrative unit—a unit that administers the entire institution—with all instruction taking place on the individual campuses.	SACSCOC
National Accrediting Agencies	National accrediting agencies (such as the Rabbinical and Talmudic Schools Accreditation Commission and the Accrediting Bureau of Health Education Schools) focus on specific types of institutions wherever they are located. Normally, there are single purpose institutions, e.g. career education, religious education. [See Part I of the Handbook for Institutions Seeking Reaffirmation of Accreditation.]	SACSCOC
NISP	Notification of Intent to Submit a Proposal http://www.ache.alabama.gov/Content/Departments/Instruction/Instruction.aspx	ACHE
Off-Campus Course	A course provided to any group of students for academic credit at a particular off-campus site in an organized classroom setting, regardless of the instructional delivery system.	ACHE
Off-Campus Facility	The actual physical plant in which instruction is conducted at an off-campus site.	ACHE
Off-Campus Instructional Site	An off-campus instructional site is a teaching site located geographically apart from the main campus. A site at which an institution provides electronic delivery and where students go to access the support services needed is also considered an off-campus instructional site. The site is not independent of the institution’s main campus.	SACSCOC
Off-Campus Program	A program of instruction offered in its entirety at an off-campus site.	ACHE
Off-Campus Site	The specific location where one or more courses are offered for academic credit away from the sponsoring institution's main campus.	ACHE

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Program Extension Request	Taking an existing approved program at an existing approved campus/site.	
Program of Instruction	An organized set of courses and related activities for which, upon satisfactory completion, some degree, diploma, or certificate is awarded. This does not include areas of specialization or concentration within a program. If an institution wishes to give such options discrete program identity, they must first be reviewed and approved by the Commission. Options within programs will not be separately identified in the Commission's Academic Program Inventory, and the institution may not identify such options as degree programs in its catalog or other publications. 1. Existing Program of Instruction: A program which is currently identified in the Commission's Academic Program Inventory. 2. New Program of Instruction: A program which has not been approved by the Commission and added to its Academic Program Inventory.	ACHE
Program Pending Implementation	A program listed in the Commission's inventory that has been approved by the Commission but has not yet begun enrolling students. The program will be designated in the inventory with the approval date. It is the institution's responsibility to notify the Commission in writing when the program has been implemented and is admitting students.	ACHE
Programmatic Accrediting Agencies	Programmatic Accrediting Agencies (such as those for dentistry and for dance) are also called Specialized Accrediting Agencies. They focus on discipline-specific educational programs and are geographically nonrestricted.	SACSCOC
Quality Enhancement Plan (QEP)	Required of all Member institutions undergoing Reaffirmation of Accreditation, the Quality Enhancement Plan is a carefully designed and focused course of action that addresses a well-defined issue directly related to enhancing student learning. Applicant and Candidate institutions do not prepare a Quality Enhancement Plan during the process for Initial Accreditation. [See Part IV of the Handbook for Institutions Seeking Reaffirmation of Accreditation.]	SACSCOC
Quarter	The quarter calendar consists of three quarters of about 10-12 weeks each. There may be an additional summer quarter.	ACHE
Reasonable Extensions or Alterations of a Unit or Program of Instruction	Modification of an existing unit or program of instruction which does not change its essential character, integrity, or objectives. Such modifications do not create new units or programs of instruction. Program changes may include reasonable extensions such as the addition of a new area of specialization (concentration, option, emphasis, focus, track), or reasonable alterations such as a change in degree nomenclature at the same degree level (except doctoral), or a change in program title or CIP code, provided these modifications are within the Commission guidelines. Provisions for reasonable extensions or alterations of units or programs of instruction do not relate to the addition of off-campus sites or adding any new unit or program. Extensions and alterations are defined as nonsubstantive (require Commission notification by information) and substantive (require Commission approval). Refer to the Guidelines for Review of Extensions/Alterations of Existing Units or Programs of Instructions for details.	ACHE
Recruiting Site	A recruiting site is a site that only recruits students. No programs or courses are offered at the site.	
Regional Accrediting Agencies	The seven regional accrediting agencies within the six geographic regions of the U.S. review the entire organization, not just the education programs, for institutions within their geographic service area. [See Part I of the Handbook for Institutions Seeking Reaffirmation of Accreditation.]	SACSCOC
Southern Association of Colleges Schools Commission on Colleges (SACSCOC)	One of two separately incorporated entities of the Southern Association of Colleges and Schools, the Southern Association of College Schools Commission on Colleges is the regional body for the accreditation of degree-granting institutions of higher education in the eleven Southern states – Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia; SACSCOC also accredits international institutions of higher education.	SACSCOC
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges. Provides regional accreditation to Troy University. The U.S. Department of Education requires regional accreditation for Troy University to be authorized to provide federally funded student financial aid.	

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Sampling	There is a clear expectation that an institution is required to be able to demonstrate institutional effectiveness for all its educational programs. This includes certificate and degree programs. To this end, an institution may provide a sampling of the effectiveness of its programs at the time of its comprehensive review. Sampling, for the purpose of accreditation, includes the following three elements: (1) a representation of the institution's mission, (2) a valid cross-section of programs from every school or division, and (3) a compelling case as to why the sampling and assessment findings are an appropriate representation of the institution's educational programs. Sampling does not preclude the institution from having effectiveness data/analysis available on all programs. It is the prerogative of a SACSCOC committee member to conduct a more in-depth review of an institution's data/findings/analysis on the effectiveness of all its educational programs.	SACSCOC
School	An instructional unit within an institution of higher education which usually encompasses a professional discipline such as medicine, engineering, education, etc. and which often includes several academic divisions and/or departments. A school is usually under the administration of a dean or director. Often, though not always, a school is less inclusive than a college	ACHE
Semester	The semester calendar consists of two semesters of about 16-18 weeks each. There may be an additional summer session.	ACHE
Shared Program	<p>A program of instruction that is mutually sponsored by two or more institutions and leads to a single degree or other award of completion which is jointly conferred by all participating institutions. A shared program is very similar to a joint program. However, the withdrawal of one or more participating institutions from a shared program does not automatically preclude the continuation of the program by the remaining participants or the reversion to independent program status by institutions which offered independent programs prior to entering the shared program agreement. The purpose of a shared program is to allow institutions to pool their resources in order to offer a collaborative program of greater depth, breadth, academic quality, productivity, and economy than would generally be possible through independent single programs. It is also expected that shared programs will help reduce program duplication. Guidelines for shared programs are listed below.</p> <ol style="list-style-type: none"> 1. An institution may participate in a shared program only at a degree level currently recognized within its Commission-approved Instructional Role Matrix. 2. At least one of the participating institutions must have an independent program in the same area and at the same level in operation at the time the shared program is proposed. 3. No institution may offer a separate independent program in the same area and at the same level while participating in a shared program. 4. Should one or more participating institutions withdraw from the shared program, it may be continued if at least two institutions remain. This would constitute an alteration of an existing program and would require Commission approval as such. 5. Should the shared program be discontinued, participating institutions which previously had independent programs may revert back to independent program status subject to program alteration approval by the Commission. 6. The shared program is treated as a single program for viability purposes. 7. Proposals for shared programs must include documentation that necessary approval has been received from all relevant accrediting agencies. Similar documentation must be presented if the program is altered in any way or when an institution wishes to revert to independent program status. 8. The program is planned, implemented, and monitored by a joint committee comprised of representatives from all participating institutions and is managed by an academic administrator or by co-academic administrators jointly appointed by and responsible to all participating institutions. 9. The program has a common faculty who hold joint appointments at all participating institutions. 10. The program has common entrance requirements, curriculum, and degree requirements agreed upon by all participating institutions. 11. For shared graduate programs, common qualifying examinations should be given and jointly graded by the participating institutions. 	ACHE

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	<p>12. The program is based on carefully prescribed and explicitly stated procedures for sharing resources at participating institutions.</p> <p>13. The program leads to a single degree granted under the seals of all participating institutions. If a shared program is to be offered by two or more institutions which are within the same system but are under a single executive head, explicit procedures must be developed and stated that will assure equal administrative oversight of the program.</p>	
Significant departure	<p>A program that is not closely related to previously approved programs at the institution or site or for the mode of delivery in question. To determine whether a new program is a “significant departure,” it is helpful to consider the following questions:</p> <ul style="list-style-type: none"> • What previously approved programs does the institution offer that are closely related to the new program and how are they related? • Will significant additional equipment or facilities be needed? • Will significant additional financial resources be needed? • Will a significant number of new courses will be required? • Will a significant number of new faculty members will be required? • Will significant additional library/learning resources be needed? <p>A new off-campus site is an address that has not been previously approved by SACSCOC. (A new off-campus site includes additional classroom space for an existing approved site with a different address.)</p>	SACSCOC
Site	A private, nonprofit, voluntary organization, the Southern Association of Colleges and Schools is comprised of the Commission on Colleges, which accredits higher education degree-granting institutions, and the Council on Accreditation and School Improvement, which accredits elementary, middle, and secondary schools.	
Specialization	Synonymous terms that represent a specified group of courses within a program of instruction.	
Substantive Change	<p>Documentation required by SACSCOC for review prior to offering a new degree program or starting to offer a program in a new physical location.</p> <p>Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes institutional activities such as (1) changing the established institutional mission or objectives, (2) changing the institution’s legal status, form of control, or ownership, (3) adding courses/programs that represent a significant departure in content or in method of delivery, (4) adding courses/programs at a degree or credential level above the institution’s current accreditation, (5) changing from clock hours to credit hours, (6) substantially increasing the number of clock or credit hours for completion of a program, (6) adding an off-campus location at which the institution offers at least 50 percent of an educational program, or (7) establishing a branch campus. [Information about reporting and approval procedures for substantive change can be found in Commission policy “Substantive Change for Accredited Institutions of the Commission on Colleges ” available at www.sacscoc.org]</p>	SACSCOC
Substantive Change Prospectus (SCP)	A written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides fifty percent or more of at least one program offered, ceases to operate before all enrolled students have completed their program of study. Such a teach-out agreement requires SACSCOC approval in advance of implementation.	
Teach-Out Agreement	A written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions. Teach-out plans must be approved by SACSCOC in advance of implementation.	SACSCOC
Teach-Out Plan	At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree, usually the earned doctorate, or the equivalent of the terminal degree.	SACSCOC

Definition Related to Reporting to ACHE SACSCOC
concerning Academic programs

Terminal Degree Faculty Coverage	<p>When calculating data in support of compliance, an institution may use course hours or courses. In addition, the institution should take into consideration course hours in each major offered at off-campus instructional sites; disaggregated by location/by delivery. When providing data, the institution should use two consecutive semesters or the equivalent. Do not include general education and pre-requisites. What percentage of courses/course hours required for each major are taught by faculty holding a terminal degree?</p> <p>The trimester calendar is composed of three terms of about 15 weeks each.</p> <p>An organizational structure which offers instructional courses or other activities for academic credit. This definition pertains to institutions, branches, and campuses as well as colleges, schools, divisions, departments, institutes, and centers within institutions which offer courses or other activities for academic credit.</p>	SACSCOC
Trimester	<p>1. Existing Unit of Instruction: A unit of instruction in place prior to August 19, 1994. Official documentation must be available to support the existence of a unit of instruction.</p>	ACHE
Unit of Instruction	<p>2. Proposed New Unit of Instruction: A unit of instruction not in place prior to August 19, 1994. Several new units which offer academic credit are subject to Commission approval, including a new institution (including one formed by consolidation), branch, campus, school, college, division, or institute.</p>	ACHE
USDE	United States Department of Education	