GLOSSARY FOR HLC SELF-STUDY

Contents of Glossary

	Area	Term	Description	Associated Acronym, if any
External	**Governing Bodies**	Illinois Board of Higher Education	State agency responsible for planning and coordinating Illinois' system of higher education in the areas of program approval and operating authority; higher education budget; information sytems; grant administration; and master planning. Oversight into nine public universities and the Illinois Community College Board.	IBHE
		Illinois Community College Board	State agency overseeing the Illinois Community College System in accordance withh the Public Community College Act. The system comprises 48 public community colleges and one multicommunity college center in 39 community college districts	ICCB
		Community College District 505	The state of Illinois is divided into 39 community college districts. Parkland College's district is District 505. District 505 covers parts of 12 counties: Champaign, Coles, Dewitt, Douglas, Edgar, Ford, Iroquois, Livingston, McClean, Moultrie, Piatt, and Vermillion.	
		ICCB Recognition	A statutory term describing the status of a district which meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board (ICCB) (Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with these standards. All colleges are evaluated on a select number of standards during the same five-year cycle.	
		Higher Learning Commission	Regional accreditor	HLC
Internal		Board of Trustees	A locally elected board of trustees to guide the college to achieve local and statewide goals. Parkland's board of trustees consists of seven elected trustees and one student trustee.	BOT
	Shared Governance	Parkland College Association	Shared governance body with elected representatives from all membership groups including faculty, full-time and part-time; professional support staff; public safety officers; supervisors; administrators; and students. Is governed by a constitution. Oversees development and revision of, and voting on revisions and additions to Parkland Policies and Procedures prior to presentation to the Parkland Board of Trustees for approval.	PCA
	PCA Constitutional Committees	PCA constitutional committees	Shared governance is, in part, conducted through the work of ten constitutional committees in the areas of: academic assessment (AAC); college planning (CPC); curriculum; diversity; support assessment; professional development; student affairs (SAC); sabbatical leave; sustainable campus; and IDEAS. Committee membership is specified in the PCA constitution.	
		Academic Assessment	Faculty committee. Responsible for leading faculty across academic divisions to conduct regular assessment of learning outcomes with analysis and action plans to address learning gaps.	AAC
		College Planning Committee	Responsible for strategic planning, annual planning, capital development planning, setting guidelines for budget, priorities, handling space allocation issues, reviewing all proposals for new PCA/College-wide committees, reviewing Parkland College mission and purposes every two years as part of the strategic planning process.	CPC
		Curriculum	Faculty committee. Responsible for approving new and revised credit courses and credit programs; reviewing and providing oversight for non-credit courses and programs; providing oversight of general education objectives and assessment.	
		Diversity	Responsible for evaluating the academic and social climate and proposing initiatives to meet the needs of the college community.	
		IDEAS	Internal grant review and recommendation body. Responsible for reviewing, evaluating, and ranking IDEAS proposals twice a year and making recommendations to college president; providing feedback to proposals. IDEAS stands for Inspire, Develop, Engage, Assess, and Sustain Innovation.	IDEAS
		Professional Development	Comprises coordinating committee, professional development subcommittee for faculty (PDSF), professional developmenta subcommittee for staff (PDSS). Responsible for recommending actions related to professional development for faculty and staff; communicating professsional development ideas to and from constituent departments.	PDSF; PDSS
		Sabbatical Leave	Faculty committee. Responsible for evaluating proposals and making recommendations to college president and vice president for academic services per policy manual guidelines.	
		Student Affairs	Responsible for hearing and reviewing appeals to academic decisions (including academic policy exceptions, academic honesty, grade appeals, and student grievances); reviewing and recommending new/revised academic policies as they impact academic standards.	SAC
		Support Assessment	Responsible for leading non-academic departments in assessing outcomes of their departments using key indicators of effectiveness; environmental scanning	
		Sustainable Campus	Responsible for evaluating the college's environmental impact in terms of its facilities and operatiional activities and proposing initiatives toward sustainability; increasing student, faculty, and staff awareness of environmentally responsible actions in daily responsibilities.	
		Policy Manual	Reviews all proposals for new policies and procedures or revisions to existing policies and procedures. Prepares proposals for presentation to the PCA for discussion and vote.	
	Collegewide Committees	Parkland Accessibility Committee	Appointed by the vice presidents to assist in implementation of Policy 3.47 Institutional Accessibility. Led by Dean of Counseling Services. Focuses on meeting standards set by legislation as they pertain to web accessibility, instructional materials, and accommodations for students with disabilities.	PAC
		Placement Committee	Chaired by the vice president for academic services with representatives from academic services and student services. Develops, implements, reviews, evaluates, and modifies procedures related to placement. Also monitors compliance with procedural guidelines. Established by Policy 8.11 Academic Placement.	
	IT Governance		Sets direction for the college to create an accessible technology enivornment to enhance teaching and learning and provide easy-to-use technology-enabled services for the college community	
		Executive Technology Committee	Provides executive oversight of the IT governance structure	ETC
		Infrastructure Committee	Develops, prioritizes, and recommends projects related to IT infrastructure Including security, IT support, IT standards, and funding models for core services	
		Web Governance Committee	Develops, reviews, and prioritizes project proposals related to Web publishing technologies in according to website standards and best practices so that the college maintains a strong web presence identity	
		Technology for Learning Engagement committee	Provides a forum for the discussion of currrent and emerging technology issues, trends, innovations related to instructional programming	TLE
		Cross Functional committee	Oversees development, prioritization, and execution of cross functional administrative IT related projects, business process improvement, and system standards	CFC

Councils (Leadership Bodies)	College Council	Shared governance body led by the vice presidents and comprises academic deans and department chairs, student services deans and directors, communication and external affairs and administrative services adminstrators/directors. The Council meets monthly during the academic year to discuss campus-wide concerns, review proposed college policies and procedures, and promote communication and collaboration across all areas of the college. Established by Policy 2.05.	
	Deans Council	Comprises vice presidents of academic services, communications and external affairs, student services; student services deans; academic deans; dean of institutional effectiveness. Meets monthly to share information, coordinate, and collaborate as appropriate on collegewide matters to achieve institutional strategic goals.	
	Academic Services Leadership	Chaired by the vice president for academic services. Composed of academic deans, associate deans, department chairs, and directors. Meets regularly to discuss issues that pertain to academic matters, instructional policies and practices, and coordinate instructional activities. Established by Policy 2.06 Academic Services Leadership.	ASL
	Advisory Council for Accessibility, Inclusion, and Diversity	Comprises leaders and faculty representatives from across the college to advise the executive vice president on strategic directions, concerns, and college-wide initiatives on issues related to accessibility, diversity, and inclusion (AID). Objectives include setting strategic directions to enhance the work of the college on AID issues and identify collegewide focus areas.	ACAID
Strategic Planning	Strategic Plan for Excellence	A five-year vision and plan that lays out strategic goals and direction for the college. Current plan is set for 2019 through 2024. See https://www.parkland.edu/Main/About-Parkland/Administration/Strategic-Plan-for-Excellence	
	Key Performance Indicators	Performance metrics that yield critical pieces of information on how well the college is moving toward the fulfillment of its strategic goals and sustainability into the future. They are quantitative indicators of institutional viability and educational quality. There are 12 KPIs spread over the categories of enrollment, student success, employees, and finance.	KPI
	Annual Planning	Action plans (tactical in nature) at departmental/program level that relate to division-wide or larger area strategic plans. Action plans are typically created in response to assessment and other data and generally intended to improve progress toward KPIs. Plans for the following FY that have significant budget impact (such as personnel, remodeling, and software requests) are entered into the annual planning database in October; other action plans and equipment are submitted in March. The annual planning database is set up with a hierarchy of approval levels.	
	College Planning Committee	Constitutional committee led by the college president. Reviews and approves strategic plan, KPIs, and annual planning requests.	CPC

Unions	**Faculty**	Parkland Academic Employees	Represents all full-time faculty, full-time coun selors, and full-time librarians.	PAE
		Part Time Faculty Organization	Local #4927, IFT/AFT-AFL-CIO. Represents all part-time faculty employees who teach six or more equated contact hours per semester, part-time librarians who work twenty hours per week, and dental hygienists who deliver xis equated contact hours or eight hours of dental clinic service per wekk.	PTFO
	Staff	Professional Support Staff	Local #4776 IFT/AFT-AFL-CIO. Represents all regular full-time and regular part-time professional support staff (non-instructional) employees	PSS
	Police Officers	Public Safety Officers' Association	Local #173, Policemen's Benevolent Labor Committee. Represents all full-time public safety officer employees	PSOA

	Area	Term	Description	Associated Acronym, if any
Academic Services	**Academic Divisions and Departments**	Arts and Sciences	Led by an academic dean. Comprises the following departments led by department chairs: Fine and Applied Arts; Humanities; Mathmematics: Natural Sciences; and Social Sciences and Human Services. *Department names in process of org change.*	A&S; FAA; HUM; MAT; NSC; SSHS
		Career and Technical Education	Led by an academic dean. Comprises the following departments led by department chairs: Agriculture; Aviation; Engineering Science and Technologies; Business and Computer Science and Technologies, and Adult Education. Department names might also be in flux.	CTE; Ag; EST; BCST
		Health Professions	Led by an academic dean. Comprises the following departments led by department chairs: Nursing and Allied Health.	HP
		Learning Commons	Led by an associate dean. Is a physical and virtual hub for learning and learning support. Includes the library, support for online learning, peer tutoring and learning assistance, and the Writing Lab.	
		Academic Services Leadership	Leadership body led by the Vice President for Academic Services and comprises all academic deans, associate deans, and department chairs. Meets twice a semester.	ASL
Credentials Offered	**Transfer oriented**	Associate in Arts	A transfer-oriented degree designed so that students may complete the lower-division (freshman and sophomore) portion of a Bachelor of Arts (B.A.) degree. The A.A. degree includes the completion of the transferable General Education Core Curriculum (GECC)and the lower-division Baccalaureate Major Field core courses recommended by the Illinois Articulation Initiative IAI).	AA
		Associate in Science	A transfer-oriented degree designed to facilitate the transfer of students in science, technology, engineering, and mathematics (commonly known as STEM) disciplines into four-year institutions to complete a Bachelor of Science (B.S.) degree. It replicates as closely as possible the lower division (freshman and sophomore) coursework required of students in their chosen STEM field of study. The A.S. degree includes 31 to 34 hours of required general education courses but does not fully satisfy the IAI GECC requirements.	AS
		Associate in Engineering Science	A transfer-oriented degree designed to accommodate the specific need of engineering transfer students. Given the sequential list of courses required in freshman and sophomore years, the A.E.S. was developed in tandem with universities to spread the completion of general education requirements over four years. Thus the A.E.S. does not fully satisfy the IAI GECC requirements.	AES
		Associate in Fine Arts	A transfer-oriented degree designed to accommodate the unique needs of students majoring in the fine arts: art, music, or theatre. Given the sequential list of courses required of fine arts majors in freshman and sophomore years, the A.F.A. was developed in tandem with universities to spread the completion of general education requirements over four years. Thus the A.F.A. does not fully satisfy the IAI GECC requirements.	AFA
		General Education Core Curriculum credential	The General Education Core Curriculum comprises the minimum requirements to fulfill lower division general education requirements for associate (transfer) and bachelor's degree. Course requirements are distributed across these disciplines: communications; social and behavioral sciences; humanities and fine arts; mathematics; and physical and life sciences. It is part of the statewide IAI transfer agreement to accept a completed GECC package in transfer in lieu of the transfer institution's own lower division general education courses. The completion of the GECC at Parkland is recognized as a credential.	GECC
	Career oriented	Associate in Applied Science	A career-oriented degree designed to prepare students to meet employment competencies in a wide range of fields. A.A.S. degrees consist of at least 45 hours of technical courses and 15 hours of general education courses. Curriculum for each A.A.S. degree is developed in tandem with industry needs and in response to labor market demand. Most A.A.S degrees are found in academic programs in the Career and Technical Education and Health Professions divisions. Although the A.A.S. degrees are not designed for transfer, graduates have opportunities to complete a bachelor's degree through 2+2 agreements that the college has established with many four-year institutions.	AAS
		Certificate	Short-term credentials that focus on technical skills required for employment. Certificates vary in length. Most are designed as stackable credentials that sequentially lead toward earning a full A.A.S. degree.	
	General completion	Associate in General Studies	A degree program designed for students interested in earning an associate's degree but not in a specific transfer or career area. It is not covered by the Illinois Articulation Initiative. While individual courses toward the A.G.S. are transferable, the degree itself does not confer junior standing at the senior institution upon transfer.	AGS
		Reverse transfer	Process that allows students who transfer without completing a transfer degree (A.A., A.S., A.E.S., or A.F.A.) to petition for a degree from Parkland by transferring credit hours back for the degree.	
Academic Services	**Curriculum**	Curriculum Committee	A faculty-led PCA (Senate) committee that is responsible for reviewing the development and revision of courses and academic programs at the college. All recommendations for changes and additions to the college curriculum as they pertain to transfer, career and technical, general studies, and continuing education are reviewed by the committee prior to presentation to the vice president for academic services. Committee procedures can be found in the manual at https://www.parkland.edu/Portals/3/Global/Documents/PoliciesProcedures/Curriculum%20Committee%20Procedures%20manual.pdf.	
		Course Information Form	A master course outline that is established for each credit course. Every CIF includes the course description, course objectives, major course components and associated learning outcomes, instructional time for each course component in alignment with course credit, general learning outcomes, and method(s) for assessing student learning. The vice president for academic services maintains the official master set of current CIFs. Faculty align class syllabi with the course CIF. Course descriptions in the catalog match those in the CIFs. Faculty review and update the CIF for every active course through a three-year review cycle on a schedule set by the vice president.	CIF
		PCS codes	The state's two-digit Program Classification System (PCS) classifies each program/course by instructional type. Every program and course has a PCS code. For example, PCS 1.1 refers to Baccalaureate/Transfer programming and courses, PCS 1.2 refers to CTE and PCS 1.4 refers to Developmental or Remedial Education. See http://iccbdbsrv.iccb.org/generic/fundcategories.cfm.	PCS
		CIP codes	CIP codes, or Classification of Instructional Programs are assigned to each program to 1) categorize instructional offerings consistently statewide; 2) track student enrollments and completions at the program level, and; 3) connect secondary and postsecondary offerings. Program CIP codes are assigned by the ICCB. The CIP classifications are set by the U.S. Department of Education. See https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55.	CIP
		Transfer Courses	PCS 1.1 courses designed to meet the degree requirements of transfer-oriented degrees, Associate in Arts (AA), Associate in Science (AS), Associate in Fine Arts (AFA), and Associate in Engineering Sciences (AES). All transfer courses are articulated for transfer to four-year institutions either through the IAI course descriptor or the ICCB Form 13 systems.	PCS 1.1
		Illinois Articulation Initiative	The Illinois Articulation Initiative facilitates the transfer of students among Illinois institutions of higher education. It began with a cooperation between the Illinois Board of Higher Education, Illinois Community College Board, and the Transfer Coordinators for Illinois Colleges and Universities in 1993. It was fully established and operational in 1998. It provides a general education package, known as the General Education Core Curriculum, to allow courses to transfer easily between institutions with a level of guaranteed content and quality. It also provides course recommendations for the first two years of study for certain majors. For more information, see https://itransfer.org/training/panel_members/iaiinformation.php.	IAI
		Career Courses	PCS 1.2 courses that lead to the completion of Associate of Applied Science (AAS) programs and/or related certificates. Every approved career course must be specifically attached to a parent program as a program requirement or program elective.	PCS 1.2
		Developmental Courses	PCS 1.4 courses designed to raise basic academic skill levels so that academically underprepared students are better prepared to engage and succeed in college coursework. Developmental courses are offered in reading, writing, and mathematics.	PCS 1.4
		Transitional Courses	High school courses offered to high school seniors who are projected to be not college-ready in mathematics or English language arts. These are not college courses but their curriculum and pedagogy are designed with input from developmental faculty at Parkland.	
		General Learning Outcomes	Six General Learning Outcomes (GLOs) - communication; creativity; critical thinking and information literacy; reasoning and inquiry; technology; and glocal awareness and ethical reasoning - are designed to equip students with the knowledge, skills, and values essential for educated persons to realize their potential as learners, workers, and citizens in society. Every credit course, transfer, career, or developmental, must assess for at least one GLO. At the conclusion of their degree program, Parkland students will have taken courses that assess for several GLOs.	GLO
Academic Services	**Assessment and Review**	Academic Program	Curricular unit that leads to a credential as in an associate's degree or certificate.	
		Program Review	The comprehensive review of an academic program which includes a data-driven assessment of the multiple factors required for offering the program - curriculum, faculty, enrollments, student success, equipment, learning spaces, and financial resources. Program review evaluates the effectiveness of the program in meeting the transfer and/or career needs of students, district employers, and transfer institutions. Given that student learning is a fundamental goal of an academic program, academic assessment at the course and program level is a primary component of the program review process.	
		Academic Assessment	The continuous process of evaluating, measuring, and documenting the learning process. It is undertaken by faculty to measure how well students attain expected learning outcomes at the course and program level. Faculty collect evidence of student learning and analyze how well the learning gained matches course expectations. Findings from such analyses are used to develop action plans for the purpose of improving curriculum, pedagogy, and student success. Also known as learning outcomes assessment. The work of academic assessment is led by the Academic Assessment Committee.	
		General Education Assessment	Systematic assessment of the integration of General Learning Outcomes into courses (including transfer or career-oriented courses) across the curriculum. The work of general education assessment is led by the General Education Assessment Subcommittee.	
		Program Learning Outcomes	Learning objectives and outcomes to be attained through the completion of an academic program.	
		Course Level Learning Outcomes	Learning outcomes to be attained through the completion of the course. Courses individually and collectively contribute to program learning outcomes.	
		Co-curricular Activities	Out-of-class learning activities, programs, and experiences that reinforce the college's mission and values, and complements the formal academic curriculum. An out-of-class learning activity, program, or experience is deemed cocurricular if both of the following are true: 1. The activity or program aligns with or complements the formal curriculum at the course level, discipline/program level and/or fulfills one or more general learning outcomes (GLOs). 2. The activity or program fulfills at least one explicitly stated learning outcome.	
		Co-curricular Assessment	Use of quantitative data (ex. semester GPA, credit accumulation while participating, term to term persistence) in conjunction with indirect assessment data from student participant responses to measure specified outcomes.	
Academic Services	**Student Success in Assessment and Review**	Retention	Defined at the course level. Retention is measured in terms of students completing a course as opposed to failing a course or withdrawing from a course. Data is available for retention based on grade of C or higher as well as grade of D or higher.	RPC?
		Persistence	Reflects student continued enrollment at the college. Persistence is measured in terms of term-to-term (fall semester into spring) and year-to-year (fall into following fall).	
		Completion	Refers to the completion of a credit-bearing curricular unit. Completion is measured in terms of the completion of a certificate (PCS 1.2 or GECC) and/or an associate's degree. A student may have more than one completion. Student completion data are a duplicated headcount.	

Academic Services	CTE/Perkins	Perkins V State Plan	The Perkins V legislation, Strengthening Career and Technical Education for the 21st Century Act, provides states and local educational agencies with a critical framework to center equity within Career and Technical Education (CTE) using the Comprehensive Local Needs Assessment (CLNA). Parkland follows Illinois's Perkins V State Plan.	
		Postsecondary Perkins	Parkland College participates in Postsecondary Perkins funding, administered through the Illinois Community College Board in accordance with the federally approved Perkins V State Plan.	
		Illinois Career Cluster Framework	Created by the state to achieve the goal of fully articulated curriculum from secondary to postsecondary education. The related IL Program of Study Guide provide information to stakeholders on the implementation of career clusters, pathways, and Programs of Study while serving as a resource for Illinois' adoption of the National Career Cluster Framework.	
		Career Cluster	Career Clusters are groups of occupations and industries that have in common a set of foundational knowledge and skills. There are 16 nationally recognized clusters, within which are multiple career pathways.	
		Programs of Study	Programs of Study(POS) are sequences of courses that incorporate a non-duplicative progression of secondary and postsecondary elements which include both academic and career and technical education starting no later than 9th grade with potential to earn credentials, certificates, and/or degrees.	POS
		Illinos Programs of Study Approval Form	Form for seeing POS approval which is required of each CTE program receiving funding under the Perkins V State Plan	
		Program Advisory Committee	A Program Advisory Committee comprises a group of stakeholders which may include representatives from local business and industry, college administrators, faculty, staff, and representatives from transfer institutions who advise the institution on the development, implementation, and evaluation of CTE programs to ensure programs are tailored to meet the workforce requirements of the community while addressing student needs. Additionally, they provide expertise pertaining to technological change. Although advisory committees do not set academic policy, their recommendations play an instrumental role in programming. Every PCS 1.2 program at Parkland has a Program Advisory Committee.	

Academic Services	Acceptance of Credits Earned Outside of Parkland	Illinois Articulation Initiative	See above. Statewide articulation agreement for transfer courses. Participants include all public community colleges and universities in Illinois. Parkland accepts in transfer all courses with an IAI course code	IAI
		Credits accepted in transfer	Parkland accepts courses from regionally accredited institutions for which direct course equivalency has been established.	
		Credits accepted in transfer (some career programs)	Some career programs accept credits completed at specific non-regionally accredited institutions that offer nationally curated curriculum (including but not limited to voactional training centers and professional schools).	
		Course substitutions	A course substitution may be granted if no direct course equivalency has been established and the course in question is evaluated by the department chair and dean as appropriate substitutes for program course requirements.	
		Credit for prior learning	Parkland accepts certain forms of college-level learning acquired outside of a regionally accredited institution to fulfill degree and/or certificate requirements. The following forms of prior learning assessment (PLA) are accepted.	PLA
		Proficiency exams or credit by examination	Student may petition to demonstrate mastery of the knowledge and skills for a course through an examination. If the student passes, the credit is recorded as proficiency credit with a grade of P.	P
		Licensure and industry-recognized certifications	Some career programs accept licensure and industry-recognized certifications in lieu of a proficiency examination. The acceptance of credit is recorded as proficiency credit with a grade of P.	
		Scores from selected standardized exams or programs	Parkland accepts a specified range of Advance Placement (AP) scores, International Baccalaureate (IB) scores as equivalencies for selected college courses. The college also accepts scores from the College Level Examination Program (CLEP) for selected courses.	AP, IB, CLEP
		Credit for military training	Parkland accepts certain forms of military training as equivalent to college-level learning and awards proficiency credit where appropriate with a grade of P.	

Academic Services	Placement	Placement	The college seeks to ensure that all entering students have the skills and knowledge requisite for success in college-level transfer and career . courses. Placement is the policy and procedures for assessing academic readiness at the college level in reading, writing, and mathematical skills. Students for whom English is not their native language are assessed for their English language skills in listening comprehension, reading comprehension, grammar, and language use. See https://www.parkland.edu/Portals/3/Global/Documents/PoliciesProcedures/Placement%20Manual%2010.15.20.pdf?ver=2020-10-15-164230-767	
		Multiple measures	Per statewide agreement, the college uses a multiple measures approach to determine a new student's readiness for academic coursework at the college level. Students may choose from a menu of measurement options to demonstrate college readiness in reading, writing, and mathematics.	

Academic Services	Faculty Statuses/ Employment Groups	Full-time, tenure track	Full-time faculty position leading to tenure in accordance with Illinois's Public Community College Act (ILCS 805). See https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ChapterID=18&ActID=1150. Is member of the full-time faculty bargaining group, Parkland Academic Employees (PAE).	PAE
		Full-time, non-tenure track	Full-time faculty position that does not lead to tenure. The position is temporary, ending no later than three full academic years from date of hire. Is member of the full-time faculty bargaining group, Parkland Academic Employees (PAE).	
		Full-time, tenured	Full-time faculty who has met the conditions for tenure. Is member of the full-time faculty bargaining group, Parkland Academic Employees (PAE).	
		Part-time - union member	Part-time faculty member who belongs to the Part-Time Faculty Organization (PTFO). Membership is based on teaching at least six equated credit hours in the fall and spring semesters.	PTFO
		Part-time - non union	Part-time faculty member who teaches less than six equated credit hours in the fall and spring semester.	

Area		Term	Description	Associated Acronym, if any
Enrollment Management	Application Statuses	Prospect	Potential student that has been communicated to but has not submitted an application to attend Parkland post high school (including high school students currently attending Parkland)	
		Applicant	Potential student that has submitted an application to attend Parkland	
		Admit	Potential student that has applied and been accepted to Parkland	
	Enrollment Statuses	Full-time student	A student who is enrolled in 12 or more credit hours in the fall or spring semester during a given time frame. This status is on a semester basis.	
		Part-time student	A student who is enrolled in less than 12 credit hours in the fall or spring semester during a given time frame. This status is on a semester basis	
		Dual Credit	An enrollment option that permits a current high school student to take one or more college courses to both fulfill high school course requirements and earn college credit.	DC
		Early College and Career Academy	A dual credit program offered in collaboration with the Education for Employment #330 (a K-12 Career and Technical Education cooperative) that allows high school juniors and seniors to earn ducal credit while gaining skills in specific career pathways. This dual credit program takes place on the Parkland campus.	ECCA
		Dual Enrollment	An enrollment option that permits a current high school student to take one or more college courses. The college credit earned does not count toward high school course requirements.	
		Dual Enrollment (Parkland Pathway to Illinois)	An enrollment status for students participating in the dual admissions program between Parkland College and the University of Illinois at Urbana-Champaign (UIUC) called the Parkland Pathway (PW)to Illinois. Parkland is the primary institution for Pathway students but are permitted to dually enroll in up to 5 credits at UIUC each semester.	UIUC; PW
		Concurrent enrollment	Under an agreement between the University of Illinois at Urbana-Champaign and Parkland College, students at one institution may enroll for courses at the other institution not available at their home institutions. Enrollment is on a space-available basis at each institution	
		Non-credit student	A student enrolled in non-credit bearing courses and/or programs. Includes Adult Education and Community Education.	
		Degree-seeking student	A student enrolled in academic program leading to a credential (associate's degree or certificate) upon completion of the college application and submission of appropriate documentation	
		Course enrollee	A student with no declared intent to attain a credential. Also known as a non-degree seeking student. Classified as an individual enrolling for	JPI
	Grading Options	"Standard" registration	Students generally register for classes to earn a grade	
		Audit	A student attends class with the intent of learning the class content but is not evaluated on the attainment of student learning outcomes. No quality points are earned toward the student's cumulative grade point average.	T
		Credit/No credit	Also known as pass/fail. A student attends class with intent of learning the class content and is evaluated on having attained student learning outcomes on a pass/fail basis. Only one credit/no credit course may count toward requirements for a credential. Academic departments may require certain required program courses to be taken for a quality grade.	CR or NC
	Course Enrollment and Transcript Records	Drop - student initiated action	Students may exercise privilege of dropping a class without the class becoming part of their permanent record (academic transcript) during specified drop periods. A full refund of tuition and fees is given when a class is dropped.	
		Withdrawal - student initiated action	After the drop period, students may withdraw themselves from classes until the specific last day to withdraw. A withdrawal is recorded with a grade of W on the academic transcript. No refunds are given.	W
		Military withdrawal or military incomplete	Active or reserve military or National Guard personnel who are currently enrolled and are called up for military service while in class may qualify for military withdrawal or military incomplete per written procedures. A grade of MW entitles a student a full refund of associated tuition and fees.	MW or IM
		Faculty/administrative action	Faculty per college policy may remove a student from the class. Such faculty/administrative action include developmental drops and class withdrawal for lack of attendance.	
		Exceptions to drop and withdrawal procedures	Also known as exceptions to academic policy. Students may petition the vice president for academic services for drops without record, late withdrawals, and/or medical withdrawals.	
		Academic record exclusion	Students returning to the college after an absence of two years or more and encumbered by a prior academic record of low academic performance may petition for an exclusion of that prior academic record from the computation of the student's cumulative grade point average.	
		Individual grade exclusion	Students who have transferred into a career program may petition to have D or F grades in credit hours not required into the new career program excluded from the computation of the cumulative grade point average for that program.	
	Residency Status for Tuition Rate purposes	Residency	Place where the student lives and is intended as a permanent home. Per ICCB rules, to be eligible for in-district tuition a student must have lived at a residence located inside a community college district at least thirty days prior to the beginning of the semester term. Students that are not establishing permanent residence and move into the district for the purpose of attending a community college or other post-secondary institution in the district, do not meet the in-district residency policy.	
		In-district	Students whose permanent bode is in District 505 are assessed tuition at the in-district rate	ID
		Out-of-district	Students whose permanent abode is in the state of Illinois but outside District 505 are assessed tuition at the out-of-district rate	OOD
		Out-of-state	Students whose permanent abode is in the U.S. but outside of Illinois are assessed tuition at the out-of-state rate	OOS
		International	Students whose permanent abode is outside of the U.S. are assessed tuition at the international rate	
		Career Agreement	Statewide agreement that permits an exception. Out-of-district students enrolled in Career and Technical Education programs may petition to be assessed tution at in-district rates under certain conditions.	
	Academic Standing	Grade point average	Academic standing is determined by a student's grade point average. A student's GPA is based solely on courses taken at Parkland College.	GPA
		Program GPA	Program GPA is used to determine eligibility for graduation in degree and certificate programs. Only credit earned for courses that count toward program completion are included in program GPA.	
		College GPA	Also known as cumulative GPA. Includes credits earned from all courses attempted at Parkland College. Used to calculate academic standing, not for graduation eligibility.	Cum GPA
		Good standing	Students are in good standing if their cumulative GPA is 2.0 or higher and have not fallen into academic warning, probation, suspension, or dismissal.	
		Academic honors	Also known as the dean's list. Awarded on a semester basis to students who earn a minimum of 3.5 GPA for that semester.	
		Academic warning	Students are placed on academic warning if their cumulative grade point average after attempting six credits falls below the set standard published in the college catalog.	
		Academic probation	Students are placed on academic probation if their cumulative grade point average after attempting six credits falls below the set standard for academic warning as published in the college catalog.	
		Academic suspension	Students are placed on academic suspension, if while on academic probation, their semester grade point average falls below 1.75.	
		Academic dismissal	Students are placed on academic dismissal if, during the term they return from academic suspension, their semester grade point average falls below 1.75.	
	Financial Aid	Satisfactory Academic Progress	Eligibility status for Title IV funds. Indicates that student is making satisfactory academic progress towards a credential (i.e., passing courses with grade of D or better).	
		Financial Aid warning	Status assigned to students who are not making adequate satisfactory academic progress. Status is issued to let students know that they are in danger of losing financial aid eligibility.	
		Financial Aid suspension	Status assigned to students who have lost their financial aid eligibility.	
		Financial Aid probation	Status assigned to students who are successful in their appeal against suspension from financial aid. Appeals are granted on evidence of extenuating circumstances that cause the lack of academic success	

	Term	Description	Associated Acronym, if any
Online Teaching and Learning	**Cobra Learning**	Parkland's name for the college's learning management system (LMS) used to deliver instruction remotely and course content in online format. Often referred to as Cobra. All courses are provided with a course shell in Cobra Learning. Administered by academic services.	
	Brightspace D2L	The company that created the software application for online teaching and learning that Parkland calls Cobra Learning	
Records - students; faculty load	**Colleague**	The Enterprise Resource Planning (ERP) and Student Information Systems (SIS) used by the college.	
Employee General Usage	**Colleague Self-Service**	Interactive web application that allows users (students and employees) to interact with pertinent individual information stored in Colleague databases. Replaced WebAdvisor. Student modules includes academic profile, financial aid, registration, and billing/payment information. Employees can view and/or make choices on employee information including earnings, tax forms, and benefits. Faculty have access to class rosters, email functions, and grading forms.	
	Okta	Access and identity management software used by the college to secure user authentification prior to accessing the college's systems. Managed by Campus Technologies.	
	SharePoint	A Microsoft application that allows for teams at Parkland to store, manage, and share documents. Managed by Campus Technologies.	
Students	**Slate**	The client relationship management (CRM) used by the college for managing prospective students and incoming applications. Managed by enrollment management.	
	Maxient	Student conduct software used to manage student behavior records. Administered by student services.	
HR	**Cornerstone**	An applicant tracking system used by Human Resources for managing searches to fill vacant positions	

Commonly Used Acronyms and Abbreviations

Acronym and Abbreviations	Full Name
AAC	Academic Assessment Committee
AA	Associate in Arts
AAS	Associate in Applied Science
ACAID	Advisory Council for Accessibility, Inclusion, and Diversity
AES	Associate in Engineering Science
AFA	Associate in Fine Arts
Ag	Agriculture department
AGS	Associate in General Studies
AP, IB, CLEP	Standardized exams or programs: AP = Advanced Placement; IB = International Baccalaureate; CLEP = College Level Examination Program
AS	Associate in Science
ASL	Academic Services Leadership
BCST	Business /Computer Sciences and Technologies department
BOT	Board of Trustees
CART (BIT)	Concern and Response Team (formerly Behavioural Intervention Team)
CAS	Center for Academic Success
CE	Community Education
CETL	Center for Excellence in Teaching and Learning
CFC	Cross Functional committee
CFO	Chief Financial Officer
CIF	Course Information Form
CIO	Chief Information Officer
CIP	Classification of Instructional Programs - codes set by Department of Education
CPC	College Planning Committee
CR or NC	Grade notation for Credit/No credit
CRT	COVID Response Team
CTE	Career and Technical Education
Cum GPA	Cumulative college GPA
DC	Dual Credit
ECCA	Early College and Career Academy
EST	Engineering Science and Technologies department
ETC	Executive Technology Committee
FAA	Fine and Applied Arts department
GECC	General Education Core Curriculum credential
GLO	General Learning Outcomes
GPA	Grade point average
HLC	Higher Learning Commission
HP	Health Professions
HR	Human Resources
HUM	Humanities department
IAI	Illinois Articulation Initiative
IAR	Institutional Accountability and Research
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board

ID	In-district - residency code
IDEAS	IDEAS
JPI	Job/Personal Interest - designation for non-degree seeking course enrollee
KPI	Key Performance Indicators
MAT	Mathematics department
MW or IM	Military withdrawal or military incomplete
NSC	Natural Sciences department
OOD	Out-of-district - residency code
OOS	Out-of-state - residency code
P	Grade notation for proficiency credit by examination, licensure or other forms of PLA
PAC	Parkland Accessibility Committee
PAE	Parkland Academic Employees
PCA	Parkland College Association
PCDC	Parkland Child Development Center
PCS	Program Classification System
PCS 1.1	PCS code for Transfer Courses
PCS 1.2	PCS code for Career Courses
PCS 1.4	PCS code for Developmental Courses
PDIT	Professional Development and Instructional Technology
PDSF	Professional Development Subcommittee for Faculty
PDSS	Professional Develoopment Subcommittee for Staff
PLA	Credit for prior learning
POS	Programs of Study
PSOA	Public Safety Officers' Association
PSS	Professional Support Staff
PTFO	Part Time Faculty Organization
PW	Pathway to Illinois program
SAC	Student Affairs Committee
SSHS	Social Sciences and Human Services department
SWFT	Support for Workforce Training
T	Grade notation indicating Audit
TLE	Technology for Learning Engagement committee
TRiO	TRiO/Student Support Services
UIUC	University of Illinois at Urbana-Champaign
VPAS/CAO	Vice President for Academic Services/Chief Academic Officer
VPCEA	Vice President for Communications and External Affairs
VPSS/CSSO	Vice President for Student Services/Chief Student Services Officer
W	Grade notation indicating course withdrawal