

GLOSSARY OF ACADEMIC & COLLIN COLLEGE TERMS

Collin College Terminology

- **ACCESS:** The ACCESS office provides disability services to qualified Collin College students and ensures that the institution is following ADA (Americans with Disabilities Act) guidelines. ACCESS provides reasonable accommodations and support for students who need assistance with matters such as accessibility, academics, testing, and registration. For more information, you can visit their website here: <http://www.collin.edu/studentresources/disabilityservices/index.html>.
- **APCP:** The Academic Planning Coach Program (APCP) provides students with guidance from peers, professors, and advisors to help them reach their academic goals. Academic Planning Coaches are trained and assist students with timely and efficient degree completion, provide information about campus resources, and offer individual guidance.
- **Banner:** The administrative suite of online applications that Collin College currently uses to coordinate student, financial aid, finance, and human resources systems. Most importantly for faculty, Banner is where final grades are posted.
- **Canvas:** The Learning Management System (LMS – see below) that Collin College uses for facilitating online courses.
- **CAB:** The Curriculum Advisory Board is a faculty committee charged with reviewing all changes in curricula or catalog listings, including the addition of new courses and programs, and making recommendations for terminations of courses and programs. You can find more information here: <http://inside.collin.edu/curriculum/cab.html>.
- **CHEC:** The Collin Higher Education Center, located at the Northeast corner of Hwy 121 and 75 Central.
- **COAT:** The Core Objectives Assessment Team, or COAT, is a faculty committee that oversees implementation of the general education core curriculum assessment process, training assessors, and maintaining the rubrics for the Collin College District. (See below for definitions of core curriculum, assessment, and rubrics.)
- **COE:** The Council on Excellence, or COE, is a group of elected full-time faculty who serve as peer-reviewers for multi-year contract applications of full-time faculty and provide input to the upper administration on the applications for multi-year contracts; oversee the distribution of professional development and travel funds for full-time faculty; conduct the annual Outstanding Professor and Piper Professor Selection processes; and oversee the UTD Scholarship Program. You can access their website here: <http://inside.collin.edu/committees/coe/>.
- **Concourse Syllabus:** “Concourse” is a tool in the Canvas LMS into which all faculty enter their course syllabi. It is pre-populated with certain fields to be filled, and Associate Deans will use the Concourse system to review all syllabi. To learn more and access directions for utilizing Concourse, visit this page on the eLC’s website: http://inside.collin.edu/ecollin/concourse_syllabus.html.
- **Cougarweb:** Collin College’s customized online portal, or secure webpage, for accessing important college-related information, such as one’s college profile, human resources information, Canvas, procurement processes, etc., as well as for gaining access to secure college webpages (those URL’s beginning with “inside collin.” You will be required to log in to Cougarweb with Collin credentials in order to access these pages.
- **CTL:** The Center for Teaching and Learning, or CTL, is a department that serves as a professional development resource for Collin Faculty on all campuses, with special attention to teaching excellence and support. The CTL office is currently located in Suite B122G on the McKinney campus, but serves the entire district. You can find more information on their website here: <http://inside.collin.edu/tl/profdev.html>.

- **Discipline Leads:** Full-time faculty members who coordinate district-wide curriculum development, program review and improvement, and provide input into assessment of student learning outcomes for their respective program areas.
- **eLC:** The eLearning Centers, or eLC's, at Collin College assist both students and faculty with educational technology such as Canvas, and provide resources and professional development related to online teaching. Centers are staffed with instructional designers and instructional technologists on the McKinney, Plano, and Frisco campuses. You can find more information on their faculty website here: <http://inside.collin.edu/ecollin/index.html>.
- **Faculty Council:** The Faculty Council represents faculty members in college matters and is responsible for supporting the College mission and core values; safeguarding academic freedom and promoting academic excellence; participating in College District shared governance; promoting effective communication among faculty, between faculty and administration, and between faculty and student services; promoting unity and cohesion among the faculty; and promoting the professional, economic, and social welfare of the faculty. Learn more at their website here: <http://www.facultycouncil.org/>.
- **OAB:** The Online Advisory Board reviews online courses to ensure that they meet the same standards of quality and rigor as defined for onsite courses. OAB members are Collin College faculty who teach online and are recommended by an Academic Dean; each division is represented by a faculty member. You can find more information about the OAB here: <http://inside.collin.edu/ecollin/oab/OAB%20202030.html>.
- **SOBI:** The SOBI, or Strategies of Behavioral Intervention, Committee serves as a crisis intervention resource for the Collin College community. SOBI offers a reporting form and a process for referring, responding to, and assisting students who might be displaying distressed, disturbed, or unbalanced behavior. For more information and additional resources from SOBI, visit their website at <https://www.collin.edu/studentresources/SOBI/>.

Other Official Terminology

- **ACGM:** The *Academic Course Guide Manual*, provided by the THECB (Texas Higher Education Coordinating Board – see below for more information).
- **CEU:** Continuing Education Units are used to document satisfactory completion of certain approved occupationally-related programs. One CEU is awarded for each ten contact hours of instruction included in a specified continuing education program/activity. Continuing Education courses are noncredit courses, and are for individuals who are not enrolled in a formally structure curriculum. Collin College offers a wealth of CE courses, particularly at the Courtyard Center. For more information, please go to: <https://www.collin.edu/ce/classes/faq.html#Q2>.
- **CIP codes:** Classification of Instructional Programs codes assist with the accurate tracking and reporting of fields of study and program activity. These 6-digit codes are determined by the National Center for Education Statistics within the U.S. Department of Education.
- **CTE:** Career and technical education, or the practice of teaching specific career skills to students in middle school, high school, and post-secondary institutions. Learn more about the different categories, or “career clusters,” and other useful information about CTE from the website of the Association for Career and Technical Education here: <https://www.acteonline.org/why-cte/what-is-cte/>.
- **DOL:** DOL refers to the U.S. Department of Labor, which supports the welfare of U.S. job seekers, wage earners, and retirees in a variety of ways, including advancing employment opportunities and protecting retirement and health care benefits. The DOL also administers a variety of Federal labor laws, including those that protect worker safety and health, minimum wage, and freedom from employment discrimination. For more information, see the DOL Frequent

Asked Questions page at: <https://webapps.dol.gov/dolfaq/dolfaqbytopic.asp?topicID=9&topicTitle=About+DOL>.

- **Dual Credit:** The Texas Higher Education Coordinating Board (THECB) defines dual credit as a system in which eligible high school students enroll in college course/s and receives credit from both their high school and the participating college. Dual credit courses may be taught on the college campus or on the high school campus by an approved instructor.
- **GED:** GED traditionally stands for General Educational Development Test, though it is sometimes also called a Graduate Equivalency Degree or General Education Diploma. The GED test can be taken by people who did not complete high school to indicate whether they have achieved a high school level of education.
- **General Education Core Objectives:** As part of the Texas Core Curriculum requirements (see TCC below), each core curriculum course must include 3 or 4 out of 6 core objectives (see SLO's below for a definition). The six core objectives for the TCCC are: critical thinking skills (CT); communication skills (COM); empirical and quantitative skills (EQS); teamwork (TW); social responsibility (SR); and personal responsibility (PR).
- **GIPWE:** Guidelines for Instructional Programs in Workforce Education, provided by the THECB. For more information, go to: <http://www.theccb.state.tx.us/DocID/pdf/3378.pdf>.
- **HB5:** House Bill 5, as determined by the Texas Legislature in 2013, requires that school districts partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts to prepare students adequately for entry-level college courses. For more information about HB5 and how it is supported at Collin College, please see www.collin.edu/academics/deved/housebill5.html.
- **OSHA:** OSHA, or the Occupational Safety and Health Administration, is part of the US Department of Labor, and is tasked with ensuring safe and healthy working conditions by setting and enforcing standards and by providing training, outreach, education, and assistance. To learn more about OSHA's mission and regulations, please visit the OSHA website at <https://www.osha.gov/>.
- **QEP:** The QEP, or Quality Enhancement Plan, is a plan that is required for an institution of higher education when reaffirming their accreditation through the Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC). This type of review occurs every 5 years. The QEP designed during Collin College's last review, which took place in 2015, focused on improving the advising process for students, and created the Academic Planning Coach Program. Lacy Castleman is the current QEP Coordinator at Collin. You can learn more about the QEP by going to: <http://inside.collin.edu/qep/>.
- **NSF:** The NSF, or National Science Foundation, is an independent federal agency whose mission is to "promote the progress of science; to advance the national health, prosperity, and welfare; and to secure the national defense." The NSF is a major source of funding for research conducted by America's colleges and universities, particularly in fields such as math, computer science, and the social sciences. For more information about the NSF, please visit their website here: <https://www.nsf.gov/about/>.
- **RFP:** An RFP, or request for proposal, is a description of a project accompanied by a solicitation for proposals, often made through a bidding process, by an organization interested in procuring a commodity, service, or asset from qualified vendors.
- **SACSCOC:** The Southern Association of Colleges and Schools – Commission on Colleges (more easily referred to as SACSCOC) is the regional body for the accreditation of degree-granting institutions of higher education in the Southern

United States. SACSCOC's primary goal is to ensure the quality of higher education and institutional effectiveness of the colleges and universities in those states. For more information, please see: <https://sacscoc.org/>.

- **SLO:** Student Learning Outcomes (SLO's) are goals or objectives that students should meet by the end of a given course or program. In accordance with SACS-COC requirements and House Bill 2504, there are certain SLO's that must appear verbatim on each syllabus (State-mandated outcomes). Certain courses might also require specific Collin-required outcomes.
- **TACC:** The Texas Association of Community Colleges (TACC) works with the Texas Legislature to promote policies in support of improving student education across the state's community college districts. To learn more, see their website here: <https://tacc.org/>.
- **TACTE:** The Texas Association of College Technical Educators, or TACTE, works to provide leadership advice to the THECB, the TACC, the TWC, and other agencies or organizations involved in delivering workforce instruction in the state of Texas. The TACTE also provides professional development opportunities for workforce education leaders in Texas community and technical colleges, and provides recognition for exemplary workforce education programs. For more information, visit their website here: <http://www.tacte.org/>.
- **TCC: Core curriculum/ General Education Core Curriculum:** The Texas Core Curriculum (TCC) is defined by the Texas Education Code as "the curriculum in liberal arts, humanities, and sciences, and political, social, and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving an academic undergraduate degree." The TCC includes 42 credit hours of semester-long courses in subjects such as communications, mathematics, life and physical sciences, history, and creative arts. For more information about the Core components at Collin, go to https://www.collin.edu/academics/programs/Core_Academic.html.
- **TCCTA:** The Texas Community College Teachers Association is a professional organization dedicated to "the pursuit of excellence in teaching and the advancement of education in the community, junior, and technical colleges in Texas." The TCCTA is the largest organization of post-secondary educators in Texas, and is comprised of educators from all disciplines as well as counselors, librarians, and administrators. You can learn more at the organization's website here: <https://www.tccta.org/>.
- **THECB:** The Texas Higher Education Coordinating Board (THECB) is a state-level governing body that provides leadership and coordination for Texas higher education, including determining the Texas Core Curriculum. You can learn more at their website here: <http://www.thecb.state.tx.us/>.
- **TWC:** The Texas Workforce Commission is the state agency that oversees and provides workforce development services to employers and job seekers in Texas. For more information on the mission and major functions of the TWC, please go to: <https://www.twc.texas.gov/about-texas-workforce>.
- **Title IX:** Title IX is a U.S. federal civil rights law, passed as part of the 1972 Federal Education Amendments, that states that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. For important details about how Collin College supports Title IX rights, please visit this website from the Dean of Students: <https://www.collin.edu/studentresources/deanofstudents/SexualViolence.html>.

- **WECM:** The Workforce Education Course Manual, provided by the THECB, is a statewide inventory of workforce education courses offered for semester credit hours and CEUs. You can access the WECM here: <http://board.thecb.state.tx.us/apps/WorkforceEd/wecm/>.

General Academic Terminology

- **Accessibility:** The Office of Civil Rights at the U.S. Department of Education defines accessibility in this way: “When a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally integrated and equally effective manner, with substantially equivalent ease of use.” For instance, captions on a video make that video accessible to hearing-impaired students. Further, there are also “invisible” disabilities, such as dyslexia or other learning or processing disorders that might necessitate additional time on exams.
- **Accommodations:** Changes made to mode of instruction, presentation of information, how or in what setting assignments are completed, or the timing or scheduling of a task, that remove barriers to learning and provide students with equal access to learning, generally in reference to documented visible or invisible disabilities. Accommodations change *how*, not what students learn. Examples of accommodations include allowing a visually impaired student to listen to a transcript or audiobook or giving a student extra time to complete an exam.
- **Alignment:** The term “alignment” can be used in many educational contexts, but generally refers to agreement amongst various educational components. You will probably hear it most frequently used within the context of instructional alignment, or agreement among a course’s learning objectives, learning activities, and assessments. In other words, in an aligned course, those 3 components match up such that students learn what you intend, and your assessments (i.e., exams, assignments, projects, etc.) are designed to measure accurately whether students did in fact meet those learning goals.
- **Asynchronous vs. Synchronous Learning:** Online education that happens on a student’s own schedule through online channels without real-time interaction. Examples of asynchronous learning include pre-recorded video lectures or online discussion boards that students engage with on their own time without all students needing to be online at the same time; examples of synchronous learning include live video conferencing (such as Zoom or Skype) or live chat-based online discussions.
- **Assessment:** Tools or methods used for collecting evidence about and evaluating student learning. These can be traditional exams or quizzes, as well as other types of assignments and projects, which may or may not be attached to a grade.
- **Contact Hour:** A measure that represents an hour of scheduled instruction given to students; typically, 1 contact hour equals 50 minutes in real time.
- **Credit Hour:** The amount of credit awarded for successful completion of a specified number of contact hours spent per week on a course during a regular semester (summer semesters at Collin are different due to compressed format) as determined by the institution. Most courses are typically 3- or 4- credit hours per semester. You should also note that there is not *always* a 1:1 relationship between contact hours and credit hours, depending on specific institutional requirements. For instance, some lab or studio courses might demonstrate 2:1 or even 3:1 ratios (2-3 contact hours constitute 1 credit hour).
- **CV, or Curriculum Vitae:** A CV is the academic version of a resume (in the United States), and is a much more comprehensive document. While a resume is typically very brief and tailored to a particular position, a CV is a detailed overview not only of education and work history, but also includes publications, service, and other accolades and achievements.

- **External:** In academic terms, “external” generally refers to anything that is outside of one’s current institution (in this case, Collin College). For instance, external stakeholders on an Advisory Committee would be those members who are not currently associated with the college, such as industry partners.
- **Faculty Load:** A method of tracking teaching (credit courses) and non-teaching assignments of full-time and adjunct faculty. Full-time faculty at Collin generally teach between 15-18 workload units each regular 16-week semester as part of their regular load (such as five 3-credit courses). Please see the Collin College Faculty Handbook for more detailed information about faculty load calculations.
- **Formative Assessment:** Assessment practices with the goal of monitoring student learning in progress in order to provide ongoing feedback to foster improvement. Formative assessments are usually low stakes, with low or no point value, such as an in-class assignment or proposal.
- **Inclusivity:** The practice of including people who might otherwise be excluded or marginalized. Inclusivity in education occurs through accepting, understanding, and attending to student differences and diversity, which may include physical, cognitive, academic, or social differences; inclusivity requires making all students feel welcome and represented in the classroom and course materials, regardless of age, gender, race, ethnicity, sexual orientation, or ability.
- **Learning objectives:** Generally brief statements that describe what students will be expected to learn and do by the end of a course, unit, or lesson.
- **LMS:** Learning Management System, or the software platform that an institution uses to facilitate online courses. These platforms typically include communication tools, content delivery, and assessment tools. Collin’s chosen LMS is Canvas.
- **Rubric:** An evaluation tool that articulates the expectations for an assignment by listing important criteria and describing levels of quality (such as from poor to excellent); point values or grades may or may not be included as part of a rubric.
- **STEM:** An acronym for Science, Technology, Engineering, and Mathematics. You might also hear the term “STEAM,” which includes the Arts.
- **Strategic Plan:** An organization or institution’s process of defining its direction and setting priorities for the focus of energy and resources, with the goal of strengthening operations.
- **Summative Assessment:** Assessment practices designed to evaluate student learning at the end of an instructional unit. Summative assessments are usually high stakes and attached to a grade with higher point value, such as a midterm exam or final project.
- **Syllabus:** A document provided to students that articulates goals and expectations for a specific course. A syllabus generally includes course policies, required materials, assignment descriptions, a grading schema, and a course calendar for the semester.