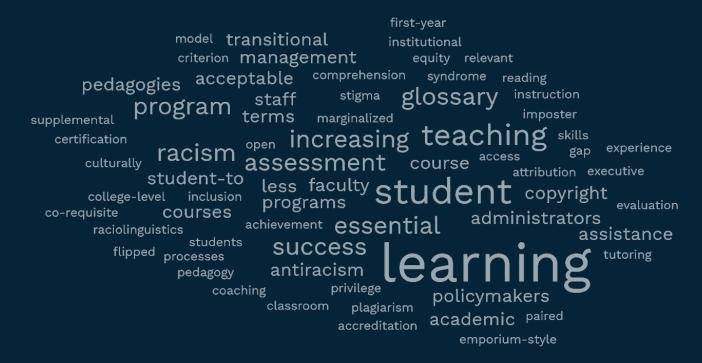# Essential Glossary for Increasing Postsecondary Student Success:
Administrators, Faculty, Staff, and Policymakers

(Third Edition)

A resource prepared for the
College Reading and Learning Association

David R. Arendale

CRLA

Editor:

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Essential Glossary for Increasing Postsecondary Student Success:
Administrators, Faculty, Staff, and Policymakers *(Third Edition)*

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ACKNOWLEDGMENT

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EXECUTIVE SUMMARY

Language is not static. It flows like a river in response to the riverbank and the rocks that border and run beneath it. In the same way, glossaries are dynamic expressions of current language usage. Developmental education and learning assistance have changed dramatically in recent years, and so must also the language used to describe and define them. This glossary is useful for the wide field of educators involved with promoting student success. It provides precise language and definitions to use when communicating with peers and more effectively influencing administrators, legislators, and the media. Some of these glossary terms are emerging with frequent use while others are declining. This is why this glossary is not static and future editions will continue to reflect the changes in language.

Based on advice from some of the reviewers to make this glossary more accessible to readers, I reorganized it into different topical categories rather than a traditional alphabetical order. I hope this format will not only make it easier to locate a particular glossary term, but also discover related terms in the same category. The nine glossary categories are: (a) teaching and learning process, (b) antiracism and racism, (c) assessment, (d) copyright and academic integrity, (e) pedagogies for teaching and learning, (f) program management, (g) student-to-student learning, (h) transitional courses and programs, and (i) less acceptable glossary terms.

This third edition of the glossary of developmental education and learning assistance terms has dramatically changed since the last edition 14 years ago. For that reason, the name of this glossary has changed and reflects its use in the wider education community. These terms could be useful for educators working in learning assistance, learning centers, developmental-level courses, first-year experience courses and programs, orientation courses and programs, federally-funded TRIO and other equity programs, and instructors teaching first-year and subsequent courses in the general course curriculum. In recognition of the expanded scope of this glossary and broader utility for other members involved with postsecondary education, the glossary title has become more inclusive, *Essential Glossary for Increasing Postsecondary Student Success: Administrators, Faculty, Staff, and Policymakers.*

INTRODUCTION

This glossary is a dynamic expression of the language used to describe our field of learning assistance and developmental education. Architect Louis Sullivan (1869) identified a fundamental principle of building design, stating, "form ever follows function" (p. 409). Using Sullivan's architectural metaphor, this glossary is precise in describing the actions and approaches taken by professionals in our field to help students attain their success. Fuzzy language does not clearly communicate meaning and can be misunderstood by others. A variety of authors have stated that 'words make a difference.' The words were chosen carefully for this glossary. Whether it be with institutional reports, publications, conference presentations, high-stake meetings with administrators, or conversations with colleagues, choosing specific words can improve understanding. This glossary is a tool for you to increase your influence and credibility with others as well as develop deeper understanding of the intricacies of our profession.

Major Expansion and Revision of the Third Glossary Edition

As with the previous two glossary editions, revisions were numerous. Over half of the previous glossary terms were revised to increase clarity. A few terms were deleted; however, a few others were designated as deficit-based and less acceptable terms. The most noticeable change is the rearrangement of the glossary into nine categories based on the similarity of their topics.

Sometimes the absence of some words can be as powerful a statement as the misuse of other words. This has been true for higher education in particular regarding issues of race and inclusive pedagogies. This edition of the glossary has expanded glossary terms in both of those areas. As editor, I made a conscious decision with this glossary to include more contributors and reviewers from diverse ethnic and racial backgrounds. For example, Colleagues of Color for Social Justice (CCSJ) contributed part of their *Antiracism Glossary for Education and Life* (Pokhrel, 2021) to include in our glossary. Most members of that group are educators of color who work in learning assistance and student services at the postsecondary education level. CCSJ has already published a number of publications that address important topics within the field of learning assistance that intersect with race and social justice. The growth of this glossary is based on its purpose as a useful resource for professionals working to increase postsecondary student success. Our glossary contributors, editors, and reviewers designed this document to be relevant for administrators, faculty, staff,

and policymakers. In addition to being used by learning assistance professionals and those teaching courses to transition students from secondary to postsecondary education, the glossary is inclusive of colleagues in first-year experience courses and programs, federally-funded TRIO and other equity programs, transitional courses and programs, and instructors teaching first-year and subsequent courses in the general course curriculum.

Following is a brief overview of the nine categories within the glossary. To make it easier for readers to locate specific glossary terms, an outline of the terms is provided within each of these nine categories. The outline is located at the end of this introduction.

1. TEACHING AND LEARNING PROCESS

This is the largest of the categories with approximately one-third of the glossary terms. Many of these are revised versions of terms from an earlier edition of the glossary. These apply to nearly any approach for increasing student success in the classroom, grant programs, or student services. Check the other glossary categories for other relevant terms that apply to your work.

2. ANTIRACISM AND RACISM

This overdue addition to the glossary comprises terms related to racism and antiracism that impact classroom instruction, grant programs, and other student service activities. A short sample of included terms are *antiracism*, *microaggression*, and *privilege*. The intersection of racism with learning assistance and developmental education has been long overlooked at the secondary and postsecondary levels. References are provided for other comprehensive glossaries on this topic. These terms underlie the need for new learning pedagogies described elsewhere in the glossary to deal with structural racism in the classroom, student services, and society. Most of these terms include personal examples of racism experienced by members of the CCSJ writing group who work in learning assistance and allied fields.

3. ASSESSMENT

These glossary terms relate primarily to student and program assessment and will be useful for instructors and program directors. It is an expansion of the terms from the previous glossary edition. Examples of some terms in this category include *causation and correlation, criterion,* and *formative evaluation*. Some related terms are in the *Program Management* category.

4. COPYRIGHT AND ACADEMIC INTEGRITY

This is a new category of glossary terms related to integrity when using documents and media created by others.

Examples of several terms added include *copyright infringement, Creative Commons licenses, intellectual property use copyright,* and *open access*. Technologies such as text scanners, photocopiers, printers, and downloadable files from the Internet have made it easier to make mistakes with the use of copyrighted instructional materials for use in the classroom and placement on the Internet for use by others.

5. PEDAGOGIES FOR TEACHING AND LEARNING

This is a new category of glossary terms related to classroom instruction and learning spaces elsewhere in student services. A sample of these new terms include *critical literacy, critical pedagogy, culturally relevant pedagogy,* and *multicultural developmental education*. Many culturally sensitive pedagogies intersect with an understanding of racism in education and the need for antiracist approaches. Like other glossary entries, citations to the professional literature accompany them to provide a guide to readings that could guide professional development and application in the classroom or student service area.

6. PROGRAM MANAGEMENT

This contains an expanded group of glossary terms from the previous glossary edition. Some examples are *accreditation, certification*, and *ethical standards*. These terms would be especially useful for program directors. Be sure to consult the *Assessment* category for terms applicable to your work.

7. STUDENT-TO-STUDENT LEARNING

This is an expanded category of terms related to organized or informal approaches that occur during class sessions or afterward to support higher student learning outcomes. A few examples of these terms include *course-based learning assistance, embedded academic support, Learning Assistant Model, peer educator,* and *Supplemental Instruction*. If the activity is embedded within the course session, these activities could also be included in the *Transitional Courses and Programs* glossary category.

8. TRANSITIONAL COURSES AND PROGRAMS

This is a new category that describes approaches for offering curricula to transition students from secondary to postsecondary education. Some examples of these terms include *acceleration through curricular redesign, co-requisite paired course, emporium-style model,* and *guided pathways*. Some terms from the *Student-to-Student Learning* category could also be included if they are embedded into the curriculum.

9. LESS ACCEPTABLE TERMS

A new addition to this glossary was the identification of deficit and less acceptable language to describe students and inaccurate terms based on emerging scholarship. Several examples in this category of deficit and less acceptable language include *academically underprepared student, developmental student,* and *majority or minority student.* This glossary does not judge the authors or educators using those older terms. Some of the educators involved with this glossary edition have previously employed such terms, including the editor. Popular and professional literature are filled with those older phrases. However, we move forward with recommended language that is more accurate, affirms student capabilities, and avoids offense to others.

American Psychological Association Influence on Language

The American Psychological Association (APA, 2020) is influential in improving communication in professional journals and providing guidance in conversations with colleagues and the students we serve. Chapter 5 of the APA's *Publication Manual*, "Bias-Free Language Guidelines" (APA, 2020) informed glossary terms in this edition. The APA provides additional guidance through their website (www.apastyle.org). Readers of this glossary are highly encouraged to read these APA documents.

The glossary editor and contributors sought to avoid binary language when possible. There was considerable discussion among members of the glossary review team concerning this issue. Because of this discussion, we include glossary terms designated *less acceptable* since reality is often not an either/or judgment. Labeling coupled with binary language can be debilitating, stigma-inducing, and simply inaccurate for the person. Because some binary terms have been widely used in the past and included in some current professional literature, we retain these older terms in this glossary version but designate them *less acceptable*. By the next edition of this glossary, there will be consensus about the disposition of those terms with some or all of them placed into a new category with the label of *avoid usage*.

History of the Glossary of Essential Terms

The first major glossary of terms essential to learning assistance and developmental education professionals was created by a task force of the College Reading and Learning Association led by Mary Rubin (Rubin, 1991). That first glossary proved helpful to users of the first edition of the *NADE Self-Evaluation Guides* edited by Susan Clark-Thayer (1995). A few new terms were added to the first edition of the glossary related to assessment and program evaluation, and the slightly revised glossary appeared in the first edition of the NADE Guides. The glossary prompted conference presentations, hallway conversations, and several publications. Based on the glossary's first edition (Rubin, 1991), subsequent conference presentations, and conversations among colleagues in our field, Arendale (2005) explored the politics of the language used for the field by those who practice within it and power brokers in government.

The next edition of the glossary was published in 2007 by a writing team of 24 (Arendale et al., 2007). Nearly 70% of the original items from the first edition were revised. Five terms were deleted due to becoming obsolete and sixty were added. This glossary version was explicit about avoiding labeling of students due to their needs for supplemental learning assistance and enrollment in developmental-level courses. The glossary sought to draw attention to the misuse of language by interchangeable use of terms that were clearly different from one another such as remedial and developmental. Confusion in the public dialogue is confounded by out-of-date language usage by the U.S. government. This glossary edition influenced many related publications. Paulson and Armstrong's (2010) article on postsecondary literacy is informative on the issue of terminology for the profession and labeling of students. Some minor edits were made with this second edition of the glossary when it was published in the *NADE Self-Evaluation Guides* edited by Susan Clark-Thayer and Lisa Putnam Cole (2009).

Process Used for Revision of this Glossary Edition

The revision process for the third edition of the glossary began with the second edition of it (Arendale et al., 2007), which was based on the first edition (Rubin, 1991). The second step was for me as editor to recruit an expert panel of leaders in the field (Nevo, 1989) of developmental education (DE) and learning assistance (LA). Their names are listed in the acknowledgment section at the beginning of this document. These educators are qualified by serving in one or more of the following roles: learning assistance program managers, developmental-level course instructors, conference presenters, officers at the state or national level for professional associations within our field, authors, and researchers for best education practices. My credentials for serving as editor and member of this team is provided in my biosketch at the beginning of this document. A conscious

decision was made by me to recruit a more ethnically and racially diverse group of voices.

The third step was for the review panel to review the DE, LA, and other relevant professional literature to compare what terms were in general use that were absent from the last edition of the glossary. The panelists also reviewed glossaries from various fields including reading, composition, and disabilities to nominate terms that were essential for DE, LA, and student success programs without attempting to duplicate all the entries from those fields. The decision of which terms to include was a difficult one. As editor, I made the final decision based on recommendations from the review panel.

The fourth step was for the panel to develop a consensus about additions, deletions, and revisions. This process took several years to complete. In addition to the work by these panel members, the fifth step was for me in my role as editor to create a draft version of the glossary and circulate it among leaders of the professional associations that serve the field, editors of journals associated with the field, and widely published authors in the field. An open invitation for practitioners was also extended through messages posted to a national email listserv. This review process also took several years.

The final step in the editorial process was to consider feedback from these groups and leaders in the field for the creation of the final version of the glossary. It was a long process with multiple draft versions of the revised glossary generated over several years. With this glossary, the reviewers had numerous opportunities to review the different draft versions of the glossary including this final version and advocate for revisions. This has been a collaborative work with the team. There will be a new edition in a few years. If you would like to join the next team of contributors and reviewers, let me know. arendale@umn.edu

CLOSING THOUGHTS

Words are powerful, and their obvious and nuanced meanings play out in public arenas with an impact on private lives. We see evidence daily of how words are used and misused in personal conversations and national debates. The language used in policies, legislation, media, social media, public debates, and private conversations often protect the enfranchised and privileged. To reverse these systems of power and privilege, this glossary has nearly doubled in size with the third edition in recognition of the important words and definitions related to student success. It seeks to create common ground for productive discussions at education institutions, policy centers, state capitals, and the halls of Congress. We trust that in some small way we are contributing to a deeper understanding of the words and issues that confront education, society, and the future destinies of our students.

ORGANIZATION OF THE GLOSSARY

The glossary arrangement places some terms into a general category of *Teaching and Learning Process*, which comprises about one-third of them. The remaining two-thirds are distributed among eight categories arranged in alphabetical order. Glossary terms that pertain to your work may appear in different categories. A few appear in two topic areas.

Teaching and Learning Process

Check the other glossary categories for more terms that may apply to your work.

- academic advising
- academic coaching
- academic literacies
- academic skills
- academic survival skills
- academic tenacity
- achievement gap
- active learning
- active listening
- adult basic skills
- advance organizer
- affective strategies
- assistive technology
- attribution
- basic academic skills
- best practice
- career technical education (CTE)
- cognitive strategies
- college and career readiness
- college-level
- college-level mathematics skills
- college-level reading skills
- college-level writing skills
- college students
- community agencies
- comprehension
- comprehension monitoring
- concentration
- critical literacy
- critical reader
- cultural competence
- cultural differences
- developmental
- developmental education
- developmental educator
- digital divide
- (dis)ability
- disability services
- disciplinary literacies
- diversity
- elaboration
- executive processes
- fixed mindset
- flexible reading
- general education
- graphic organizer
- grit
- growth mindset
- higher order reading skills
- higher order thinking skills
- historically marginalized communities
- historically underrepresented
- identity-first language
- imposter syndrome
- independent learners
- instructional materials
- instructional technology
- interacting with the text
- interdependent learners
- learning
- learning assistance
- learning assistance center
- learning assistance program
- learning disability or learning differences
- learning frameworks
- learning preference
- learning skills
- literacy
- locus of control
- long-term memory
- lower-order thinking skills
- mapping
- marginalized
- media services
- metacognition
- metacomprehension
- mindfulness
- motivation
- neurodiversity
- organizational patterns
- opportunity gap
- paraphrase
- people-first language
- person of color/student of color
- Personalized System of Instruction
- professional organization
- reading
- reading comprehension strategies
- remedial education
- review
- scanning

- schemata/schema
- self-efficacy
- self-regulated learning
- short-term memory
- skill(s)
- skimming
- speed reading
- stereotype threat
- stigma
- strategy
- students
- study habits
- study reading
- study skills
- study strategies
- studying
- summarize
- Taxonomy of Educational Objectives
- teaching/learning center
- test-wiseness training
- thinking skills
- transfer
- transfer of learning
- wait time
- web-based
- writing process

Antiracism and Racism

A complete selection of 48 terms is available from Pokhrel et al. (2019), *Antiracism Glossary for Education and Life.* These are drawn from that glossary.

- ally
- antiracism
- assimilationist
- check your privilege
- climate
- equity
- ethnicity
- implicit bias
- institutional racism
- intersectionality
- microaggression
- privilege
- race
- racial healing
- raciolinguistic justice
- raciolinguistics
- racism
- social justice
- space racism

Assessment

Relate primarily to student and program assessment. Some related items are located under Program Management.

- affective domain
- alternate assessment
- assessment
- backwash
- baseline
- behavioral change
- causation and correlation
- cognitive domain
- cohort
- college and career readiness
- criterion
- developmental profile
- diagnosis
- direct measures
- directed self-placement
- evaluation
- evaluation standards
- formative evaluation
- human subjects research
- indirect measures
- measurement
- placement
- placement testing
- power test
- program assessment
- program evaluation
- program outcomes
- readiness profile
- research
- student development
- student development outcomes (SDOs)
- student learning goals
- student learning objectives
- student learning outcomes (SLOs)
- student success
- student success goals
- student success outcomes
- summative evaluation
- systematic self-study

Copyright and Academic Integrity

These terms apply to instructors' and programs' handling of curriculum published by others.

- attribution of intellectual property
- copyright
- copyright infringement
- Creative Commons licenses
- ethical standards (also under the *Program Management* category)

- inadvertent use of copyrighted material
- intellectual property use copyright
- liability exposure (also under the *Program Management* category)
- literary property
- literary property use copyright
- open access
- open educational resource (OER)
- plagiarism
- public domain

Pedagogies for Teaching and Learning

- accommodation
- banking concept of learning (older form of teaching to be avoided)
- critical literacy
- critical pedagogy
- cultural literacy
- cultural sensitivity
- culturally relevant pedagogy
- culturally responsive pedagogy
- culturally sustaining pedagogy
- direct instruction
- flipped classroom
- inclusion
- inclusive pedagogy
- learning communities (also under *Transitional Courses and Programs)*
- multicultural developmental education
- multicultural education
- student-centered learning
- teaching/learning process
- transmission model of education
- Universal Design (UD)
- Universal Design for Learning (UDL)
- Universal Instructional Design (UID)

Program Management

Some related items may be under *Assessment*.

- academic credential
- academic rank
- accreditation
- adjunct faculty
- ancillary facilities
- certification
- compliance
- contingent faculty
- cost-effectiveness
- emergency crisis management procedures
- ethical standards (also under the *Copyright* category)
- fair employment practices
- Federal Education Rights and Privacy Act (FERPA)

- full-time faculty
- in-service education (sometimes called on-the-job training)
- instructor
- job functions
- joint faculty appointments
- liability exposure (also under the *Copyright* category)
- merit increases
- mission statement
- networking
- para-professional
- part-time faculty
- pre-professional
- professional development activities
- professional liability coverage
- program goal
- program objective
- program outcomes
- qualified faculty
- regular promotional increases
- staff development
- standard(s)
- support areas
- teaching load
- tenured/tenure-track faculty
- vision statement

Student-to-Student Learning

Organized or informal approaches may occur during class sessions or afterward. If the activity is embedded within the course session, these could also be included in the *Transitional Course and Program* category.

- Accelerated Learning Groups (ALGs)
- adjunct instructional programs (AIP)
- collaborative learning
- cooperative learning
- course-based learning assistance (CLA)
- embedded academic support
- embedded peer educator
- Emerging Scholars Program (ESP)
- facilitating
- facilitator
- Learning Assistant Model (LA)
- mentoring
- peer education
- peer educator
- Peer-Led Team Learning (PLTL)
- Structured Learning Assistance (SLA)
- Students as Partners (SaP)
- study group
- Supplemental Instruction-PASS-PAL (SI-PASS-PAL)
- tutoring

- tutors
- Video-based Supplemental Instruction (VSI)
- zone of proximal development

Transitional Courses and Programs

This category encompasses the wide array of options for preparing students for college-level courses and rigorous programs of study. Numerous *Student-to-Student Learning* terms could also appear in this category if embedded into the course.

- academic preparatory academy
- accelerated developmental-level course
- acceleration
- acceleration through curricular redesign
- acceleration through mainstreaming
- access education
- bridge program
- college access
- compensatory education
- compressed developmental-level course (or compressed skills instruction)
- contextualized learning
- co-requisite paired course
- course redesign
- developmental education
- developmental education program
- developmental-level course
- developmental-level mathematics course
- developmental-level reading course
- developmental-level writing course
- differentiated instruction
- emporium-style model
- first-year experience course
- first-year experience program
- gateway course
- Gateways to Completion®
- guided pathways
- integrated reading and writing
- learning communities (also under *Pedagogies for Teaching and Learning*)
- modular instruction
- orientation program
- remedial education
- remedial education program
- remedial-level English course
- remedial-level mathematics course
- remedial-level reading course
- stacked courses
- stretched course
- transitional course
- transitional program
- TRIO

Less Acceptable Terms

Words that have been used in the past but designated now *"less acceptable"* since they are binary and factually inaccurate. In the future, these terms may be designated as unacceptable for use. Several terms are included in this category to help explain why other terms are now less acceptable for use.

- academically underprepared student
- binary classification of people
- deficit language
- developmental student
- diverse student
- high-risk student (sometimes called the "at-risk" student)
- learning styles
- majority/minority student
- remedial student
- special population
- stereotype threat
- stigma

TEACHING AND LEARNING PROCESS

This general collection of teaching and learning processes encompasses all glossary terms that were not easily assigned into the other eight categories of this glossary. Check the other eight topical glossaries for relevant terms that apply to your work. A comprehensive glossary is *The Greenwood Dictionary of Education* (Collins & O'Brien, 2011). A sample of specialty glossaries are available online:

- disabilities (https://www.washington.edu/doit/glossary-disability-related-terms)
- literacy (https://www.literacyworldwide.org/get-resources/literacy-glossary)
- reading (https://iowareadingresearch.org/reading-glossary), and
- writing (https://www.unl.edu/writing/glossary)

academic advising

1. Definitions: (a) Conversation between a student and a faculty or staff member regarding progress towards completing a program of study aligned with the student's life goals; and (b) In some advising models, students talk with a trained student for some issues regarding advising such as scheduling options or sometimes on issues before the students meet with a staff or faculty member.
2. Examples: Career aspirations, selection of an academic program of study, course enrollment selection, identification of life goals, and developing education action plans.
3. Compare with ACADEMIC COACHING, MENTORING, and PEER EDUCATOR.

academic coaching

1. Definitions: (a) Students implement more effective strategies through guidance by an advanced peer or professional. The relationship is designed to model successful learning behaviors and create accountability of the student to their coach for higher academic results. This coaching occurs through a series of meetings during the academic term; and (b) ACADEMIC COACHING may be provided by a faculty member, staff member, or a trained student.
2. Examples: Identify learning preferences, habits of working, and difficulties or barriers to success.
3. Compare with ACADEMIC ADVISING, MENTORING and PEER EDUCATOR.

academic literacies

1. Definition: (a) Understanding, writing, listening, speaking, critical thinking, and habits of mind that foster academic achievement expected of college students; (b) Understanding a range of academic vocabulary in context; (c) Making meaning beyond the level of a sentence; and (d) Evaluating information to determine if it is fact or opinion and knowing what counts as evidence (Weideman, 2014).
2. Compare with DISCIPLINARY LITERACIES.

academic skills

See BASIC ACADEMIC SKILLS

academic survival skills

See BASIC ACADEMIC SKILLS and STUDY SKILLS

academic tenacity

1. Definition: "Non-cognitive factors that promote long-term learning and achievement can be brought together under the label ACADEMIC TENACITY. At its most basic level, it is about working hard, and working smart, for a long time. More specifically, it is about the mindsets and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and withstand challenges and setbacks to persevere toward these goals (Dweck et al., 2014, p. 4).
2. Examples: "(a) Belong academically and socially, (b) See school as relevant to their future, (c) Work hard and can postpone immediate pleasures, (d) Not derailed by intellectual or social difficulties, (e) Seek out challenges, and (f) Remain engaged over the long haul" (Dweck et al., 2014, p. 4).
3. Compare with FIXED MINDSET, GRIT, GROWTH MINDSET, and SELF-REGULATED LEARNER.

achievement gap

1. Definitions: (a) Disparity of educational performance among the general student population, especially groups defined by socioeconomic status (SES), race/ethnicity, gender identity, sexual orientation, (dis)ability, immigration status, and other demographic measures; and (b) Difference in standardized test score gaps may result in long-term gaps such as persistence towards graduation and workforce employment.
2. Some educators argue that the ACHIEVEMENT GAP is inaccurate since it often relies upon college entry standardized-exam scores and measures of student achievement that are heavily dependent upon exams

employing multi-choice questions. These educators argue that these questions are culturally biased due to the format of the questions and the academic content, often based on Western cultural content by White authors. Based on the ongoing scholarly debate before the next edition of this glossary, the term ACHIEVEMENT GAP may be moved to the *Less Acceptable Term* category. More scholars are using the term OPPORTUNITY GAP instead since it emphasizes the structural reasons for the gap rather than implying that there might be something wrong with the students on the wrong side of the ACHIEVEMENT GAP.

3. Compare with OPPORTUNITY GAP.

active learning

1. Definition: Strategies that engage students actively with their learning through what they do and think rather than passively listening to the instructor.
2. Examples: Small group discussions, role-plays, reflective writing, searching for information, and creating a curriculum.
3. Compare with BANKING CONCEPT OF LEARNING and TRANSMISSION MODEL OF EDUCATION.

active listening

1. Definition: "Attending to the speech, body language, facial expressions, and implied meaning of a person's communications" (Collins & O'Brien, 2011, p. 7).

adult basic skills

1. Definition: "Basic skills are foundational proficiencies in mathematics, reading, writing, and language. Programs, such as Adult Basic Education (ABE), Adult Secondary Education, English for Speakers of Other Languages, and other state, federal and private programs, assist undereducated and/or disadvantaged adults in raising their basic proficiencies" (Florida Department of Education, n.d., para. 3).

advance organizer

1. Definition: "Short introductory text or graphic material presented to students prior to a learning experience that enables students to structure the knowledge, put it in perspective, and increase receptivity to new information" (Collins & O'Brien, 2011, p. 12).

affective strategies

1. Definition: Student behaviors to manage their emotions. A positive environment helps the student to learn.
2. Compare with COGNITIVE STRATEGIES.

assistive technology

1. Definition: "Technology that can be used by people with a wide range of abilities and disabilities based on the principles of UNIVERSAL DESIGN. Users can interact with the technology in ways that work best for them. Accessible technology includes any equipment, product or system that is used to improve the functional capacities of people with disabilities" (University of Central Florida, n.d., para. 1).
2. Compare with INSTRUCTIONAL TECHNOLOGY.

attribution

1. Definition: "The individual's perception of the causes of their success or failure" (Dembo, 1994, p. G-1).

basic academic skills

1. Definition: "Activities such as calculating, reading, reasoning, speaking, and writing that enable people to communicate and learn that are not directly taught in the traditional postsecondary academic curriculum but are essential to learning across the curriculum. These skills are often defined by law as competency levels in secondary schools" (Collins & O'Brien, 2011, p. 46).

best practice

1. Definition: "A phrase used to refer to a method, approach, or program that is thought to represent a widely accepted and exemplary approach to enacting work within a functional area. The term can also indicate an aspirational level of achievement" (Council for the Advancement of Standards, 2020, para. 5).
2. Examples include basic arithmetic, reading, public speaking, and basic writing skills.

career technical education (CTE)

1. Definition: Courses and programs that focus on occupation preparation.
2. Examples: nursing, welding, agriculture, automotive repair, and engineering.

cognitive strategies

1. Definitions: (a) "Behaviors and thoughts that influence the learning process so that information can be retrieved more effectively from memory" (Dembo,

1994, p. G-2); and (b) demonstrated explicitly, such as a concept map, and can also be internal activities within the learner, such as self-monitoring while reading.
2. Examples: Creating a concept map, memorization of facts, reflecting on previous class lectures, repeating the problem-solving process, self-monitoring of their choice of learning strategies, and summarizing an assigned reading selection.
3. Compare with AFFECTIVE STRATEGIES.

college and career readiness

1. Definitions: (a) Level of preparation at which a student possesses the content knowledge, strategies, skills, and techniques necessary to be successful in any of a range of postsecondary settings (Collins, 2007; Conley, 2012); and (b) COLLEGE READINESS and CAREER READINESS are relative terms because they are dependent upon a particular institution, specific degree program within that institution, and a particular instructor teaching a course within a degree program.
2. Compare with COLLEGE-LEVEL, DEVELOPMENTAL, and DEVELOPMENTAL-LEVEL COURSE.

college-level

1. Definitions: (a) Level of skill attainment, knowledge, and reasoning ability associated with or required by courses of study leading to a certificate, associate degree, or baccalaureate degree; (b) Any of a wide range of skills levels, because COLLEGE-LEVEL and COLLEGE-READINESS determinations are defined by the academic standards of an individual postsecondary institution. Standards vary among institutions of different types or within types; and (c) COLLEGE-LEVEL and COLLEGE READINESS are relative terms because they are dependent upon a particular institution, specific degree program within that institution, and a particular instructor teaching a course within a degree program.
2. Compare with COLLEGE AND CAREER READINESS, DEVELOPMENTAL, and DEVELOPMENTAL-LEVEL COURSE.

college-level mathematics skills

1. Definition: Mathematics competencies needed to meet expectations of the student's academic program of study at a specific college. Some academic programs require different and higher skills than others.
2. Compare with COLLEGE-LEVEL, COLLEGE AND CARER READINESS, DEVELOPMENTAL-LEVEL

MATHEMATICS COURSE, and REMEDIAL-LEVEL MATHEMATICS COURSE.

college-level reading skills

1. Definition: A student with COLLEGE-LEVEL READING SKILLS possesses the reading competency necessary for successful enrollment in a college-level curriculum course at a specific institution within a particular degree program.
2. Compare with COLLEGE-LEVEL, COLLEGE AND CAREER READINESS, DEVELOPMENTAL-LEVEL READING COURSE, and REMEDIAL-LEVEL READING COURSE.

college-level writing skills

1. Definitions: (a) Skills required to convey information in writing at the college level at a specific institution within a particular degree program including skills in grammar, sentence structure, organization, voice, and a broad vocabulary to demonstrate understanding and articulate meaning; and (b) Competencies necessary for successful enrollment in a college-level composition course.
2. Compare with COLLEGE-LEVEL, COLLEGE AND CAREER READINESS, DEVELOPMENTAL-LEVEL WRITING COURSE, REMEDIAL-LEVEL ENGLISH COURSE, and WRITING PROCESS.

college students

1. Definition: Individuals matriculated into postsecondary institutions including online learners, traditional on-campus students, dual enrollment students, and other post-traditional student cohorts as well as traditional on-campus students.

community agencies

1. Definition: Publicly and privately sponsored organizations that can serve as resources for the institution and its students.
2. Examples: Counseling, employment agencies, and social services.

comprehension

1. Definition: "The ability to perceive, process, and understand information. The ability to move from one level of abstraction to another. This term is frequently associated with READING.
2. Compare with METACOGNITION, METACOMPREHENSION, and READING.

comprehension monitoring

1. Definition: A METACOGNITIVE skill that results in the learner regulating learning activities while they are engaged in READING, viewing videos, and listening to lectures.
2. 2. Examples: identify difficulties, internal dialogue, look back through the text just read, ongoing inquiry, self-talk, and visualizing.

concentration

1. Definition: Intentional attention to an object, task, or problem.

critical literacy

1. Definitions: (a) Reading to actively analyze texts and using strategies for what proponents describe as uncovering underlying messages (Lankshear & McLaren, 1993); and (b) "Active reading of texts in a manner that promotes a deeper understanding of socially constructed concepts such as power, inequality, and injustice" (International Literacy Association, n.d., Section C, para. 26).

critical reader

1. Definitions: (a) A reader who comprehends, questions, clarifies, and analyzes in order to reach a judgment; (b) One who is willing and able to evaluate what one reads; and (c) A reader who can reach reasoned judgments based on the evidence presented rather than accepting or rejecting information based on emotion or anecdote (McGrath, 2005).

cultural competence

1. Definition: Skill at communicating in a cross-cultural or multicultural learning environment.
2. Compare with CULTURAL SENSITIVITY and CULTURALLY RELEVANT PEDAGOGY.

cultural differences

1. Definition: Beliefs, behaviors, languages, practices, and expressions unique to members of a specific ethnicity, race, or national origin.
2. Compare with LITERACY and SOCIAL JUSTICE.

developmental

1. Definitions: (a) Characterized by the expected sequence of development of learning, a term derived from psychology, physiology, and medicine; (b) Needing further development to bridge a gap between one level of skill or knowledge such as high school) and another (such as postsecondary studies);

and (c) Insufficiently developed, as a synonym of or euphemism for REMEDIAL commonly used by the U.S. Government.
2. Compare with COLLEGE AND CAREER READINESS, COLLEGE-LEVEL, and REMEDIAL EDUCATION PROGRAM.

developmental education

1. Definition: "Courses or services provided for the purpose of helping underprepared college students attain their academic goals. These courses and services are guided by the principles of adult learning and development" (Boylan, 2002, p. 3).
2. Compare with DEVELOPMENTAL EDUCATOR, REMEDIAL EDUCATION, and MULTICULTURAL DEVELOPMENTAL EDUCATION.

developmental educator

1. Definitions: (a) "Educational professional who works in a program designed to enhance the academic and personal growth of students; and (b) Educational professional who employs the principles of cognitive and affective development in designing and delivering instruction" (Arendale et al., 2007. p. 18).
2. Compare with DEVELOPMENTAL EDUCATION.

digital divide

1. Definition: "The gap created by inequities in access to technology and the information it provides" (Collins & O'Brien, 2011, p. 141).

(dis)ability

1. Definitions: (a) Recognition of the many different abilities (e.g., physical, mental, intellectual, and emotional) of students; and (b) Recognize each person has differing levels of ability and avoids DEFICIT LANGUAGE identifying the person as being disabled or less abled in all aspects of their life.
2. Compare with LEARNING DIFFERENCES and NEURODIVERSITY.

disability services

1. Definition: Access services provided by a postsecondary institution or other agency to enable students with (dis)abilities to have an equitable learning experience. Equitable learning experiences can be facilitated through UNIVERSAL DESIGN FOR LEARNING, accommodations, and other services.
2. Compare with DISABILITY (SOCIAL MODEL), (DIS) ABILITY, NEURODIVERSITY, UNIVERSAL DESIGN, AND UNIVERSAL DESIGN FOR LEARNING.

disciplinary literacies

1. Definitions: (a) "The specialized information and organizational patterns, language, vocabulary, syntax, text features, and ways of interpreting, evaluating, and conveying evidence and information within a particular discipline" (International Literacy Association, n.d., Section D, para. 14); (b) "Specialized activities (such as ways of reading, writing, speaking, listening, and thinking) that differ across academic disciplines and professional fields as a result of the epistemological differences inherent in each field" (Shanahan & Shanahan, 2011. p. 142); and (c) A confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically, and perform in a way that is meaningful within the context of a given field. These skills, experiences, and knowledge are important in all courses and subjects.
2. Compare with ACADEMIC LITERACIES and CONTEXTUALIZED LEARNING.

diversity

1. Definition: "Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., age, race/ethnicity, class, gender identification, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)" (Texas A&M System, n.d., para. 2).
2. Compare with (DIS)ABILITY and INCLUSION.

elaboration

1. Definitions: (a) Taking a simple idea and expanding upon it to generate more information of a complex nature; and (b) "Integration of meaningful declarative knowledge into long-term memory through adding details, creating examples, making associations with other ideas, and drawing inferences" (Dembo, 1994, p. G-4).

executive processes

1. Definition: "The part of the information-processing system, based on METACOGNITION, that controls the flow of information and employs COGNITIVE STRATEGIES to reach a learning goal" (Dembo, 1994, p. G-4).
2. Compare with COGNITIVE STRATEGIES and METACOGNITION.

fixed mindset

1. Definition: A student believes that their skills and intelligence are unchangeable. The student attributes academic failure due to this fixed set of skills that was unable to respond to a new situation with different skills and abilities to solve the problem and academic challenges.
2. Example: Student is unable to select new learning strategies for study academic content or preparing for an upcoming exam. Rather than developing new strategies, they reply upon the limited skills that worked in high school to pass the class with a C grade.
3. Compare with ACADEMIC TENACITY, EXECUTIVE PROCESSES, GRIT, GROWTH MINDSET, and METACOMPREHENSION

flexible reading

1. Definition: Strategies for varying reading rates based on the type of reading.
2. Examples: skimming, scanning, studying), the purpose of reading, and the reader's familiarity with the content.
3. Compare with SPEED READING.

general education

1. Definitions: (a) Group or series of core courses across the major disciplinary areas required for most degrees following a liberal arts tradition; and (b) Synonymous with core curriculum.
2. Examples: Humanities, natural sciences, behavioral sciences, and social sciences.
3. Compare with GATEWAY COURSE and GUIDED PATHWAYS.

graphic organizer

1. Definition: Visually representing the ideas contained in a document, oral presentation, or video.

grit

1. Definition: "A personality trait characterized by perseverance and passion for achieving long-term goals. GRIT entails working strenuously to overcome challenges and maintaining effort and interest over time despite failures, adversities, and plateaus in progress. Recent studies suggest this trait may be more relevant than intelligence in determining a person's high achievement" (APA, 2023, para. 1).
2. Example: "GRIT may be particularly important to accomplishing an especially complex task when there is a strong temptation to give up altogether" (APA, 2023, para. 1).

3. Compare with ACADEMIC TENACITY, FIXED MINDSET, GROWTH MINDSET, and SELF-REGULATED LEARNER.

growth mindset

1. Definition: Students believe their skills and intelligence are changeable and can adapt to new learning demands and environments. The student attributes academic success due to their ability of acquiring skills to respond to a new situation with different skills and abilities to solve the problem and academic challenges.
2. Examples: Student selects new learning strategies for studying academic content or preparing for an upcoming exam such as new examination preparation strategies, new reading strategies, and lecture note-taking strategies.
3. Compare with ACADEMIC TENACITY, FIXED MINDSET, EXECUTIVE PROCESSES, GRIT, METACOMPREHENSION, and SELF-REGULAGED LEARNER.

higher order reading skills

1. Definitions: (a) Strategies needed for processing written text at the cognitive levels of analysis, synthesis (or creation), or evaluation; and (b) Ability to extract and construct high-level thinking from written text.

higher order thinking skills

1. Definition: Competencies required to process material at the cognitive levels of analysis, synthesis (or creation), evaluation, and conceptualization (Anderson & Krathwohl, 2001; Gershon, 2018).
2. Compare with LOWER ORDER THINKING SKILLS.

historically underrepresented

1. Definition: Applied to a group of students who have not been appropriately represented in postsecondary educational institutions.
2. Example: In some academic degree programs, students remain HISTORICALLY UNDERREPRESENTED by gender or race/ethnicity.
3. Suggested usage of the term: "Blacks are often HISTORICALLY UNDERREPRESENTED in most academic degree programs". "Women are often HISTORICALLY UNDERREPRESENTED in most STEM academic degree programs". Following APA (2020) admonition to use person-first language, the student comes first and the condition comes second. The focus is placed upon asking why the condition exists rather than implying that there could be something

DEFICIT about the student.
4. Compare with DEFICIT LANGUAGE, MARGINALIZED, STEREOTYPE THREAT,

historically marginalized communities

1. Definition: This emerging term is an umbrella for several other terms such as HISTORICALLY UNDERREPRESENTED and MARGINALIZED. A variety of characteristics place people in this community: historically excluded, HISTORICALLY UNDERREPRESENTED, historically underserved, lacked social capital, lived in poverty, and excluded due to institutional racism,
2. Examples: persons in the first generation of their family that is attending college, persons who are homeless, persons who identify as LGBTQ, persons with cognitive impairments, persons living in poverty, persons who are physically challenged, persons who identify as belonging to non-majority racial and/or cultural groups not a part of the majority in society, senior citizens, and persons with serious and persistent mental illness,
3. Compare with DEFICIT LANGUAGE, HISTORICALLY UNDERREPRESENTED, MARGINALIZED, STEREOTYPE THREAT, and STIGMA.

identity-first language

1. Definitions: (a) Advocates within the disability community argue that an individual's disability helps to define them and they would not be the same person without it. Therefore, the disability should come first in the sentence structure (Dunn & Andrews, 2015); and (b) Advocates embrace this term among those who view their cultural identity as defining them.
2. Examples: Autistic students, dyslexic student, First peoples/Native Americans, Inuit, African-Americans, etc.
3. Compare with (DIS)ABILITY AND PEOPLE-FIRST LANGUAGE.

imposter syndrome

According to Pokhrel et al. (2021, p. 83):

1. Definition: "Also known as impostorship or impostor phenomenon, describes a psychological phenomenon in which people cannot internalize their accomplishments. Impostorship characteristics are largely organized into three subcategories: (1) Feeling like a fake, or the belief that one does not deserve one's success; (2) Attributing success to luck or other external reasons and not to one's own internal abilities; and (3) Discounting success, or the tendency

to downplay or disregard achievement of success" (Dancy, 2017, p. 933).

2. Examples: (a) A new tutor from a HISTORICALLY UNDERREPRESENTED or disadvantaged background compares themselves to other tutors, regardless of having been hired under the same requirements and fulfilling the necessary qualifications; (b) An Asian American professor comes into a new position with a decade of experience does not feel as smart as her peers; and (c) One author reports that as a Black male, he was marginalized repeatedly by White superiors since they perceived that because he was raised in *the hood* [a lower SES environment or neighborhood], his contributions and background were less than theirs. Furthermore, when he proposed a great idea concerning programming, he was accused of plagiarism or stealing a White colleague's ideas.

3. Compare with MICROAGGRESSION and STEREOTYPE THREAT, and STIGMA.

independent learners

1. Definitions: (a) "Learners able to work autonomously or successfully; and (b) Learners who engage in a wide range of learning tasks, apply appropriate learning strategies for the task, self-monitor comprehension levels, and make adjustments in learning behaviors to meet requirements of the learning task" (Arendale et al., 2007, p. 21).

2. Compare with INTERDEPENDENT LEARNERS and SELF-REGULATED LEARNING.

instructional materials

1. Definition: Resources in various formats (e.g., printed, audio-visual, computer-based) to be used by students, facilitators, or instructors to improve academic competence for the intended learning outcome. These resources may have been created by the instructor or created by other authors and may be COPYRIGHTED,

2. Compare with COPYRIGHT, CREATIVE COMMONS LICENSES, OPEN ACCESS, OPEN EDUCATIONAL RESOURCE, and PUBLIC DOMAIN.

instructional technology

1. Definitions: (a) "Field dedicated to the theory and practice of instructional design, development, use, management, and evaluation; and (b) Technology used in a classroom environment or online to provide an intended learning experience" (Collins & O'Brien, 2011, p. 240).

2. Compare with ASSISTIVE TECHNOLOGY and MEDIA SERVICES.

interacting with the text

1. Definitions: (a) Building meaning from text through predicting, questioning, evaluating, and analyzing; and (b) Attending to comprehension of written text.

interdependent learners

1. Definition: Learners who "can work with other learners in a group due to skills in interpersonal communication, learning-task analysis, and SELF-REGULATED LEARNING skills" (Arendale et al., 2007, p. 21–22).

2. Compare with INDEPENDENT LEARNERS, SELF-REGULATED LEARNING, and COOPERATIVE LEARNING.

learning

1. Definition: Acquisition by individuals of skills, knowledge, values, and attitudes (both intentionally and unintentionally), as well as demonstrated ability to apply or transfer to new situations.

learning assistance

1. Definitions: (a) "Supportive activities beyond the regular curriculum that promote the understanding, learning, and application of knowledge; remediation for prescribed entry and exit levels of academic proficiency; and the development and application of new academic and learning skills. Some activities include study skills instruction, TUTORING, COURSE-BASED LEARNING ASSISTANCE, reviews, study groups, special topic workshops, time management, exam preparation, and self-paced instruction. These services may be provided in a center that can be staffed with advisors, counselors, academic coaches, mentors, student peers, professionals, and other paraprofessionals" (Arendale, et al., 2007, p. 22); and (b) Learning support offered to all institutional personnel, from students to the president, as are library services.

2. Compare with DEVELOPMENTAL EDUCATION, MULTICULTURAL DEVELOPMENTAL EDUCATION, and REMEDIAL EDUCATION.

learning assistance center

1. Definitions: (a) "Designated physical location on campus that provides an organized, multifaceted approach to offering comprehensive academic enhancement activities outside of the traditional classroom setting to the entire college community; (b) Centralized location wherein learning support is provided or from which learning support is

administered. The center provides support to a wide array of academic disciplines. It may sometimes be focused on one academic area, such as mathematics or writing; and (c) The institutional office charged with providing programs and services to support learning such as TUTORING for students experiencing academic difficulties. Assistance is usually noncredit and individualized and can be remedial or developmental in nature" (Arendale, 2007, p. 22). For more see Christ et al. (2000). A synonymous term is *student success center.*

2. Compare with LEARNING ASSISTANCE PROGRAM and TEACHING/LEARNING CENTER.

learning assistance program

1. Definitions: (a) "Comprehensive approach to offering instruction and activities for college students who seek skill development throughout their academic career. Areas of assistance could include skill development in critical thinking, reading, writing, study skills, and study strategies; instruction, coaching, group study, or tutoring in academic content areas; graduate and professional school exam preparation; and personal development areas such as time management. Such activities may be accessed through drop-in tutoring or study groups, independent self-paced study, workshops, or courses; and (b) A program that enables students to develop the attitudes and skills required for the successful achievement of academic goals. Services may be offered at the remedial, developmental, supplemental, or enhancement level" (Arendale, 2007, p. 22).

2. Compare with DEVELOPMENTAL EDUCATION PROGRAM, LEARNING ASSISTANCE CENTER, REMEDIAL EDUCATION PROGRAM, and TEACHING/LEARNING CENTER.

learning disability or learning differences

1. Definitions: (a) Learners encounter limitations with their cognitive processes and the ability to communicate with others; (b) An emerging synonym is LEARNING DIFFERENCES which avoids deficit language when describing the capabilities of a learner and instead focuses on the available channels of processing and communicating with others and themselves.

2. Compare with (DIS)ABILITY and NEURODIVERSITY.

learning frameworks

1. Definitions: (a) "A program of teaching students theories of learning and how models of learning translate into effective study strategies for college success. Students learn about motivation, goal setting, time management, note taking, test preparation, and other traditional study methods within the context of learning models and applying new information. Cross-disciplinary skills are addressed in learning framework instruction, such as critical thinking, understanding conceptual relationships across disciplines, and enhancing computer and technology skills. Like college knowledge information, learning frameworks are often delivered through seminars or courses (sometimes via combined college knowledge/learning framework courses) and one-on-one sessions. In addition, instructors of content area courses in English and math often integrate study strategies in their classes as these skills become relevant" (Kallison, 2016, pp. 71–72); and (b) "The hallmark of the curriculum is to introduce students to theories from cognitive, behavioral, and affective domains of educational psychology to underpin the learning strategies taught within the course. The primary goals are fostering students' comprehension of themselves as learners⏷ helping them to increase their self-efficacy, self-regulation and motivation to succeed⏷ teaching them to understand the reasons for engaging in specific study behaviors⏷ and utilizing and transferring new study behaviors to their other courses by embedding the strategies within a disciplinary context" (Hodges et al., 2019, p. 7).

learning preference

1. Definitions: (a) Affective and cognitive processes and preferences that a learner employs to acquire knowledge and skills; and (b) Preference for a particular instructional methodology or environment.

2. Examples: Sometimes categorized along continua of auditory, kinesthetic, and visual learning modalities.

learning skills

1. Definitions: (a) Methods that permit the student to achieve an understanding of instructional material; and (b) Communication, organizational, and study strategies that can enhance learning.

literacy

1. Definitions: (a) "Ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context" (International Literacy Association, n.d., Section L, para. 14); and (b) When used in phrases such as computer literacy, math literacy, the term indicates basic knowledge rather than reading and writing skill.

2. Compare with CRITICAL LITERACY.

locus of control

1. Definition: "Individuals' perception of who or what is responsible for the outcome of events and behavior in their lives" (Dembo, 1994, p. G-6).

long-term memory

1. Definitions: (a) "The part of the information processing system that retains encoded information for long periods" (Dembo, 1994, p. G-6).
2. Compare with SHORT-TERM MEMORY.

lower-order thinking skills

1. Definition: Competencies required to process material at the cognitive levels of knowledge and comprehension (Anderson & Krathwohl, 2001; Gershon, 2018).
2. Compare with HIGHER ORDER THINKING SKILLS.

mapping

1. Definition: Concept diagram, story outline, cognitive organizer, or story map.
2. Compare with GRAPHIC ORGANIZER.

marginalized

1. Definitions: (a) Applied to a student or group of students, the condition of not being treated as a member of society's dominant culture. Often the student is at higher risk for experiencing emotional and physical trauma, stereotypes, STIGMA, and failure to complete academic degrees; and (b) Student who is HISTORICALLY UNDER-REPRESENTED (such as a first-generation college student, student seen as a member of non-dominant groups, a student who attended poorly-funded secondary schools, or student with disabilities) and lacked advantages experienced by students who historically have been successful at college.
2. Example: Some students are MARGINALIZED by institutional bias.
3. Suggested usage of the term: "Blacks are often MARGINALIZED in U.S. society". "Women are sometimes MARGINALIZED during class discussions". Following APA (2020) admonition to use person-first language, the student comes first and the condition comes second. The focus is placed upon asking why the condition exists rather than implying that there could be something DEFICIT about the student.
4. Compare with DEFICIT LANGUAGE, HISTORICALLY UNDERREPRESENTED, STEREOTYPE THREAT, and STIGMA.

media services

1. Definition: Unit of an educational institution that provides consultation, media, and equipment to instructors to develop and use curriculum materials in learning activities.
2. Compare with INSTRUCTIONAL TECHNOLOGY.

metacognition

1. Definition: "Knowledge of one's own cognitive processes and ability to regulate these processes" (Dembo, 1994, p. G-6).
2. Examples: (a) self-awareness of strengths and weaknesses as a learner; (b) planning how to approach a learning task; (c) selecting a particular learning activity or strategy for a specific learning task; and (d) self-correcting in response to a self-assessment of progress towards completing a learning task successfully.
3. Compare with METACOMPREHENSION.

mindfulness

1. Definition: Being focused on the present moment with purpose by paying attention to the choices that have been intentioned selected. "Intention, attention, and attitude are not separate processes or stages, they are interwoven aspects of a single cyclic process and occur simultaneously. MINDFULNESSS is this moment-to-moment process" (Shapiro, Carlson, Astin, & Freedman, 2006, p. 375).
2. Examples: Maintaining focus on the academic task, not permitting self to daydream, being attentive to know when to switch academic study strategies with the learning content demands a change, and being able to focus on demands of problem-solving or challenging reading material.
3. Compare with ACADEMIC TENACITY, GRIT, METACOGNITION and METACOMPREHENSION.

metacomprehension

1. Definition: Ability to self-evaluate a person's comprehension of reading material and make changes to increase their understanding.
2. Compare with COMPREHENSION and METACOGNITION.

motivation

1. Definition: "Process of arousing, sustaining, and regulating behaviors and thoughts" (Collins & O'Brien, 2011, p. 299).

neurodiversity

1. Definition: Rather than identifying a normal way that brains operate, NEURODIVERSITY assumes and accepts the diversity of the ways that students process information and interact with their learning environment. Accepting NEURODIVERSITY as the norm requires classroom instructors to create learning environments that accommodate all types of learners through pedagogies such as UNIVERSAL DESIGN FOR LEARNING. Advocates for this definition argue that it replaces the terms learning DISABILITY and LEARNING DIFFERENCE. For more on NEURODIVERSITY, see Coghill and Coghill (2021).
2. Examples: Attention deficit syndrome, autism, and impulsivity.
3. Compare with DIFFERENTIATED INSTRUCTION, UNIVERSAL DESIGN, UNIVERSAL INSTRUCTIONAL DESIGN, and UNIVERSAL DESIGN FOR LEARNING.

organizational patterns

1. Definition: Framework(s) used by an author to connect ideas for the purpose of effectively developing a topic of discourse
2. Examples: Cause and effect, compare and contrast, chronological order.

opportunity gap

1. Definition: "Refers to inputs, the unequal or inequitable distribution of resources and opportunities, while ACHIEVEMENT GAP refers to outputs, the unequal or inequitable distribution of educational results and benefits" (Great Schools Partnership, 2013, para. 2).
2. Compare with ACHIEVEMENT GAP.

paraphrase

1. Definition: Restate in other words the thesis or main idea of the original text.
2. Compare with SUMMARIZE.

people-first language

1. Definition: The definition is also advocated for use when describing an individual with other descriptors (APA, 2020); and (c) Some advocates within the disability community disagree and argue instead for IDENTITY-FIRST LANGUAGE because an individual's DISABILITY is an integral part of his or her identity and therefore should be listed first since they would be a different a person without it.
2. Compare with (DIS)ABILITY and IDENTITY-FIRST LANGUAGE.

person of color/student of color

1. Definition: It has too frequently been used as a code for identifying another person of being from a different culture or race other than their own. Increasingly inaccurate through a higher rate of children born with parents of DIVERSE racial backgrounds.
2. Compare with BINARY CLASSIFICATION OF PEOPLE, DEFICIT LANGUAGE, DIVERSE STUDENT, DIVERSITY, MAJORITY/MINORITY STUDENT, STEREOTYPE THREAT, STIGMA, STUDENT HISTORICALLY UNDERREPRESENTED, and STUDENT MARGINALIZED.

Personalized System of Instruction (PSI)

1. Definition: "An individually based, student-paced form of mastery learning developed by Keller. It involves five features: self-pacing, unit mastery, a minimum of lectures, an emphasis on written assignments, and the use of proctors" (Dembo, 1994, p. G-7).

professional organization

1. Definition: Organization by and for professionals involved in a particular field of study and developed to provide a forum for group members to exchange ideas, deepen their knowledge of their field, provide professional development, conduct research to identify best practices, serve as an advocate with legislators and policymakers, collaborate with like-minded organizations, and promote goals of the organization. Such organizations are membership-based and provide an information-rich website, conferences, workshops, training institutes, webinars, newsletters, journals, accreditation and certification of individuals and programs, recognitions of exemplary service by members to the field, and other services specifically relevant to the field and those that work within them.
2. Examples: Association of Colleges for Tutoring & Learning, Association for the Coaching and Tutoring Profession, College Reading and Learning Association, and National College Learning Center Association.
3. Compare with PROFESSIONAL DEVELOPMENT.

reading

1. Definition: "Process of extracting and constructing meaning from the text" (International Literacy Association, n.d., Section R, para. 6).

reading comprehension strategies

1. Definition: "Intentional actions taken by readers to enhance comprehension, particularly when reading a difficult text, such as visualizing, self-questioning, monitoring, summarizing, and using text structure" (International Literacy Association, n.d., Section R, para. 9).

remedial education

1. Definitions: (a) "Process that corrects a deficit in student behaviors or skills. Such an approach is narrowly focused on the academic content as opposed to DEVELOPMENTAL EDUCATION, which focuses more broadly on the whole learner; (b) Instruction designed to remove a student's deficiencies in one or more basic academic skills (e.g., math, reading, writing) to reach a level of proficiency achieved by most secondary school graduates. Additional instruction may be required, including DEVELOPMENTAL EDUCATION, for the student to be prepared for the rigor of college-level courses; and (c) Academic content taught previously in a middle or secondary school as opposed to DEVELOPMENTAL EDUCATION, which focuses more often on skills and knowledge needed for college-level academic content material and skills" (Kapel et al., 1991, pp. 478–479).
2. Compare with DEVELOPMENTAL, DEVELOPMENTAL EDUCATION, LEARNING ASSISTANCE, and MULTICULTURAL DEVELOPMENTAL EDUCATION.

review

1. Definition: To one or more times reexamine materials, audio, video, or other media.

scanning

1. Definition: Rapidly read material with a particular purpose such as looking for priority information.
2. Compare with SKIMMING.

schemata/schema

1. Definition: Organize information so it can be connected to previously learned knowledge and a pattern created to make sense of the new material.

self-efficacy

1. Definition: "The belief that one can successfully execute the behavior required to produce a particular outcome" (Dembo, 1994, p. G-9).

self-regulated learning

1. Definition: "Learning in which students are actively involved in motivating themselves and using appropriate learning strategies" (Dembo, 1994, p. G-9).
2. Compare with ACADEMIC TENACITY, FIXED MINDSET, GRIT, and GROWTH MINDSET

short-term memory

1. Definition: "The part of the information processing system that briefly stores information from the senses" (Dembo, 1994, p. G-9).
2. Compare with LONG-TERM MEMORY.

skill(s)

1. Definition: "Behavior(s) that can be developed through instruction and practice" (Collins & O'Brien, 2011, p. 427).
2. Compare with STRATEGY.

skimming

1. Definition: Rapid reading to obtain the general idea.
2. Compare with SCANNING.

speed reading

1. Definition: Strategies for increasing reading speed without significantly interfering with comprehension.
2. Compare with FLEXIBLE READING.

stereotype threat

1. Definition: Belief that puts students at risk of conforming to negative stereotypes about their social group(s). Individuals' anxiety about their performance may hinder their ability to perform to their full potential. Importantly, individuals do not need to subscribe to the stereotype for it to be activated (Steele, 1997).
2. Compare with ACHIEVEMENT GAP, ACADEMICALLY UNDERPREPARED STUDENT, DEFICIT LANGUAGE, DEVELOPMENTAL STUDENT, DIVERSE STUDENT, HIGH-RISK STUDENT, MAJORITY/MINORITY STUDENT, PERSON/STUDENT OF COLOR, REMEDIAL STUDENT, SPECIAL POPULATION, STIGMA, STUDENT HISTORICALLY UNDERREPRESENTED, and STUDENT MARGINALIZED.

stigma

1. Definitions: (a) Labeling by others or self-identification of individuals who lack academic achievement, economic status, or other measures of value. STIGMA can lead to barriers for improvement; and (b) Negative

perception due to association with something that others perceive as negative.

2. Compare with ACADEMICALLY UNDERPREPARED STUDENT, DEFICIT LANGUAGE, DEVELOPMENTAL STUDENT, DIVERSE STUDENT, HIGH-RISK STUDENT, MAJORITY/MINORITY STUDENT, PERSON/STUDENT OF COLOR, REMEDIAL STUDENT, SPECIAL POPULATION, STEREOTYPE THREAT, STUDENT HISTORICALLY UNDERREPRESENTED, and STUDENT MARGINALIZED.

strategy

1. Definition: Mindful approach to solving a problem or achieving an objective as opposed to following a specific set of skills or steps. The focus is on analysis of the whole and adapting to circumstances. A strategy is internalized and flexible, not rigidly applied whether appropriate or not.

students

1. Definition: Learners in formal education programs.

study habits

1. Definition: An individual's ways of applying study skills, effective or otherwise.
2. Compare with STUDY SKILLS and THINKING SKILLS.

study reading

1. Definitions: (a) Process applied to the text that may include previewing a chapter, annotating the text, summarizing or outlining the main points, and paraphrasing and reciting the material; (b) A student's usual way of getting meaning from the text; and (c) Reading for the specific purpose of learning and remembering information for which one will be held accountable.

study skills

1. Definition: Procedures to assist learners to acquire knowledge. Some advocate that a synonym for this phrase is ACADEMIC SURVIVAL SKILLS.
2. Examples: SQ3R, employing pre-reading strategies, using a variety of annotating or notetaking methods, employing strategic memorization, accurately recording notes on lectures and reading materials, practicing test-taking skills, creating a daily study plan, and controlling distractions.
3. Compare with STUDY HABITS and THINKING SKILLS.

study strategies

1. Definition: Behaviors and procedures that, when thoughtfully and appropriately applied to learning tasks, improve the acquisition, understanding, and application of knowledge, such as practice testing, distributed practice, interleaved practice, elaborative interrogation, and self-explanation (Dunlosky et al., 2013).
2. Compare with COGNITIVE STRATEGIES and STUDY SKILLS.

studying

1. Definition: Activities directed to understanding, organizing, problem-solving, acquiring knowledge, developing skills, or remembering what has been learned.

summarize

1. Definition: Produce a condensed version of the original.
2. Compare with PARAPHRASE.

Taxonomy of Educational Objectives

1. Definition: "A classification system developed by Bloom that divides objectives into two domains: cognitive and affective. A third domain—psychomotor—has been developed by others" (Dembo, 1994, p. G-10).

teaching/learning center

1. Definitions: "An organized program that provides comprehensive academic enhancement activities outside the traditional classroom setting for students as well as professional development services for instructional staff" (Arendale et al., 2007, pp. 29–30).

test-wiseness training

1. Definition: "A program to teach students general test-taking skills for use on any test" (Dembo, 1994, p. G-10).

thinking skills

1. Definitions: (a) "Basic intellectual tools used for the acquisition, processing, organization, and application of knowledge; and (b) Strategies for improving argumentation or content mastery" (Collins & O'Brien, 2011, pp. 466–467).
2. Compare with STUDY HABITS and STUDY SKILLS.

transfer

1. Definition: (a) "Use of information gained in one domain to solve a problem encountered in a different domain; and (b) Ability to use skills and strategies acquired in a reading or study strategies instruction to understand the textbook and supplemental readings in a content area course" (Collins & O'Brien, 2011, pp. 472–473).

transfer of learning

1. Definition: Effective and appropriate application of knowledge, skills, strategies, and attitudes from one learning domain to another (Salomon & Perkins, 1989).
2. Compare with LEARNING ASSISTANCE CENTER.

wait time

1. Definition: "The period that a teacher waits for a student to respond to a question" (Dembo, 1994, p. G-11).

web-based

1. Definition: Posted to the Internet or World Wide Web.

writing process

1. Definition: Progression of activities to organize and focus the topic, draft of ideas developed in prewriting, edit the draft text one or more times, produce a final version of the text, and proofread and correct the text.
2. Compare with COLLEGE-LEVEL WRITING SKILLS.

ANTIRACISM AND RACISM

The following is an essential collection of terms related to antiracism and racism. More comprehensive glossaries on this topic are available from Center for Equity, Gender, and Leadership (2020), Diversity Advisory Council (n.d.), Georgetown University Library (2020), Institute for Democratic Renewal and Project Change Anti-Racism Institute (2019), Pokhrel et al., (2021), Race Forward (2015), Sue, Williams, & Owens (2021) and the W.K. Kellogg Foundation (n.d.). Complete references to these glossaries and often an online link to them are found in the reference section at the end of this glossary.

ally

According to Pokhrel et al. (2021, pp. 77–78):

1. Definitions: (a) "A person who supports a group other than their own identities, such as gender, RACE, religion, and sex" (Berkner Boyt, 2020, para. 10); and (b) A person who acknowledges disadvantages and oppression of other groups and takes action to stand with them and oppose the oppression (Wenger, n.d., p. 164).
2. Examples: (a) Speaking up on behalf of people of color (POC) during conversations when others make disparaging comments, MICROAGGRESSION behaviors, jokes, or stereotypical statements whether POC are present or not (Davis, 1989); (b) Participating in meetings hosted by POC that raise awareness about issues of identity (racial, sexual, etc.); (c) Displaying posters that advocate for social justice on the learning center walls; (d) Displaying a welcome poster on the learning center wall with the word "welcome" in languages spoken by members of the student body; (e) Asking questions of POC "like 'what do I need to know,' 'how can I help,' and 'what can we do together?'" (Ludema & Johnson, 2020, Don't be paternalistic section); (f) Taking time to read books and watch videos on racial topics (history, slavery, systemic racism, etc.) and avoid asking POC to explain complex racial issues to you; (g) Marching in a Pride Parade to advocate for an annual audit of pay equity (Ludema & Johnson, 2020, Do take ally-like actions section); (h) Taking actions that create an environment so that POC speak for themselves (Ludema & Johnson, 2020, Don't speak for others section); (i) Responding when the leader of the campus LBGTQ affinity group contacts you to offer support to the goals of the affinity group for Black employees; (j) Using authority as the Resident Hall Assistant to confront students on the dorm floor who are dressed up as border patrol and migrants at the border and stop the activity, and using this incident as opportunity to inform all residents that this activity is not appropriate or acceptable learning opportunity (k) South Asian woman marching at various Black Lives Matter protests while holding up a sign saying "South Asians for Black Lives;" and (l) attending campus and social activities hosted by POC.
3. Compare with ANTIRACISM (verb), EQUALITY, EQUITY, and SOCIAL JUSTICE.

antiracism

According to Pokhrel et al. (2021, p. 78):

1. Definition: "The work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts" (Race Forward, 2015, p. 25).
2. Examples: (a) Report any acts of discrimination to the institution's Dean of Students or Title IX Officer; (b) Ensure the racial diversity of the professional staff and the student employees of the learning center equals or exceeds the diversity demographics of the student population; (c) Best practices in antiracist language and behavior is a part of all professional development and training sessions for staff and student employees of tutoring and small group study sessions.
3. Compare with ALLY, RACISM, SPACE RACISM, and SOCIAL JUSTICE.

assimilationist

According to Pokhrel et al. (2021, p. 79):

1. Definition: Describes the process that a dominant group makes invisible a smaller, powerless group defining characteristics and identity (Yoshino, 2013).
2. Examples: (a) Focusing on Standard Written English in school may be considered an assimilationist pedagogy, as it requires racial and ethnic groups to change or hide their linguistic heritage; (b) reminding immigrant children how fortunate they are to have arrived in the United States; (c) not permitting reading in or using language from the country of origin during class sessions; and (d) not recognizing the common experience of confusion and stressful transition for the immigrant or marginalized U.S. citizens.
3. Compare with INSTITUTIONAL RACISM, MICROAGGRESSION, and RACISM.

check your privilege

According to Pokhrel et al. (2021, pp. 79–80):

1. Definition: "When someone asks you to 'CHECK YOUR PRIVILEGE,' they are asking you to pause and consider how the advantages you've had in your life are contributing to your opinions and actions, and how the lack of disadvantages in certain areas is keeping you from fully understanding the struggles others are facing and in fact may be contributing to those struggles" (Oluo, 2019, p. 63).
2. Examples: (a) A White person considering the advantages that being White affords them regarding assumptions about their creditworthiness, honesty, and trustworthiness, among others; (b) Advantages that accompany being the second generation in the family to attend or graduate from college; and (c) Having family members who can mentor a younger person as they navigate the challenges of life.
3. Compare with PRIVILEGE.

climate

According to Pokhrel et al. (2021, p. 80):

1. Definitions: (a) Perceptions and experiences by individual members of the organizational environment; and (b) influences how an individual feels valued, safe, fairly treated, and treated with dignity.
2. Examples: (a) At a learning center, staff or student of color experience a CLIMATE of hostility and unwelcomeness toward them due to the attitudes and behaviors of its staff. For example, a staff member assumes that a student of color who comes to the front desk needs a tutor when the student is actually applying for a tutoring or study group job; (b) usually, on predominantly White institutions with few faculty, staff, and administrators who are people of color, the CLIMATE is "cold" or "chilly" to Latinx students who attend class or participate in predominantly White clubs; (c) When a Black student walks into a campus honor society meeting with all White students in attendance, the White students stare at the Black student as though they are entering by mistake. The honor society president asks immediately for credentials to validate the Black student's participation but does not ask other White applicants to validate their participation. The Black student begins to feel unwelcome, and, as a result, the events at the honor society create an atmosphere in which the Black student experiences STEREOTYPE THREAT; and (d) A Black adult male is stopped by the campus police while he is walking across the campus at night, which often happens to African, Black, Hispanic, Indigenous,

and Latinx people. The Black male was wearing a dark pea coat and a kufi skull cap. The campus police demanded to know why he was on the campus. He replied that he just finished work after a long day as the Vice-Chancellor for Diversity Affairs and was walking home to have a late dinner with his family in his own neighborhood.
3. Compare with IMPLICIT BIAS, RACISM, and STEREOTYPE THREAT.

equity

According to Pokhrel et al. (2021, pp. 81–82):

1. Definitions: (a) "EQUITY recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome" (MPH@GW, 2020, para. 2); (b) "EQUITY is a solution for addressing imbalanced social systems. Justice can take EQUITY one step further by fixing the systems in a way that leads to long-term, sustainable, EQUITABLE access for generations to come" (MPH@GW, 2020, para. 2); (c). In contrast, EQUALITY "means [that] each individual or group of people is given the same resources or opportunities" (MPH@GW, 2020, para. 2); and (d) "Proportional distribution or parity of desirable outcomes across groups. Sometimes confused with EQUALITY, EQUITY refers to outcomes, while EQUALITY connotes equal treatment" (Diversity Advisory Council, n.d., section E, para. 6).
2. Examples: (a) Giving students with certain disabilities accommodations so they can thrive in their classes and earn the same outcomes as students without similar disabilities; (b) Providing the services and resources needed for students who are POC to achieve outcome rates for graduation, homeownership rates, and wealth-accumulation that are similar to outcome rates of White students; (c) Partially basing public institution funding on the institution's achievement of student demographics that are similar for both graduating and admitted students; and (d) Law enforcement treating protestors inequitably, such as the difference in police treatment of Black Lives Matter protestors at Lafayette Park in Washington, DC on June 1, 2020 (where protestors were overwhelmingly met with rubber bullets and tear gas) as compared to the treatment of White protestors who stormed the Capitol on January 6, 2021 (where protesters were met only with Capitol police with no call for backup, national guard, or law enforcement presence). But this is "White man's country, so they are allowed to go into the Capitol and take it over. They are allowed to do whatever they want" (BLM activist, personal communication, 2021).

3. Compare with ANTIRACISM, INCLUSION, and SOCIAL JUSTICE.

ethnicity

According to Pokhrel et al. (2021, p. 82):

1. Definition: "Social construct that divides people into smaller social groups based on characteristics such as shared series of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographic location" (Florida Institute of Technology, n.d., para. 15.)
2. Examples: Cuban, Hmong, and Mexican.
3. Compare with RACE.

implicit bias

According to Pokhrel et al. (2021, pp. 82–83):

1. Definition: "Refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These BIASES, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these BIASES are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, IMPLICIT BIASES are not accessible through introspection. The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as RACE, ETHNICITY, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often cited origins of implicit associations" (Kirwan Institute for the Study of Race and Ethnicity, 2012, para. 1–2).
2. Examples: (a) Assuming that some RACIAL groups are better or worse athletes than others for a particular sport; (b) Assuming that students of color are often academically underprepared for college-level work; (c) Assuming that Asians are better at math than other ethnic groups; and (d) a male White student not wanting to work with a female Black computer science tutor be- cause he assumes that she is not as capable as a White male tutor.
3. Compare with BIAS, BIGOTRY, DISCRIMINA- TION, PRIVILEGE, and RACISM.

institutional racism

According to Pokhrel et al. (2021, pp. 83–84):

1. Definitions: (a) A network of institutional structures, policies, and practices that create advantages and benefits for White people, and DISCRIMINATION, oppression, and disadvantage for people from targeted RACIAL groups. The advantages created for White people are often invisible to them or are considered *rights* available to everyone as opposed to PRIVILEGES awarded to only some individuals and groups (Adams et al., 2007, p. 93); (b) "Refers specifically to the ways in which institutional policies and practices create different outcomes for different RACIAL groups. The institutional policies may never mention any RACIAL group, but their effect is to create advantages for whites [sic] and oppression and disadvantage for people from groups classified as non-white" (Potapchuk et al., 2005, p. 39); (c) "The difference between STRUCTURAL RACISM and MACROAGGRESSSIONS is MACROAGGRESSIONS are purposeful, deliberate, and blatantly damaging acts that make an impact at the individual level. STRUCTURAL RACISM is integral to everyday, ordinary interactions" (Osanloo et al., 2016, p. 7); and (d) This term is synonymous with STRUCTURAL RACISM and SYSTEMIC RACISM.
2. Examples: (a) Government policies that explicitly restrict the ability of people to get loans to buy or improve their homes in neighborhoods with high concentrations of African Americans (also known as "red-lining"); (b) City sanitation department policies that concentrate trash transfer stations and other environmental hazards disproportionately in communities of color (Potapchuk et al., 2005); and (c) Admissions departments that do not have people of color (POC) recruiters may decrease the number of POC who apply since they will not meet someone from a culturally and ethnically diverse background and not see someone with whom they can identify.
3. Compare with MICROAGGRESSION, PASSIVE RACISM, RACISM, and SPACE RACISM.

intersectionality

According to Pokhrel et al. (2021, p. 84):

1. Definitions: (a) "Analytical framework through which the relationship among systems of oppression can be understood. African American women made an early contribution to this analysis in the 19th century. Recognizing that they experienced racism and sexism differently from both Black men and White women even while they shared commonalities with both, they

argued that a struggle that did not simultaneously address sexism and racism would only perpetuate both" (Diversity Advisory Council, n.d., section I, para. 4); and (b) "SOCIAL JUSTICE movements consider all INTERSECTIONS of identity, PRIVILEGE, and oppression that people face" (Oluo, 2019, p. 7.)

2. Examples: (a) Students from multiple affinity groups collaborating to discuss ways of combating systematic oppression experienced by members of marginalized groups on their campus; and (b) acknowledging the two sets of challenges that a woman of color may face in a field dominated by White men.

3. Compare with CLIMATE and SOCIAL JUSTICE.

microaggression

According to Pokhrel et al. (2021, pp. 84–85):

1. Definitions: (a) "Small daily insults and indignities perpetuated against marginalized or oppressed people because of their affiliation with the marginalized or oppressed group and here we are going to talk about RACIAL MICROAGGRESSIONS— insults and indignities perpetuated against people of color. But many aggressions are more than just annoyances. The cumulative effect of these constant reminders that you are less valuable than others does real psychological damage. Regular exposure to MICROAGGRESSIONS causes person of color to feel isolated and invalidated" (Oluo, 2019, p. 169); and (b) "an onslaught of derogatory comments, invalidations, avoidance behaviors, and deficit-laden comments, the experiences may weigh heavy on an individual's spirit, self-worth, and sense of self" (Osanloo et al., 2016, p. 5).

2. Examples: "Sue et al. (2007) distinguished three types of MICROAGGRESSIONS. They are: microassaults; microinsults; and microinvalidations. A microassault is 'an explicit RACIAL derogation characterized primarily by a verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions (p. 274). '… While explicit, overt, and deliberate, they are deemed 'micro' because they are often conducted on an individual or private level. … Microinsults are characterized as '… communications that convey rudeness and insensitivity and demean a person's RACIAL heritage or identity. Microinsults represent subtle snubs, frequently unknown to the perpetrator, but clearly convey a hidden insulting message to the recipient of color' (Sue et al., 2007, p. 274). ... Last, microinvalidations are described as: '…communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential

reality of a person of color' (Sue et al., 2007, p. 274)" (Osanloo et al., 2007, p. 5).

3. Compare with IMPOSTOR SYNDROME, RACISM, and STEREOTYPE THREAT.

privilege

According to Pokhrel et al. (2021, p. 86):

1. Definition: (a) "A right that only some people have access or availability to because of their social group membership. Because hierarchies of PRIVILEGE exist, even within the same group, people who are part of the group in power (White people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people) often deny they have privilege even when evidence of differential benefit is obvious" (Institute for Democratic Renewal and Project Change Anti-Racism Institute, 2019, p. 15); and (b) "These advantages can often be ascribed to certain social groups: PRIVILEGE based on RACE, physical ability, gender, class, etc. But these PRIVILEGES can also lie in areas that you may have not considered, like sexuality, body type, and neurological differences" (Oluo, 2019, p. 60).

2. Examples: (a) A person who is a Brahmin Hindu has access to education loans, jobs, and wealth more easily than those who are not born into this caste; (b) White people are more often given the benefit of the doubt than Black people by police when they are stopped and questioned by them; and (c) White people are more likely than other RACIAL groups to be approved for car and home loans and at lower rates than POC.

3. Compare with CHECK YOUR PRIVILEGE and RACISM.

race

According to Pokhrel et al. (2021, p. 86):

1. Definitions: (a) "A power construct of collected or merged difference that lives socially" (Kendi, 2019, p. 35); and (b) "RACE is a central organizing idea that shapes much of human life across the world. … Currently, RACE is understood to be socially constructed because the value placed on RACIAL groupings reflects a social and political rationale rather than distinct genetic differences. Historically, RACE has been conceptualized using three types of theories: ETHNICITY, class, and nation" (Williams, 2017, p. 1389).

2. Examples: (a) Skin color, (b) ancestral heritage, (c) cultural affiliation, (d) cultural history, and (e) ethnic classification.
3. Compare with ETHNICITY.

racial humility
(synonymous with cultural humility)

According to Pokhrel et al. (2021, p. 87):

1. Definitions: (a) Learning across the lines of RACIAL difference (Gallardo, 2013); and (b) a look back (at prior RACIAL injustices) to move forward (Perkins, 2018).
2. Examples: (a) Engaging in conversations with people of different ethnic groups concerning issues of RACE; (b) a personal or a professional development activity being conducted by learning center staff, tutors, faculty members, or student study group leaders who read, study, and reflect about books on RACE and consider changes in personal actions, attitudes, and words; (c) visiting civil rights sites and learning about the historical events that occurred there and, if possible, visiting the Smithsonian National Museum of African American History and Culture and continuing with a deeper study of the events and conversations with people of color; (d) attending an ethno-religious service or social club whose members are of a different ETHNIC group than their own for a significant period of time, talking with the regular attendees, and becoming a learner by listening and observing (Perkins, 2018); (e) attending a branch meeting of the NAACP or the National Urban League in your city or on a college campus; and (f) attending campus events hosted by different RACIAL groups and reflecting about what was seen and heard.
3. Compare with CLIMATE, CHECK YOUR PRIVILEGE, CLIMATE, RACISM, and SOCIAL JUSTICE.

raciolinguistic justice

According to Sue et al. (2021, p. 28):

1. Definition: Justice Howell et al. (2020) describes the practice of RACIOLINGUISTIC JUSTICE as, "subverting racism's hold on language use in the classroom and beyond" (para. 4).
2. Compare with ANTIRACISM, RACIOLINGUISTICS, and RACISM.

raciolinguistics

According to Sue et al. (2021, p. 28):

1. Definition: Rowsa and Flores (2017) describe RACIOLINGUISTICS as the interconnected relationship between language and race, which led to "the linguistic practices of racialized populations [who] are systematically stigmatized, regardless of the extent to which these practices might seem to correspond to standardized norms" (Rosa & Flores, 2017, p. 623).
2. Compare with ANTIRACISM, RACIOLINGUISTIC JUSTICE, and RACISM.

racism

According to Pokhrel et al. (2021, p. 88):

1. Definitions: (a) "Marriage of RACIST POLICIES and RACIST IDEAS that produces and normalizes RACIAL inequities" (Kendi, 2019, p. 18); and (b) "Specific ways in which institutional policies and practices create different outcomes for different RACIAL groups. The policies may never mention specific RACIAL groups, but their effect is to create advantages for Whites [sic] and oppression and disadvantage for people from groups classified as non-White" (Wenger, n.d., p. 164).
2. Examples: See examples for INSTITUTIONAL RACISM and SPACE RACISM.
3. Compare with ANTIRACISM, INSTITUTIONAL RACISM and SPACE RACISM.

social justice

According to Pokhrel et al. (2021, pp. 89–90):

1. Definitions: (a) The condition in which all people have equal access to education, employment, wealth, healthcare, well-being, justice, freedom, and opportunity; (b) A vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure (Adams et al., 2007); and (c) "Individuals are both self-determining (able to develop their full capacities) and interdependent (capable of interacting democratically with others). SOCIAL JUSTICE involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others, their society, and the broader world in which we live…. The goal of SOCIAL JUSTICE education is to enable people to develop the critical analytical tools necessary to understand oppression and their socialization within oppressive systems and to develop a sense of agency and capacity to interrupt and change oppressive patterns and behaviors in themselves and in the institutions and communities they are a part" (Bell, 2007, pp. 1–2).
2. Examples: (a) All people have equal access (EQUALITY) to education, employment, wealth, healthcare, well-being, justice, freedom, and opportunity; (b) All

people receive EQUITABLE outcomes from their education and employment regarding wealth, health, well-being, justice, freedom, and opportunity; and (c) All people have access to distribution of resources (for example, the COVID vaccine) is equally distributed to ethnic minorities and the poor.

3. Compare with EQUITY.

space racism

According to Pokhrel et al. (2021, pp. 88–89):

1. Definition: "Powerful collection of racist policies that lead to resource inequity between racialized spaces or the elimination of certain racialized spaces, which are substantiated by racist ideas about racialized spaces" (Kendi, 2019, p. 166).

2. Examples: (a) Locate ethnic centers in the basements of old buildings which takes them away from flow of students through the campus; (b) Locate learning centers which serve a culturally-diverse group of students in buildings without nearby parking lots or close to campus bus routes making it inconvenient for students to access, especially during unsafe weather conditions; (c) Locate academic support services which serve those from marginalized backgrounds, in the oldest and most dilapidated campus buildings; (d) Campus security officers more often stopping Black people than White people to check why they are on campus; (e) Campus buildings of taxpayer-funded institutions that are locked and only admissible with the presentation of an institution-issued identity card, which creates an unfriendly atmosphere for staff and students, especially for those that are first-generation college and find the college experience unfamiliar and sometimes intimidating; (f) Real estate agents steering prospective homeowners to neighborhoods of similar demographics (ETHNICITY and RACE) despite having credit ratings that allow them to purchase more expensive homes in predominantly White neighborhoods (Tatum, 2017); and (g) EQUITY programs such as TRIO being assigned by senior college administrators to old offices and classroom spaces abandoned by academic departments with used furniture, old equipment, and dilapidated facility conditions. This treatment creates an impression of the low priority for the program by the administrators and diminished importance for students who are from marginalized backgrounds.

3. Compare with INSTITUTIONAL RACISM and RACISM.

ASSESSMENT

These glossary terms are primarily related to student and program assessment. Some related terms are located under the *Program Management* category. More comprehensive glossaries of terms can be found in the *Greenwood Dictionary of Education* (Collins & O'Brien, 2011) and the *Handbook of Practical Program Evaluation* (Newcomer, Hatry, & Wholey, 2015).

affective domain

1. Definition: "A part of Bloom's *Taxonomy of Educational Objectives* for student attitudes, values, and emotional growth. The affective domain includes five basic categories: receiving, responding, valuing, organization, and characterization by a value" (Dembo, 1994. p. G-1).
2. Compare with COGNITIVE DOMAIN and METACOGNITIVE DOMAIN.

alternate assessment

1. Definition: "Examination of student progress through direct observation of student performance and judgment of learning products through a collection of authentic sources such as behavior, student presentations, and work" (Collins & O'Brien, 2011, p. 18).
2. Compare with ASSESSMENT, DIFFERENTIATED PLACEMENT, DIRECTED SELF-PLACEMENT, PLACEMENT, and PLACEMENT TESTING.

assessment

1. Definitions: (a) "Process of applying systematic formal and informal measures and techniques to ascertain students' current competencies and abilities; (b) Process of determining students' strengths and weaknesses in cognitive and affective areas for the purpose of generalized placement; (c) Act of assessing, or taking a measurement by counting, rating, or estimating the amount of skill, ability, or knowledge of some element of an individual or a program); (d) ASSESSMENT should be as objective as possible (value-free), as opposed to EVALUATION, which suggests that value has been added. Assessment does not assume, in advance, what is good, worthwhile, or desirable. In analogy to science, assessment is observation. Although objectivity is always relative, it is important to separate the measurement from the interpretation of its meaning" (Collins & O'Brien, 2011, p. 36); and (e) "While 'ASSESSMENT' means "measurement," the term is increasingly used in the higher education context to refer to a systematic cycle of collecting and reviewing information about student learning. The complete cycle involves: clearly stating expected goals for student learning, offering learning experiences, measuring the extent to which students have achieved expected goals, and using the evidence collected to improve teaching and learning" (Office of the Provost, n.d., para. 1).
2. Examples: College entrance examination scores, scores on pretests for all students enrolled in a course, and graduation rates for students in a particular academic degree program.
3. Compare with ALTERNATE ASSESSMENT, CAUSATION and CORRELATION, DIFFERENTIATED PLACEMENT, DIRECT SELF-PLACEMENT, EVALUATION, PLACEMENT TESTING, PROGRAM GOAL, PROGRAM OBJECTIVE, RESEARCH, and SYSTEMIC SELF-STUDY.

backwash

1. Definition: Describing the positive or negative impact that an assessment of a specific skill has on whether that skill has been acquired.
2. Examples: (a) Instructors organize their class learning activities directly to prepare for high-stakes tests that can impact funding for the school; and (b) Supplemental learning topics are ignored to permit more time for the instructor to teach to the test.

baseline

1. Definitions: (a) Natural occurrence of behavior before intervention; and (b) Data collected to establish a point of comparison between previous behavior and that which occurs after an intervention is introduced.

behavioral change

1. Definition: Difference in performance that is observable and documentable.
2. Examples: Course dropout rate, final course grade, and persistence toward graduation following an intervention activity.
3. Compare with ACADEMIC MENTORING, COURSE-BASED LEARNING ASSISTANCE, and TUTORING.

causation and correlation

1. Definitions: (a) CAUSATION occurs when one variable increases or decreases directly from another variable. This is difficult to establish with human subjects since other variables may have an influence. This is easier to establish under carefully monitored scientific studies that are replicated numerous times, and (b) CORRELATION suggests a high likelihood that two

variables are associated. Studies may report the likelihood of this relationship by establishing the percentage of chance that some other variable might explain the results.

2. Examples: (a) Carefully designed studies replicated many times established the CAUSATION of cigarette smoking to various medical conditions including lung cancer; and (b) Attending a student-led study group results in a CORRELATION of higher course grades.
3. Compare with ASSESSMENT, EVALUATION, FORMATIVE EVALUATION, and RESEARCH.

cognitive domain

1. Definition: "A part of Bloom's *Taxonomy of Educational Objectives*. Bloom divides the objectives in the cognitive domain into six categories: knowledge, comprehension, application, analysis, synthesis, and evaluation" (Dembo, 1994, p. G-2).
2. Compare with AFFECTIVE DOMAIN, ASSESSMENT, and DIAGNOSIS.

cohort

1. Definitions: (a) Specific subpopulation or a subset of the entire student body studied over a period through the examination of their attitudes, behaviors, or scores on assessment instruments; and (b) Group of students who are a subset of the entire student body.
2. Examples: entering first-year COHORT of students at a college or university; subpopulation of students such as student-athletes, fraternities and sororities, or students over the age of 25.

college and career readiness

1. Definitions: (a) Level of preparation at which a student possesses the content knowledge, strategies, skills, and techniques necessary to be successful in any of a range of postsecondary settings (Collins, 2007; Conley, 2012); and (b) COLLEGE READINESS and CAREER READINESS are relative terms because they are dependent upon a particular institution, specific degree program within that institution, and a particular instructor teaching a course within a degree program.
2. Compare with COLLEGE-LEVEL, DEVELOPMENTAL, and DEVELOPMENTAL-LEVEL COURSE.

criterion

1. Definitions: (a) Measurable objective that describes the characteristics of acceptable performance; and (b) Specific standard by which performance is evaluated.

2. Compare with PROGRAM GOAL, PROGRAM OBJECTIVE, MISSION STATEMENT, and VISION STATEMENT.

developmental profile

1. Definition: Description of an individual's academic or cognitive competencies as measured by, for example, high school grades, standardized college entrance exams, interviews, and surveys.

diagnosis

1. Definitions: (a) Process of determining students' specific strengths and weaknesses to create a prescription for treatment (Harris & Hodges, 1981); (b) Planning of instruction based on an evaluation of students' needs; and (c) The classification of people into established categories (Harris & Hodges, 1981).
2. Compare with ASSESSMENT.

direct measures

1. Definition: "Processes used to directly evaluate student work. They provide tangible, self-explanatory, and compelling evidence of student learning.
2. Examples: Exam questions, portfolios, performances, projects, reflective essays, computer programs, and observations" (Office of the Provost, n.d., para. 3).
3. Compare with INDIRECT MEASURES.

directed self-placement

1. Definition: Students make an informed choice about which level of their first college mathematics and writing course. Students complete a self-assessment of their reading, mathematics, and writing skills based on their high school experiences, reflection survey, and review requirements for different college-level mathematics and writing courses. The survey is not a placement test and the student's decision for the course selection is made alone.
2. Compare with ALTERNATE ASSESSMENT, ASSESSMENT, DIFFERENTIATED PLACEMENT, PLACEMENT, and PLACEMENT TESTING.

evaluation

1. Definitions: (a) "Process of establishing the utility or value of a particular activity or program; (b) Decision-making process of interpreting test/assessment results, deciding what is *good, good enough*, or *effective*, for instance. Thus, in EVALUATION, an important component is subjective and philosophical; (c) Making data-based judgments and decisions about student academic skills, student progress, and/or

program effectiveness; and (d) Measuring an activity or program with the desired outcome" (Collins & O'Brien, 2011, p. 171).

2. Compare with ALTERNATE ASSESSMENT, ASSESSMENT, CAUSATION and CORRELATION, PLACEMENT TESTING, PROGRAM EVALUATION, and RESEARCH.

evaluation standards

1. Definition: Established to measure the efficacy of an activity or program, such as its worth, effectiveness, or efficiency for producing desired outcomes.

formative evaluation

1. Definitions: (a) Rather than waiting until the end of an education activation, EVALUATION valuation occurs while the event is underway. This provides an opportunity for immediate changes to occur to the educational activity to increase the positive effect for the students and accomplish goals that were desired; and (b) "A process to determine the extent to which students are progressing through a certain learning or development goal; used to provide continuous or frequent feedback to help shape, modify, or improve the program or service while it is happening" (Council for the Advancement of Standards, 2020, para. 29).

2. Compare with ASSESSMENT, CAUSATION and CORRELATION, EVALUATION, and SUMMATIVE EVALUATION.

human subjects research

1. Definition: Investigations (other than normal evaluation of student learning by instructional staff) involving people as participants. Such investigations may require prior approval by the institution and require following federal, state, and institutional rules for such research studies.

indirect measures

1. Definition: "Processes that provide evidence that students are probably attaining learning goals. These require inference between the student's action and the direct evaluation of that action. Examples include: course grades, student ratings, satisfaction surveys, placement rates, retention and graduation rates, and honors and awards earned by students and alumni" (Office of the Provost, n.d., para. 7).

2. Compare with DIRECT MEASURES.

measurement

1. Definitions: (a) Process of determining the extent to which some characteristic is associated with an object;

and (b) a unit of performance generally used to assess the efficacy of a particular intervention or treatment.

2. Examples: Outcome scores of students and graduation rates of students within a given time period.

3. Compare with ASSESSMENT.

placement

1. Definition: "Assignment of students to an appropriate course or educational program in accordance with their aims, capabilities, readiness, educational background, and aspirations. PLACEMENT may be based on previous experiences, scores on admissions or entrance tests, or tests specifically designed for placement purposes" (Arendale et al., 2007, p. 25).

2. Compare with ALTERNATE ASSESSMENT, ASSESSMENT, DIFFERENTIATED PLACEMENT, DIRECTED SELF-PLACEMENT, AND PLACEMENT TESTING.

placement testing

1. Definition: ASSESSMENT is given by an institution or by groups like the College Board to determine the academic or skill levels of students, especially new students, in order to place them in appropriate courses and programs.

2. Compare with ALTERNATE ASSESSMENT, ASSESSMENT, DIFFERENTIATED PLACEMENT, DIRECTED SELF-PLACEMENT, and PLACEMENT.

power test

1. Definitions: Test of a particular skill having no time limits to determine an individual's strength in a particular skill area.

program assessment

1. Definition: "The systematic and ongoing method of gathering, analyzing, and using information from various sources about a program and measuring PROGRAM OUTCOMES in order to improve student learning" (Selim, et al., 2008, p. 3). PROGRAM ASSESSMENT is diagnostic, process-oriented, and provides feedback. It is a process used to provide a program with feedback on its performance with the intent of helping improve the program and in particular, improve student learning (Selim, et al., 2008, p. 3). Effective program assessment plans should address (a) what a program is trying to accomplish, (b) how well it does it, (c) how does the program contributes\ to student development and growth and (d) how student learning can be improved (Selim et al., 2008).

2. Compare with ASSESSMENT

program evaluation

1. Definition: "Systematic method for collecting, analyzing, and using the information to answer questions about projects, policies, and programs and for program improvement" (Collins & O'Brien, 2011, p. 374).
2. Compare with ASSESSMENT, EVALUATION, and RESEARCH.

program outcomes

1. Definitions: (a) Typically part of a program's ASSESSMENT plan, address specific actions and achievements that a program has reached. PROGRAM OUTCOMES are often used to measure program-level goals, and operational outcomes, (Council for the Advancement of Standards, 2015).
2. Examples: (a) PROGRAM OUTCOMES often describe programmatic elements, such as the quality or quantity of program usage, such as growth of students' enrollment or students' use of a program; (b) PROGRAM OUTCOMES can indicate fiscal sustainability or facilities and infrastructure improvements. However, it is important to distinguish between PROGRAM OUTCOMES and STUDENT LEARNING OUTCOMES. Note that PROGRAM OUTCOMES do not describe student learning (North Carolina Agricultural and Technical State University, n.d.).

readiness profile

1. Definition: "Readiness for learning, whether in absolute terms (as in relation to cut scores), relative terms (as in relation to other students), and self-referential terms (as in relation to student goals, interests, and aspirations)" (Conley, 2012, p. 18).

research

1. Definitions: (a) Investigation of an original nature conducted to gain understanding and knowledge. This inquiry may be undertaken to obtain new information or confirm previously conducted investigative studies; and (b) Asking questions and using quantitative or qualitative means to achieve the goal of obtaining new knowledge.
2. Compare with ALTERNATE ASSESSMENT, ASSESSMENT, EVALUATION, and PLACEMENT TESTING.

student development

1. Definitions: (a) Learning outcomes that occur through interaction with an environment that enhances academic, intellectual, interpersonal, psychosocial, moral, and faith/spiritual (for some institutions) development; and (b) "Individual growth that is an intended outcome of engaging with functional area programs and services. Student learning and development refers to the changes that result when students are exposed to new experiences, concepts, information, and ideas; the knowledge, understanding, and personal growth are generated, in this context, from interactions with higher education learning environments" (Council for the Advancement of Standards, 2020, para. 56).
2. Compare with STUDENT DEVELOPMENT OUTCOMES and STUDENT LEARNING OUTCOMES.

student development outcomes (SDOs)

1. Definition: Statements that specify what students can do when they have completed or participated in a course or program. SDO's specify characteristics (such as responsibility, resilience, self-awareness, and cultural humility) that must be observable, measurable, and demonstrable.
2. Compare with STUDENT DEVELOPMENT, STUDENT LEARNING GOALS, and STUDENT LEARNING OUTCOMES.

student learning goals

1. Definition: Programs often include STUDENT LEARNING GOALS, which generally long-range statements are written from an educator's perspective that gives general content and direction of a learning experience for students. These goals focus on the general aims of the curriculum. Good instruction begins with distinct STUDENT LEARNING GOALS from which to select appropriate instructional activities and outcome assessments that help determine students' mastery of learning (DePaul, n.d.).
2. Compare with STUDENT DEVELOPMENT, STUDENT DEVELOPMENT OUTCOMES, STUDENT LEARNING GOALS, and STUDENT LEARNING OUTCOMES.

student learning objectives

1. Definition: STUDENT LEARNING OBJECTIVES (not to be confused with STUDENT LEARNING OUTCOMES) are more specific than the goals and are used to describe what an educator intends to teach in a learning experience. STUDENT LEARNING

GOALS and STUDENT LEARNING OBJECTIVES are often used to structure the content of an educational activity (UCLA Health, 2016).

2. Compare with student learning goals, STUDENT DEVELOPMENT, STUDENT DEVELOPMENT OUTCOMES, and STUDENT LEARNING OUTCOMES

student learning outcomes (SLOs)

1. Definition: A learning outcome, [often referred to as STUDENT LEARNING OUTCOMES (SLOs)], and also part of a program's ASSESSMENT plan. SLOs are "describe significant and measurable change occurring in students as a direct result of their interaction with an educational institution and its program and services" (Council for the Advancement of Standards, 2015, para. 51). More specifically, SLOs demonstrate an action which is observable and measurable, and one that can demonstrate attainable skills, abilities, and/or competencies (Oxnard College, n.d.). Please note that STUDENT LEARNING OUTCOME statements are sometimes referred to as STUDENT LEARNING OBJECTIVES within the literature (Selim et al., 2008). For purposes of this glossary, the term STUDENT LEARNING OBJECTIVES describes what an educator intends to teach in a learning experience and STUDENT LEARNING OUTCOMES are what students can know or do after a learning experience. The achieved results are then often revealed in an ASSESSMENT report.

2. Compare with STUDENT DEVELOPMENT, STUDENT DEVELOPMENT OUTCOMES, and STUDENT LEARNING GOALS.

student success

1. Definition: "Aggregate of many aspects of the student experience, including academic success, connection to the campus, developing interpersonal and intrapersonal skills, and preparing for entrance into the global society and workforce. Institutions may define student success for their population, considering student goals, and evidence of learning and development. Those attempting to measure student success often point to rates of year-to-year retention and percent of students who persist to the completion of their goals" (Council for the Advancement of Standards, 2019, para. 56).

student success goals

1. Definition: measurements of grades, completion, retention, persistence, graduation, indicated benchmarks, and competences after learners participate in learning experiences such as a single or set of courses/activities. However, they are inexact measures of actual learning, as students enter a course/activity with varying levels of already achieved knowledge or competence.

2. Compare with STUDENT DEVELOPMENT GOALS, STUDENT SUCCESS, and STUDENT SUCCESS OUTCOMES.

student success outcomes

1. Definition: measurements of grades, completion, retention, persistence, graduation, and/or competence to demonstrate program value. Both newer and established programs track these measurements to determine the effectiveness of courses and services. STUDENT SUCCESS measures may correlate with learning if the student reaches a set competence or benchmark after participating in learning experiences such as a single or series of courses, activities, or services. However, they are inexact measures of actual learning or development, as students enter with varying levels of already-achieved knowledge or competence.

2. Example: Tutoring services programs intend that students who participate in tutoring activities will improve their grades (a STUDENT SUCCESS measure) and their learning (a student learning outcome). Accrediting agencies are interested in student learning and development, and well-established tutoring services programs are uniquely positioned to assess those outcomes.

3. Compare with STUDENT DEVELOPMENT OUTCOMES, STUDENT SUCCESS, and STUDENT SUCCES GOALS.

summative evaluation

1. Definitions: (a) "Evaluation activities used to decide if a particular activity or function should be continued, enhanced, curtailed, or eliminated; and (b) Sometimes refers to evaluation activities that occur after the event under investigation has concluded to generate information for future decisions" (Council for the Advancement of Standards, 2020, para. 57).

2. Compare with ASSESSMENT, EVALUATION, FORMATIVE EVALUATION, and SYSTEMIC SELF-STUDY.

systematic self-study

1. Definition: judge the value and worth of an educational program based on its stated mission. The MISSION STATEMENT is a concise, well-articulated public declaration of the general values and principles that guide the program. The statement should

describe the program, its purpose and function, its rationale, and its stakeholders (e.g., what it is, what it does, why it does it, and for whom). Often, programs also provide a public statement of their vision used to describe what they hope to achieve-their loftiest aspirations-in tandem with their mission. The terms MISSION STATEMENT and VISION STATEMENT are often conflated and used interchangeably. Yet, for purposes of this self-study, a MISSION STATEMENT declares its intended present-oriented overarching purposefulness; a VISION STATEMENT expresses a future-oriented hoped-for reality.

2. Compare with ASSESSMENT, FORMATIVE EVALUATION, MISSION STATEMENT, SUMMATIVE EVALUATION, and VISION STATEMENT.

COPYRIGHT AND ACADEMIC INTEGRITY

These terms apply to instructors, program managers, and students on how they handle curricula, media, and publications created by others and attribution to previously published works. These can be enormously complicated issues that may require consultation with institutional legal services to avoid violations and potential legal proceedings. Modern technology has made violations easier than in the past. More comprehensive glossaries on this topic are available in *Intellectual Property in the New Technological Age: Volume II Copyrights, Trademarks, and State IP Protections* (Menell, Lemley, & Merges, 2019) and *The People's Law Dictionary* (Hill & Hill, 2002).

Two terms not added to this glossary are *derivative work* and *fair use*. Those two terms were left out since they have been improperly used to justify the current situation of flagrant copyright violations by some in the higher education profession. See Hill and Hill (2002) and Menell et al. (2019) for their definitions.

attribution of intellectual property

1. Definitions: (a) Giving credit to the creator of something. However, ATTRIBUTION OF INTELLECTUAL PROPERTY does not absolve the person of potential COPYRIGHT INFRINGEMENT which can lead to financial damage awards and charges of PLAGARISM. ATTRIBUTION OF INTELLECTUAL PROPERTY is required when using material covered by one or more of the six types of CREATIVE COMMONS LICENSES (Creative Commons, 2019; Hill and Hill, 2002); and (b) Appearing to be similar, a citation is a formal way to provide detailed information of where the quotation or idea could be found.
2. Examples: Articles, books, and images.
3. Compare with COPYRIGHT INFRINGEMENT, CREATIVE COMMONS LICENSES, INTELLECTUAL PROPERTY USE COPYRIGHT, LITERARY PROPERTY USE COPYRIGHT, and PLAGIARISM.

copyright

1. Definitions: (a) "The exclusive right of the author or creator of a literary or artistic property (such as a book, movie, or musical composition) to print, copy, sell, license, distribute, transform to another medium, translate, record or perform or otherwise use (or not use) and to give it to another by will. As soon as a work is created and is in a tangible form (such as writing or taping), the work automatically has federal COPYRIGHT protection. COPYRIGHT covers the following: literary, musical, and dramatic works, periodicals, maps, works of art (including models), art reproductions, sculptural works, technical drawings, photographs, prints (including labels), movies, and other audiovisual works, computer programs, compilations of works and derivative works, and architectural drawings. Not subject to COPYRIGHT are short phrases, titles, extemporaneous speeches or live unrecorded performances, common information, government publications, mere ideas, and seditious, obscene, libelous, and fraudulent work. For any work created from 1978 to date, a COPYRIGHT is good for the author's life, plus 50 years, with a few exceptions such as work for hire which is owned by the one commissioning the work for a period of 75 years from publication. After that, it falls into the PUBLIC DOMAIN" (Hill & Hill, 2002, pp. 114–115); and (b) COPYRIGHT violations are inconsistent with ETHICAL STANDARDS for the profession.
2. Compare with COPYRIGHT INFRINGEMENT, CREATIVE COMMONS LICENSES, ETHICAL STANDARDS, INADVERTENT USE OF COPYRIGHTED MATERIALS, INTELLECTUAL PROPERTY USE COPYRIGHT, LITERACY PROPERTY USE COPYRIGHT, AND PUBLIC DOMAIN.

copyright infringement

1. Definitions: (a) "…someone takes work that is subject to COPYRIGHT law and deprives its lawful owner of (actual or potential) benefits by distributing it. COPYRIGHT law was enacted to protect the legal rights of COPYRIGHT holders to benefit financially from their work" (Fishman, 2009, p. 4); (b) "Whereas attribution of intellectual property can negate the act of PLAGIARISM, it does not mitigate COPYRIGHT INFRINGEMENT which can occur whether or not the author of a work has been properly identified. Thus, even without addressing the question of material benefits, it is clear that COPYRIGHT INFRINGEMENT is not co-identical with PLAGIARISM" (Fishman, 2009, p. 4); and (c) "Even though the infringement may be accidental (an inventor thinks he p. or she is the first to develop the widget although someone else has a patent), the party infringing is responsible for paying the original patent or COPYRIGHT owner substantial damages, which can be the normal royalty or as much as the infringers' accumulated gross profits" (Hill & Hill, 2002, 114–115).
2. Compare with COPYRIGHT, CREATIVE COMMONS LICENSES, INADVERTENT USE OF COPYRIGHTED MATERIALS, INTELLECTUAL PROPERTY USE COPYRIGHT, and LITERARY PROPERTY USE COPYRIGHT.

Creative Commons licenses

1. Definition: "Developed by a United States non-profit organization devoted to expanding the range of creative works available for others to build upon legally and to share. Based upon the general principles of COPYRIGHT but not designed to replace them, they created six COPYRIGHT licenses for creators to communicate which rights they reserve and which rights they waive for the benefit of recipients or other creators. The six license types are: (a) *Attribution* - others permitted to distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation; (b) *Attribution sharalike* - others permitted to remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms; (c) *Attribution-noderivations* - others permitted to reuse the work for any purpose, including commercially; however, it cannot be shared with others in adapted form, and credit must be provided to you; (d) *Attribution-noncommercial* - others permitted to remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms; (e) *Attribution-noncommercial-sharealike* - permits others to remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms; and (f) *Attribution-noncommercial-noderivation* - only permits others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially" (Creative Commons, 2019, para. 1—6).
2. Compare with COPYRIGHT, COPYRIGHT INFRINGEMENT, INADVERTENT USE OF COPYRIGHTED MATERIALS, INTELLECTUAL PROPERTY USE COPYRIGHT, LITERARY PROPERTY USE COPYRIGHT, OPEN ACCESS, OPEN EDUCATIONAL RESOURCE, and PUBLIC DOMAIN.

ethical standards

1. Definitions: (a) Criteria that provide requirements and guidelines for behaving in a manner that is fair to all individuals; (b) In assessment, criteria ensuring that data are collected, recorded, and reported with honesty and integrity; and (c) (In writing and use of COPYRIGHTED materials), the professional uses other people's created materials in an appropriate fashion.

inadvertent use of copyrighted material

1. Definitions: (a) Common statement made by administrators who discover someone reporting to them in the chain of command has committed COPYRIGHT INFRINGEMENT. Remedy of the situation requires the institution to reimburse the COPYRIGHT holder for previously lost revenue and stop the practice immediately institution-wide unless usage rights or purchases of new publications or software each term is completed; and (b) A related term is *innocent misrepresentation*, in which people accused of COPYRIGHT violation defend themselves by stating that they were ignorant of the law. An owner of a COPYRIGHTED item in such a situation may pursue economic damages for lost revenue regardless of the carelessness or ignorance of the person committing the act.
2. Examples: (a) Purchasing one consumable training material or self-scoring assessment instrument and reproducing it for use by many; and (b) Purchase of commercial materials and reproducing them for distribution online or through the distribution of PDF documents.
3. Compare with COPYRIGHT, INTELLECTUAL PROPERTY USE COPYRIGHT, and LITERARY PROPERTY USE COPYRIGHT.

intellectual property use copyright

1. Definition: Based on COPYRIGHT law, people and businesses have property rights to information and intellectual goods they create for a limited period of time so the authors can profit from the information and intellectual goods they create (Menell et al., 2019).
2. Compare with COPYRIGHT, COPYRIGHT INFRINGEMENT, INADVERTENT USE OF COPYRIGHTED MATERIALS, and LITERARY PROPERTY USE COPYRIGHT.

liability exposure

1. Definition: "Breadth of damages for which an institution can be held legally responsible" (Hill & Hill, 2002, pp. 248–249). Depending upon the situation, PROFESSIONAL LIABILITY COVERAGE through insurance may or may not protect the individual or institution charged with the incident.
2. Compare with PROFESSIONAL LIABILITY COVERAGE.

literary property

1. Definition: Based upon general principles of COPYRIGHT and INTELLECTUAL PROPERTY, the writings of authors entitle them to the use of the work, including publication, and sale or license for a profit to others who will then have the right to publish it. The literary property includes books, articles, poetry, movie scripts, computer programs, and any writing relating to publication or other use. To protect any literary work and profits from it, the writer should mark it as COPYRIGHTED (Hill & Hill, 2002; Menell et al., 2019).
2. Compare with COPYRIGHT, INTELLECTUAL PROPERTY USE COPYRIGHT, and LITERARY PROPERTY USE COPYRIGHT.

literary property use copyright

1. Definition: Literary works protected by COPYRIGHT with property rights in addition to what courts identify as COPYRIGHT INFRINGEMENT (Hill & Hill, 2002; Menell et al., 2019).
2. Compare with COPYRIGHT, COPYRIGHT INFRINGEMENT, CREATIVE COMMONS LICENSES, INADVERTENT USE OF COPYRIGHTED MATERIALS, and LITERARY PROPERTY.

open access

1. Definitions: (a) Research is freely available online with little to no restrictions on its use. While the OPEN ACCESS movement began as an alternative to subscriber fee-based, peer-reviewed journals, it has expanded to various publications including conference papers, theses, book chapters, and monographs. A more recent manifestation of OPEN SOURCE is self-archiving by authors of their publications on a website like one maintained by a college or university to preserve its availability regardless of what happens with the journal or publishing company; and (b) Institutions that accept students without college entrance examination scores or college preparatory coursework.
2. Compare with COPYRIGHT, CREATIVE COMMONS LICENSES, OPEN EDUCATIONAL RESOURCE PLAGIARISM, and PUBLIC DOMAIN.

open educational resource (OER)

1. Definition: Freely accessible, openly licensed text, media, and other digital assets useful for teaching, learning, assessing, and researching. There is no universal usage of open file formats in OER. A key characteristic of OER materials is that they permit any user to use, re-mix, improve, and redistribute under a free license. Often OER materials are designated with one of the six CREATIVE COMMONS LICENSES. Compare with COPYRIGHT, COPYRIGHT INFRINGEMENT, CREATIVE COMMONS LICENSES, OPEN ACCESS, and PUBLIC DOMAIN.

plagiarism

1. Definitions: (a) "Occurs when someone (1) Uses words, ideas, or work products, (2) Attributable to another identifiable person or source, (3) Without attributing the work to the source from which it was obtained, (4) In a situation in which there is a legitimate expectation of original authorship, and (5) In order to obtain some benefit, credit, or gain which need not be monetary" (Fishman, 2009, p. 224); (b) Can occur by students with their homework assignments and by teachers who distribute COPYRIGHTED material. ATTRIBUTION OF INTELLECTUAL PROPERTY is insufficient to avoid PLAGIARISM since it may not identify the scope of the material used and the location from which it came; and (c) "Taking the writings or literary concepts (a plot, characters, or words) of another and selling and/or publishing them as one's own product. Quotes that are brief or are acknowledged as quotes do not constitute PLAGIARISM. The actual author can bring a lawsuit for appropriation of his/her work against the plagiarist and recover the profits. Normally PLAGIARISM is not a crime, but it can be used as the basis of a fraud charge or COPYRIGHT INFRINGEMENT if prior creation can be proved" (Hill & Hill, 2002, p. 314).
2. Compare with ATTRIBUTION OF INTELLECTUAL PROPERTY, COPYRIGHT, COPYRIGHT INFRINGEMENT, INADVERTENT USE OF COPYRIGHTED MATERIALS, INTELLECTUAL PROPERTY USE COPYRIGHT, LITERARY PROPERTY, and LITERARY PROPERTY USE COPYRIGHT.

public domain

1. Definition: "In COPYRIGHT law, the right of anyone to use literature, music or other previously COPYRIGHTED materials after the COPYRIGHT period has expired. In general, the last possible date for COPYRIGHT protection is 50 years after the death of the author. Thus, the works of William Shakespeare, Mark Twain, Jack London and other classic writers are in the PUBLIC DOMAIN and may be published by anyone without payment of a royalty" (Hill & Hill, 2002, p. 337).
2. Compare with CREATIVE COMMONS LICENSES, OPEN ACCESS, and OPEN EDUCATIONAL RESOURCE.

PEDAGOGIES FOR TEACHING AND LEARNING

Many of these are comprehensive pedagogies for teaching and learning. Other glossary terms are learning approaches that widen access to the learning environment. A few of these are old pedagogies that inhibit student learning and are generally avoided in current contexts. Glossary terms from other categories could also be useful, especially those in the *Antiracism and Racism, Transitional Courses and Programs*, and *Teaching and Learning Process* categories. The following books could be helpful: *Applying Educational Research: How to Read, Do, and Use Research to Solve Problems of Practice* (Gall, Gall, & Borg, 2014) and *School-Centered Interventions: Evidence-Based Strategies for Social, Emotional, and Academic Success* (Simon, 2015).

accommodation

1. Definitions: (a) "An adjustment to make a workstation, job, program, facility, or resource accessible to a person with a disability" (DO-IT Center, 2019, para. 4); and (b) Piaget's term for the modification or reorganization of existing cognitive structures (schema) to deal with environmental demands" (Dembo, 1994, G-1).
2. Compare with (DIS)ABILITY, NEURODIVERSITY.

banking concept of learning

1. Definition: "Term used by Paulo Freire to describe and critique the traditional education system. The name refers to the metaphor of students as containers into which educators must put knowledge for future use. Freire argued that this model reinforces students' lack of critical thinking and knowledge ownership that reinforces oppression. This concept contrasts with Freire's understanding of knowledge as the result of a human, creative process" (Banking model of education, 2014, April 14, para. 1; Freire, 1970).
2. Compare with ACTIVE LEARNING and TRANSMISSION MODEL OF EDUCATION.

critical literacy

1. Definitions: (a) Reading to actively analyze texts and using strategies for what proponents describe as uncovering underlying messages (Lankshear & McLaren, 1993); and (b) "Active reading of texts in a manner that promotes a deeper understanding of socially constructed concepts such as power,

inequality, and injustice" (International Literacy Association, n.d., Section C, para. 26).
2. Compare with LITERACY and SOCIAL JUSTICE.

critical pedagogy

1. Definition: Approach to teaching and learning that encourages learners to reflect critically on issues of power and oppression in their society and on what might be done to change the current situation (Shor, 1992).

cultural literacy

1. Definitions: (a) Awareness of facts, themes, ideas, and other information comprising the heritage of a given nation, culture, or ethnic group; and (b) The cumulative database of cultural knowledge that a reader brings to a reading task and is influenced by when questioning, evaluating, and contextualizing the material.

cultural sensitivity

1. Definitions: (a) Demonstration of respect for the cultural background of all individuals; and (b) Adapting the learning environment to different learning preferences influenced by cultural background.

culturally relevant pedagogy

1. Definitions: (a) Pedagogy that emerged in the 1990s grounded in instructors' demonstrated CULTURAL COMPETENCE. This is a skill at teaching in a cross-cultural or multicultural setting. Such pedagogy enables students to make meaning in their own cultural context. While the term has been used specifically for the instruction of African American students in the United States, the effectiveness of such instruction has been demonstrated for students of all racial and ethnic backgrounds (Adams et al., 2017; Ladson-Billings, 1995); and (b) Sometimes used interchangeably with CULTURALLY RESPONSIVE PEDAGOGY.
2. Compare with CRITICAL PEDAGOGY, CRITICAL LITERACY, CULTURALLY RESPONSIVE PEDAGOGY, CULTURALLY SUSTAINING PEDAGOGY, INCLUSION, MULTICULTURAL EDUCATION, and SOCIAL JUSTICE.

culturally responsive pedagogy

1. Definitions: (a) A student-centered approach to teaching that emerged in the 1980s in which students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of

well-being about their cultural place in the world (Gay, 2018; Hammond, 2015; Naraian, 2017; and Pirbabal-Illch et al., 2017). CULTURALLY RESPONSIVE PEDAGOGY has three functional dimensions: institutional, personal, and instructional; (b) Students grapple with real-world problems they consider worth solving. Issues of SOCIAL JUSTICE and equality are integrated into the curriculum. The cultures of diverse and underrepresented students are strengths brought into the classroom to provide context for applicability of the curriculum to the personal lives of the students; and (c) Four critical components to CULTURALLY RESPONSIVE PEDAGOGY are respected for the diversity of the students, engagement with the motivation of all students, creation of a safe, inclusive, and respectful learning environment, and employment of teaching practices that cross disciplines and cultures, and finally, promotion of justice and equity in the wider society (Wlodkowski & Ginsberg, 1995).
2. Example: Math education can analyze power and privilege relationships through social and economic structures.
3. Compare with CRITICAL PEDAGOGY, CRITICAL LITERACY, CULTURALLY RELEVANT PEDAGOGY, CULTURALLY RESPONSIVE PEDAGOGY, CULTURALLY SUSTAINING PEDAGOGY, INCLUSION, INCLUSIVE PEDAGOGY, MULTICULTURAL EDUCATION, and SOCIAL JUSTICE.

culturally sustaining pedagogy

1. Definitions: (a) A pedagogy that challenges educators to promote, celebrate, and even critique the multiple and shifting ways that students engage with culture (Coulter & Jimenez-Silva, 2017; Paris et al., 2017); and (b) A pedagogy developed in the second decade of the 21st Century to succeed CULTURALLY RELEVANT/ RESPONSIVE PEDAGOGY that emerged in the 1990s.
2. Compare with CRITICAL PEDAGOGY, CRITICAL LITERACY, CULTURALLY RELEVANT PEDAGOGY, CULTURALLY RESPONSIVE PEDAGOGY, INCLUSION, INCLUSIVE PEDAGOGY, MULTICULTURAL EDUCATION, and SOCIAL JUSTICE.

direct instruction

1. Definitions: (a) An instructional model wherein the instructor facilitates learning through the presentation of content material by lecturing, explaining, demonstrating, and managing student activities; (b) "An instructional model developed in the 1960s for special education and later adopted in general education" (International Literacy Association, n.d., Section D, para. 13); and (c) "A model based on

behavior modification principles, learning activities are sequenced and managed by the instructor to develop progressively more complex skills and knowledge" (Collins & O'Brien, 2011, p. 142).
2. Compare with FACILITATORS and STUDENT-CENTERED LEARNING.

flipped classroom

1. Definition: "Instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content outside the classroom and often online. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a FLIPPED CLASSROOM, students watch online lectures, collaborate in online discussions, or carry out research between class sessions; with the guidance of a mentor in class, they engage with ideas and activities related to the activities conducted at home" (University of Washington, 2019, para. 1).
2. Compare with EMPORIUM-STYLE MODEL.

inclusion

1. Definition: Providing equal educational opportunity by creating LEARNING COMMUNITIES in which unique needs and diverse capacities are recognized, understood, accepted, and valued (Naraian, 2017).
2. Compare with UNIVERSAL DESIGN, UNIVERSAL DESIGN FOR LEARNING, UNIVERSAL INSTRUCTIONAL DESIGN.

inclusive pedagogy

1. Definitions: (a) Approach to teaching that considers the diverse needs and backgrounds of all students to create a learning environment in which all students feel valued and have equal opportunity to learn (Hammond, 2015; Tuitt et al., 2016); and (b) "The active, intentional, and ongoing engagement with diversity in the curriculum, co-curriculum, and communities (intellectual, social, cultural, geographical) with which individuals may connect-in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions" (Texas A&M State University System, n.d., para. 4).
2. Compare with CULTURALLY RELEVANT PEDAGOGY, CULTURALLY RESPONSIVE PEDAGOGY, CULTURALLY SUSTAINING PEDAGOGY, MULTICULTURAL EDUCATION, SOCIAL JUSTICE, and UNIVERSAL DESIGN FOR LEARNING.

learning communities

1. Definition: Curricular approach that enrolls a common cohort of students in a restructured learning environment that builds connections among students and curriculum. There are different models for accomplishing this: linked courses, learning clusters, first-year interest groups, federated learning communities, and coordinated studies (Gabelnick et al., 1990; Malnarich et al., 2003).
2. Compare with CO-REQUISITE PAIRED COURSE.

multicultural developmental education

1. Definitions: (a) Programming that provides inclusive academic support programs and services as well as welcoming learning environments that recognize students' unique social identities and the ways they contribute to the learning process; (b) Programming that centralizes issues of race, class, gender, culture, ethnicity, home language, age, disability, and sexual orientation to increase the effectiveness of learning assistance and development programs; and (c) Programming that embeds multiculturalism in all aspects of developmental education curricula through the selection of texts and other media and the adoption of pedagogies that respect differing perspectives and enable students to acquire and demonstrate knowledge in multiple ways (Higbee et al., 2003).
2. Compare with CULTURALLY RELEVANT PEDAGOGY, CULTURALLY RESPONSIVE PEDAGOGY, CULTURALLY SUSTAINING PEDAGOGY, DEVELOPMENTAL EDUCATION, INCLUSION, INCLUSIVE PEDAGOGY, MULTICULTURAL EDUCATION, and SOCIAL JUSTICE.

multicultural education

1. Definitions: (a) "Education that recognizes and values cultural diversity, develops respect for cultural diversity, and promotes SOCIAL JUSTICE and equal opportunity for all; and (b) Policies and practices that recognize, accept, and affirm human differences and similarities based on gender, race, disability, class, social identities, and sexual identity" (Collins & O'Brien, 2011, p. 301).
2. Compare with CULTURALLY RELEVANT PEDAGOGY, CULTURALLY RESPONSIVE PEDAGOGY, CULTURALLY SUSTAINING PEDAGOGY, DEVELOPMENTAL EDUCATION, INCLUSION, INCLUSIVE PEDAGOGY, MULTICULTURAL DEVELOPMENTAL EDUCATION, and SOCIAL JUSTICE.

student-centered learning

1. Definition: Learning in which students are actively engaged and have control over study topics.
2. Compare with DIRECT INSTRUCTION and FACILITATORS.

teaching/learning process

1. Definition: Planned program for expected teaching and expected learning outcomes.

transmission model of education

1. Definitions: (a) "Outdated perception of education as a specific body of knowledge that is transmitted from the teacher to the student, emphasizing teacher-centric instruction in which students are passive absorbers of information" (Banking model of education, 2014, April 14, para.1) ; and (b) View that the purpose of learning is memorization of facts provided by teacher or text.
2. Compare with ACTIVE LEARNING and BANKING MODEL OF EDUCATION.

Universal Design (UD)

1. Definitions: (a) Design of spaces at the outset to meet the needs of all potential users; and (b) Design of the environment to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design (Higbee & Goff, 2008).
2. Compare with INCLUSION, NEURODIVERSITY, UNIVERSAL INSTRUCTIONAL DESIGN, and UNIVERSAL LEARNING DESIGN.

Universal Design for Learning (UDL)

1. Definitions: (a) An educational framework based on research in the learning sciences, including cognitive neuroscience that guides the development of flexible learning environments to accommodate individual learning differences. Recognizing that the way individuals learn can be unique, the UDL framework calls for creating a curriculum from the outset that provides multiple means of representation to give learners various ways of acquiring information and knowledge, multiple means of expression to provide learners alternatives for demonstrating what they know, and multiple means of engagement to tap into learners' interests, challenge them appropriately and motivate them to learn (Burgstabler, 2015; Gordon et al., 2014; Ross & Meyer, 2002); and (b) UDL is sometimes used interchangeably with Universal Learning Design (ULD).

2. Compare with INCLUSION, NEURODIVERSITY, UNIVERSAL DESIGN, and UNIVERSAL INSTRUCTIONAL DESIGN.

Universal Instructional Design (UID)

1. Definition: An environment that is conducive to learning for all students reducing the need for separate accommodations for students with disabilities because such accommodations have been embedded into the learning situation and all students can benefit from them (Higbee & Goff, 2008).
2. Compare with INCLUSION, NEURODIVERSITY, UNIVERSAL DESIGN, and UNIVERSAL DESIGN FOR LEARNING.

PROGRAM MANAGEMENT

This category of glossary terms relates most directly to the operation of administrative offices, programs, and in some cases classroom instruction. Additional terms related to program management are contained in the *Assessment* category. More comprehensive glossaries of terms can be found in the *Greenwood Dictionary of Education* (Collins & O'Brien, 2011) and the *Handbook of Practical Program Evaluation* (Newcomer, Hatry, & Wholey, 2015).

academic credential

1. Definition: Certificate stating that instructors or staff members have attended a properly accredited postsecondary institution and completed a curriculum in the academic discipline they are instructing or supervising.

academic rank

1. Definition: Category of an institution's classification system of professional personnel 2. Examples: Academic professional and administrative employee, assistant/associate/full professor, assistant/senior lecturer, docent, instructor, and teaching specialist.

accreditation

1. Definition: "A voluntary process conducted by peers through nongovernmental agencies to improve educational quality and ensure the public that programs and services meet established standards. In higher education, accreditation is divided into institutional and specialized. Although both are designed to assure minimum levels of quality, the former focuses on the institution as a whole while the latter focuses on specialty professional or preprofessional programs (such as law, business, psychology, or education) or services such as counseling centers within the institution" (Council for the Advancement of Standards, 2019, para. 1).

adjunct faculty

See PART-TIME FACULTY.

ancillary facilities

1. Definition: Postsecondary programs, services, and functions provided to support the educational function of the institution.
2. Examples: COURSE-BASED LEARNING ASSISTANCE, LEARNING ASSISTANCE CENTERS, and TUTORING.

certification

1. Definition: "Official recognition by a governmental or professional body attesting that an individual practitioner demonstrates knowledge and can apply learned skills to meet established standards or criteria. Criteria most often include formal academic preparation in prescribed content areas and a period of supervised practice with successful completion of a standardized test of the practitioner's knowledge" (Council for the Advancement of Standards, 2020, para. 15).

compliance

1. Definitions: (a) The extent to which a particular ASSESSMENT guideline is followed; and (b) The degree to which a program is judged to meet an ASSESSMENT standard.
2. Example: Legal compliance with Title IX or other federal and state mandates.

contingent faculty

1. Definition: Includes both PART- and FULL-TIME FACULTY who do not have continuing employment contract protection. This portion of the teaching component has increased in recent years since it gives the institution's administrators flexibility to lay off or add additional personnel depending on budget pressures and new program offerings.
2. Compare with ADJUNCT, FULL-TIME FACULTY, INSTRUCTOR, PART-TIME FACULTY, and TENURE/TENURE-TRACK FACULTY.

cost-effectiveness

1. Definition: Condition achieved when the lowest-cost option is utilized for achieving the greatest benefit or gain (Collins & O'Brien, 2011).

emergency crisis management procedures

1. Definition: Step-by-step directions for dealing with extraordinary events.
2. Examples: students in crisis, health emergencies, active shooter on campus, and student discipline.

ethical standards

1. Definitions: (a) Criteria that provide requirements and guidelines for behaving in a manner that is fair to all individuals; (b) In assessment, criteria ensuring that data are collected, recorded, and reported with honesty and integrity; and (c) (In writing and use of COPYRIGHTED materials), the professional uses other people's created materials in an appropriate fashion.

fair employment practices

1. Definition: Adherence to laws prohibiting employment discrimination because of age, color, creed, cultural heritage, disability, ethnicity, gender identification, nationality, political affiliation, religious affiliation, sex, sexual identity, or social, economic, marital, or veteran status.

Federal Education Rights and Privacy Act (FERPA)

1. Definition: Federal ruling that places extensive procedures and restrictions on the disclosure of information regarding an individual without obtaining that individual's permission. This federal legislation protects student records pertaining to enrollment, grades, and any services received at a postsecondary institution.

full-time faculty

1. Definition: Varying degrees of autonomy in the courses they teach and can have vastly different course loads from one another due to their individual course releases to engage in public service and research time. The faculty members may receive a range of privileges for the position from the institution. These educators may or may not have continuing employment contract protection.
2. Compare with CONTINGENT FACULTY, INSTRUCTOR, PART-TIME FACULTY, and TENURE/TENURE-TRACK FACULTY.

in-service education (sometimes called on-the-job training)

1. Definition: Job-related instruction and educational experiences made available to employees by the institution to improve the knowledge and skills of employees, usually offered during normal working hours (Collins & O'Brien, 2011).

instructor

1. Definitions: (a) Someone who performs a teaching function in any setting; and (b) Faculty designation of untenured rank or staff instructors without rank of any kind.
2. Examples: Lecturer, INSTRUCTOR, staff member, and assistant professor.
3. Compare with FULL-TIME FACULTY and PART-TIME FACULTY.

job functions

1. Definition: Required skills or duties to perform a job.

joint faculty appointments

1. Definitions: (a) Assignment of instructors to duties in more than one area or unit of the institution, such as teaching college-level and developmental-level courses; and (b) Teaching courses in two or more different academic departments.

liability exposure

1. Definition: "Breadth of damages for which an institution can be held legally responsible" (Hill & Hill, 2002, pp. 248–249). Depending upon the situation, PROFESSIONAL LIABILITY COVERAGE through insurance may or may not protect the individual or institution charged with the incident.
2. Compare with PROFESSIONAL LIABILITY COVERAGE.

merit increases

1. Definition: Pay increment based on performance quality; criteria should be established before performance and increment awarded following a documented performance review.

mission statement

1. Definitions: (a) A concise, well-articulated public declaration of the general values and principles that guide the program. The statement should describe the program, its purpose and function, its rationale, and its stakeholders (e.g., what it is, what it does, why it does it, and for whom it does it) to provide instruction, resources and/or support for students. The program's MISSION STATEMENT should also advance the institution's mission along with the division's (or department's) MISSION STATEMENT in which it is housed. Often, programs also provide a public statement of their VISION STATEMENT used to describe what they hope to achieve-their loftiest aspirations-in tandem with their mission. The terms MISSION STATEMENT and VISION STATEMENT are often conflated and improperly used interchangeably. A MISSION STATEMENT declares its intended present-oriented overarching purposefulness; a VISION STATEMENT expresses a future-oriented hoped-for reality; and (b) Purpose and direction of an institution or program (Great School Partnership, 2015; Selim et al., 2008).
2. Compare with CRITERION, PROGRAM GOAL, PROGRAM OBJECTIVE, and VISION STATEMENT.

networking

1. Definition: Purposeful collaboration of individuals with common interests and roles.

para-professional

1. Definition: A person trained to perform specific, limited responsibilities under the guidance of a trained professional, as in a learning center setting. These responsibilities may include such activities as tutoring in a particular subject matter, monitoring students' progress through instructional materials, record-keeping, and development of materials for use in the learning center.
2. Examples: Student wellness counselor, study group leader, and tutor.
3. Compare with PRE-PROFESSIONAL and PEER EDUCATION.

part-time faculty

1. Definition: Requires less than full-time service to an institution whose appointment includes limited or no benefits beyond pay. They do not have full privileges and responsibilities as full-time faculty members. Sometimes these educators are referred to as ADJUNCT FACULTY and part-time lecturers.
2. Compare with FULL-TIME FACULTY and INSTRUCTOR.

pre-professional

1. Definition: (a) Student enrolled in a prescribed course of studies that leads to a degree; and (b) Student enrolled in degree programs/coursework that prepares them for matriculation into a professional degree program such as dental or medical school.
2. Example: Qualify an individual responsible for instructing and directing students' learning in a LEARNING ASSISTANCE CENTER or similar program.
3. Compare with PARA-PROFESSIONAL

professional development activities

1. Definition: People increase their knowledge and skill in their field through research, postgraduate work, attendance at professional conferences or institutes, or similar pursuits.

professional liability coverage

1. Definition: Insurance plan designed to provide legal or monetary support for damages claimed against any employee related to their carrying out professional responsibilities. However, such insurance policies may not protect against economic damages being ordered by the courts for violation of COPYRIGHT, INADVERTENT USE OF COPYRIGHTED MATERIALS, and LIABILITY EXPOSURE.

program goal

1. Definitions: (a) Commonly used in a quality teaching and learning environment and describe the overarching expectations, and general aims of a program. Setting PROGRAM GOALS are essential parts of designing and/or revising a program or service and are often used during a program's strategic planning process, for a formal self-study, or ASSESSMENT plan. PROGRAM GOALS are broad, long-range statements that clarify the intentions of the program, by directing program activities over a span of time. These goals are viewed as a blueprint for implementing the mission and/or vision of a program. PROGRAM GOALS typically focus on professional development for administrators, staff and students working within a program, and program services and facilities utilization (Selim et al., 2008). Programs often list PROGRAM OBJECTIVES with their goals, which are more concise statements than goals; several objectives are often written for each goal statement. PROGRAM OBJECTIVES (not to be confused with PROGRAM OUTCOMES are more specific than the goals and are used to describe specific ways to achieve PROGRAM GOALS. These objectives serve as a blueprint for implementing the mission and/or vision of a program and describe with more detail the expectations (intended outcomes) for what a program hopes to achieve. The goals should clarify the intentions of the program and direct program activities. These broad statements serve to provide a measure of success in assessing the program's effectiveness; and (b) Specific aspects of learning to be improved by the program.
2. Examples: Skills, content knowledge, and interpersonal behaviors.
3. Compare with CRITERION, MISSION STATEMENT, PROGRAM OBJECTIVE, and VISION STATEMENT.

program objective

1. Definitions: (a) These are an extension of PROGRAM GOALS specifying how the goals will be achieved and providing methods for evaluating results. Objectives are typically concise statements that are specific, measurable, achievable, relevant, and time-bound (SMART). The process for setting student learning goals and student learning objectives is similar to the process of setting program goals and objectives; however, the focus is on determining a program's

success in terms of assessing students' learning assessment; and (b) Expressed as specific learning objectives that can be assessed.

2. Compare with ASSESSMENT, CRITERION, MISSION STATEMENT, PROGRAM GOAL and PROGRAM OUTCOME.

program outcomes

1. Definitions: (a) Typically part of a program's ASSESSMENT plan, address specific actions and achievements that a program has reached. PROGRAM OUTCOMES are often used to measure program-level goals, and operational outcomes, (Council for the Advancement of Standards, 2015).

2. Examples: (a) PROGRAM OUTCOMES often describe programmatic elements, such as the quality or quantity of program usage, such as growth of students' enrollment or students' use of a program; (b) PROGRAM OUTCOMES can indicate fiscal sustainability or facilities and infrastructure improvements. However, it is important to distinguish between PROGRAM OUTCOMES and STUDENT LEARNING OUTCOMES. Note that PROGRAM OUTCOMES do not describe student learning (North Carolina Agricultural and Technical State University, n.d.).

3. Compare with ASSESSMENT, CRITERION, MISSION STATEMENT, PROGRAM GOAL and PROGRAM OBJECTIVE.

qualified faculty

1. Definition: Educators who have acquired the prior experiences and skills needed to fulfill the job requirements for an employment position.

regular promotional increases

1. Definition: Improved financial remuneration for professional personnel moving to a higher academic rank.

staff development

1. Definition: Participation of professional and other staff members in programs, activities, training, workshops, and conferences designed to increase their capacity to meet work responsibilities effectively.

standard(s)

1. Definition: "An individual statement designed to provide practitioners with criteria against which to judge the quality of the programs and services offered. Each individual CRITERION statement, or standard,

reflects an essential level of practice that, when met, represents quality practice and performance that any college or university could reasonably achieve" (Council for the Advancement of Standards, 2020, para. 51).

support areas

1. Definition: Services provided by the institution to increase the success of students.

teaching load

1. Definition: Instructor workload is defined by the number of students instructed, the number of periods of classroom instruction per week, or the number of different courses taught.

tenured/tenure-track faculty

1. Definition: There is great variability regarding titles, contract protections, designations originating in academic or student affairs among institutions.

2. Examples: (a) Faculty that are probationary (TENURE-TRACK) or have been approved for TENURE after a rigorous review process often results in continuing contract protection with very few exceptions. Their job scope includes varying combinations of responsibilities for teaching, research, and public service. Such positions can exist at community and 4-year institutions; (b) Assistant professors with probationary status can earn tenure and then be designated associate professors with continuing contract protection; and (c) Promotion to associate or full professor often results in additional pay, more privileges, and additional responsibilities.

3. Compare with CONTINGENT FACULTY, FULL-TIME FACULTY, INSTRUCTOR, and PART-TIME FACULTY.

vision statement

1. Definitions: (a) Describe what a program hopes to achieve—its loftiest aspirations—in tandem with its mission. A MISSION STATEMENT declares its intended present-oriented overarching purposefulness; a VISION STATEMENT expresses a *future-oriented* hoped-for reality (Great School Partnership, 2015; Selim et al., 2008); and (b) Expresses a future-oriented hoped-for reality.

2. Compare with CRITERION, PROGRAM GOAL, PROGRAM OBJECTIVE, and MISSION STATEMENT.

STUDENT-TO-STUDENT LEARNING

Organized or informal approaches may occur during class sessions or afterward. If the activity is embedded within the course session, these could also be included in the *Transitional Courses Programs* category. An annotated bibliography of more than 1,900 publications is available of the major national and international peer cooperative learning programs described in this glossary (Arendale, 2021).

Accelerated Learning Groups (ALGs)

1. Definition: "ACCELERATED LEARNING GROUPS (ALGs) were developed at the University of Southern California in Los Angeles in the early 1990s by Dr. Sydney Stansbury. ALGs were designed to meet the needs of students who had significant skill or knowledge deficiencies that often inhibited their effective use of other peer collaborative learning programs such as SI. ALGs combine peer-led small group learning activities, assessment, frequent feedback by a learning skills specialist, and individual education plan (IEP) development for each student. ALG students are concurrently enrolled in a challenging entry-level course while they develop the necessary skills and knowledge prescribed by the IEP. The ALG students are placed into a triad with another student with similar IEP objectives and a peer leader who works intensely with the students under the supervision of a learning skills specialist. Participation in ALGs continues in the academic term until the learning skills specialist deems it appropriate to transition into another peer development program such as Supplemental Instruction or individual tutoring. The developer of the ALG model, Sydney Stansbury, can be contacted via email at sydbury@ yahoo.com. This peer learning model is one example of COURSE BASED LEARNING ASSISTANCE" (Arendale, 2021, p. 14).
2. Compare with COURSE-BASED LEARNING ASSISTANCE, COOPERATIVE LEARNING, and DEVELOPMENTAL-LEVEL COURSE.

adjunct instructional programs (AIP)

See COURSE-BASED LEARNING ASSISTANCE (CLA).

collaborative learning

1. Definition: Students working and learning from one another. These activities may be planned or unplanned. They may be under the supervision of an instructor or other students. These activities may occur within a classroom or in other locations. The goal is the development of knowledge and skill mastery.
2. Compare with COOPERATIVE LEARNING, COURSE-BASED LEARNING ASSISTANCE, PEER EDUCATION, and STUDENTS AS PARTNERS.

cooperative learning

1. Definition: COLLABORATIVE LEARNING is a broad category of student activities in which learners work with each other to complete a task. The six critical features of COOPERATIVE LEARNING that differentiate it in the comparison include (a) positive interdependence among group participants; (b) individual accountability for involvement; (c) appropriate rationale and task purpose for the group; (d) structured student interactions with designated activities rather than free-form discussion; (e) facilitation by an instructor or expert peer; and (f) attention to the development of social skills such as interpersonal communications and leadership development (Johnson et al.,1998).
2. Compare with COLLABORATIVE LEARNING, COURSE-BASED LEARNING ASSISTANCE, PEER EDUCATION, and STUDENTS AS PARTNERS.

course-based learning assistance (CLA)

1. Definitions: (a) Forms of group cooperative learning that accompany a specific course to serve as a supplement for that course. There are a variety of CLA approaches. These activities may occur outside of class or may be embedded within the course. Student participation may be voluntary or mandatory. Some CLA programs award academic credit for student participation; and (b) CLA can also be less formal and take the form of study cluster groups and group problem-solving sessions (Arendale, 2005).
2. Examples: ACCELERATED LEARNING MODEL, EMERGING SCHOLARS PROGRAM (UC- Berkeley Model), PEER-LED TEAM LEARNING (CUNY Model), STRUCTURED LEARNING ASSISTANCE (Ferris State University Model), SUPPLEMENTAL INSTRUCTION-PASS=PAL (UMKC Model), and VIDEO-BASED SUPPLEMENTAL INSTRUCTION (UMKC Model).
3. Compare with COOPERATIVE LEARNING, COLLABORATIVE LEARNING, PEER EDUCATION, and STUDENTS AS PARTNERS.

embedded academic support

1. Definition: Academic assistance managed by a course instructor and operating in the course either during

a class session or an online lesson. A student tutor, study group leader, or professional staff member could provide the help. This assistance could involve all students in the class or just one or a few to provide DIFFERENTIATED INSTRUCTION.

2. Compare with ACCELERATION THROUGH CURRICULAR REDESIGN, ACCELERATION THROUGH MAINSTREAMING, DIFFERENTIATED INSTRUCTION, EMBEDDED PEER EDUCATOR, and PEER EDUCATION.

Embedded Peer Educator Model (EPE)

1. Definition: (a) a college student PARAPROFESSIONAL who has received training for their roles to help other students learn the difficult course material; and (b) The EMBEDDED PEER EDUCATOR MODEL (EPE) plays various roles, including MENTORING, FACILITATING, and guiding students. The EPEs can assist the course instructor during the class sessions within careful boundaries that exclude grading. EPEs can provide individual TUTORING but most often work in small or large groups. A key feature of EPE Model is that the EPE and the course faculty members work as a team to plan class activities in which all students are participants. This is different from most TUTORING and out-of-class approaches such as SUPPLEMENTAL INSTRUCTION which do not require much, if any, involvement by the course faculty member.

2. Example: EPE attends the course lecture sessions and assists the students in learning.

3. Compare with EMBEDDED ACADEMIC SUPPORT, FACILITATOR, PEER EDUCATOR, and TUTOR.

Emerging Scholars Program (ESP)

1. Definition: " Developed by Uri Treisman in 1977, this multi-ethnic honors-level program originated as the *Mathematics Workshop of the Professional Development Program* at the University of California at Berkeley (Triesman, 1985). It is widely disseminated across the United States as a part of first-year courses in academic departments (Examples: mathematics, physics, and chemistry) and as an academic workshop component of numerous Minority Engineering Programs. In studies of ESP in research universities—such as the University of Texas at Austin, the University of Wisconsin at Madison, the University of Kentucky (Lexington), Rutgers University, and others—not only do ESP participants score well above the general class average, but two-thirds or more regularly earn an A or B. Common activities include structured workshops of varying difficulty developed in collaboration with the course instructor. The ESP facilitator is often a graduate student due to the knowledge needed. Close coordination between ESP program and course instructor. Other components include building a cohort community of first-year students that are academically oriented and a source of peer support; providing the cohort with an extensive orientation to the college and with ongoing academic advising; advocating the interests of the cohort and monitoring their academic progress and adjustment to the environment; providing the cohort with ongoing supplementary instruction to develop independent learning; and linking high school-level and undergraduate-level affirmative action efforts. The program is known by various names including *Emerging Scholars Program* (often used in the 1980s), *Gateway Science Workshop Program, Mathematics Workshop Model, Professional Development Program Mathematics Workshop* (original name), *Math Excel* (University of Kentucky, Lexington), *Excel* (Rutgers State University of New Jersey), *Merit* (University of Illinois at Urbana-Champaign) and the *Treisman Model* (Asera, 2001) This peer learning model is one example of COURSE BASED LEARNING ASSISTANCE" (Arendale, 2021, 18).

2. Compare with COURSE-BASED LEARNING ASSISTANCE and PEER EDUCATION.

facilitating

1. Definition: "Process of organizing and managing a highly participatory learning environment where learners are the primary generators of discussion, discovery, and inquiry about academic content" (Arendale et al., 2007, p. 20).

2. Compare with MENTORING, PEER EDUCATION, and TUTORING.

Learning Assistant Model (LA)

1. Definition The Learning Assistant (LA) Model attaches a student paraprofessional to a specific course and transforms the learning experience so it is more closely aligned with research-based instructional strategies. The three key components of the LA Model are: (a) Learning Assistants (LAs) are undergraduate students who facilitate student interactions during class sessions, (b) LAs participate in weekly content preparation meetings with the faculty member, and (c) LAs enroll in a LA pedagogy course. LA research reports academic gains for participating students and professional development for those who serve as LAs. A frequent report is an influence on the LAs with future careers as science teachers. Currently, most courses supported by LA are in STEM with many in biology,

chemistry, or engineering. The faculty member that sponsors LA with their class often conducts rigorous research on the model. The LA model was developed at Colorado State University Bolder (CSUB) in 2007 through funding provided by the National Science Foundation and other national science-related organizations.

2. CSUB created the International Learning Assistance Alliance (ILAA). The mission of the ILAA is to connect people and institutions to support the implementation and assessment of the LA Model, to improve educational experiences and access across disciplines. The ILAA hosts an annual conference, conducts training workshops, develops software, sponsors research projects on the efficacy of IL and software assessments related to pedagogy, and hosts a website, https://learningassistantalliance.org/

3. The ILAA has developed a suite of software and digital resources for classrooms and LA Programs, most of it available to members free of charge. *The Learning About STEM Student Outcomes* (LASSO) is an online platform to support instructors in assessing their courses.

4. The LA model is also known by a variety of other names including the Colorado Learning Assistance Model, Learning Assistance Colorado State University Bolder, and others. LA programs operate at more than 120 institutions globally.

5. Compare with COURSE-BASED LEARNING ASSISTANCE, EMBEDDED ACADEMIC SUPPORT, EMBEDDED PEER EDUCATOR, and PEER EDUCATION.

facilitator

1. Definition: "Organizer and manager of a highly participatory learning environment in COURSE-BASED LEARNING ASSISTANCE programs. This role may employ students, non-student paraprofessionals, professional staff, and instructors" (Arendale et al., 2007, p. 20).

2. Compare with COURSE-BASED LEARNING ASSISTANCE, EMBEDDED PEER EDUCATOR, PEER EDUCATOR, and TUTORS.

mentoring

1. Definitions: (a) Interaction in which a more knowledgeable and skilled person helps another one to acquire skills and knowledge; and (b) Nurturing relationship between a peer mentor and a student in which mentors share insights and provide reality checks on students' experiences (Johns, 2012).

2. Compare with ACADEMIC ADVISING, ACADEMIC COACHING, FACILITATING, PEER EDUCATION, and TUTORING.

peer education

1. Definitions: (a) "PEER EDUCATION serves as a comprehensive designation over a myriad of PARAPROFESSIONAL peer-helping-peer positions found on college and university campuses. Whether housed in academic affairs, athletics, or student affairs, the breadth of PEER EDUCATION programs across the field of higher education continues to grow." (Keller & Porter, 2020, p. 10); (b) "PEER EDUCATION should be acknowledged as a high-impact practice considering the benefits it provides to the student it serves, to the PEER EDUCATORS themselves, and to the institutional bottom line through retention and persistence" (Keup, 2016 in Keller and Porter, 2020. p. 11); and (c) Such programs are often guided by national and international certification programs for PEER EDUCATORS. Examples of those organizations are the Association for Coaching and Tutoring Profession, Association of Colleges for Tutoring and Learning Assistance, College Reading and Learning Association, Council for the Advancement of Standards in Higher Education, International Center for Supplemental Instruction, NASPA: Student Affairs Administrators in Higher Education, and the National College Learning Center Association. For more information, see the website of the Council on Learning Assistance and Developmental Education Associations (2021). For more on PEER EDUCATION, see Keller and Porter, 2020.

2. Examples: ACADEMIC ADVISING, ACADEMIC COACHING, campus events, campus organizations, COURSE-BASED LEARNING ASSISTANCE, health and wellness counseling, STUDENTS AS PARTNERS, and TUTORING.

3. Compare with COLLABORATIVE LEARNING, COOPERATIVE LEARNING, COURSE-BASED LEARNING ASSISTANCE, FACILITATING, PEER EDUCATOR, STUDENTS AS PARTNERS, and TUTORING.

peer educator

1. Definitions: (a) College student PARAPROFESSIONALS who receive training for their defined roles based upon the complexity of the work in helping other students learn and achieve outcome expectations by the institution; and (b) "PEER EDUCATORS play a variety of roles that include teaching, mentoring, and creating and presenting workshops and programs" (Dennett & Azar, 2011, p. 10), and "PEER EDUCATORS

do not replace teachers. Instead, they act as guides to other students' learning, students whose background and experience somehow mirror their own" (Haras & McEvoy, 2005, p. 259.)

2. Examples: ACADEMIC ADVISING assistant, ACADEMIC COACHING, peer counselor, health and wellness counselor, MENTORING, orientation leader, residence hall assistant, study group FACILITATING, TUTOR, and undergraduate or graduate teaching assistant.

3. Compare with COURSE-BASED LEARNING ASSISTANCE, EMBEDDED PEER EDUCATOR, FACILITATING, PEER EDUCATION, STUDENTS AS PARTNERS, and TUTOR.

Peer-Led Team Learning (PLTL)

1. Definition: "The program was developed at the City University of New York in the 1990s. Support through a grant from the National Science Foundation has assisted in the model being adopted by more than 100 institutions. Student-leaders (peers) guide the activities of small groups of students in weekly Workshop meetings. The students work through challenging problems that are designed to be solved cooperatively. The peer leaders are trained to ensure that the students are actively and productively engaged with the material and with each other. This methodology offers a number of educational opportunities: the supportive format encourages questions and discussions that lead to conceptual understanding; students learn to work in teams and to communicate more effectively; peer leaders learn teaching and group management skills. The following are guiding principles of PLTL: the program is integral to the course through required attendance at two hours of workshop time weekly; peer leaders are trained in group leadership and course content; activities and materials are challenging yet accessible (e.g., worksheets, supplemental workbook); faculty are deeply involved in the program; physical space and environments are conducive to discussion and learning; and the program has strong support from the institution (Roth et al., 2001). The Peer-Led Team Learning International Society supports practitioners and institutions implementing PLTL, both in the U.S. and internationally. The international PLTL organization hosts an annual conference that rotates around the globe, http://pltlis.org/" This peer learning model is one example of COURSE BASED LEARNING ASSISTANCE (Arendale, 2021, p. 60).

2. Compare with COOPERATIVE LEARNING, COURSE-BASED LEARNING ASSISTANCE, and PEER EDUCATION.

Structured Learning Assistance (SLA)

1. Definition: "SLA was developed at Ferris State University (MI) in 1994. It is available to all interested students in targeted courses which are historically difficult. SLA features a weekly study and practice workshops in which students master course content, develop and apply specific learning strategies for the course, and strengthen their study skills to improve performance in the current SLA course and future courses. Some SLA programs make attendance mandatory for all students until the first exam. In some SLA programs, students earning ABC grades on the first major exam are invited but not required to attend further (Morton, 2006). The SLA homepage is http://www.ferris.edu/sla/ This peer learning model is one example of COURSE BASED LEARNING ASSISTANCE" (Arendale, 2021, p. 225).

2. Compare with COOPERATIVE LEARNING, FACILITATING, COURSE- BASED LEARNING ASSISTANCE, and PEER EDUCATION.

Students as Partners (SaP)

1. Definition: A pedagogical approach that employs faculty, staff, student union leaders, and students working as equal partners in course redesign to improve student learning outcomes. Cook-Sather et al. (2014) describe SaP as a "Reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis." Three principles guide their work: respect, reciprocity, and shared responsibility (pp. 6–7). Sometimes SaP is referred to as STUDENTS AS PARTNERS in Teaching and Learning in Higher Education.

2. Compare with COLLABORATIVE LEARNING, COOPERATIVE LEARNING, FACILITATING, PEER EDUCATION, and PEER EDUCATOR.

study group

See COLLABORATIVE LEARNING.

Supplemental Instruction (SI-PASS-PAL)

1. Definition: "SI-PASS-PAL was initially developed for health science students at the University of the Missouri-Kansas City by Deanna C. Martin and her colleagues in 1973. With permission of the instructor, SI was implemented in historically-difficult courses with permission of the instructor, which commonly

serves as *gatekeeper* introductory courses that require mastery before advancing in the subject area, invite voluntary participation in out-of-class student-led study sessions, provide extensive training and ongoing coaching of student facilitators of the study groups throughout the academic term, and evaluates outcomes in each course every time it is offered. Based on studies from hundreds of institutions in the U.S. and abroad, participating students earn higher final course grades, demonstrate lower rates of DFWI, and have higher persistence rates. Some studies also show that participation improves personal and professional development outcomes for both the participants and facilitators. The goals of SI include (a) Improving student grades in targeted courses; (b) Reducing the attrition rate within those courses; and (c) Increasing the eventual graduation rates of students. All students in a targeted course are urged to attend SI sessions, and students with varying academic ability levels participate. No stigma is attached to SI since historically difficult courses rather than HIGH RISK STUDENTS are targeted. SI is scalable and can be implemented in one or more courses each academic term. There are four key persons involved with SI. The first is the SI supervisor, a trained professional on the SI staff. The SI supervisor is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, and monitoring and evaluating the program. Once the historically difficult courses have been identified, the SI supervisor contacts the faculty member concerning SI for their course. The second key person for SI is the faculty member who teaches one of the identified courses. SI is only offered in courses in which the faculty member invites and supports SI. Faculty members screen SI leaders for content competency. The third key person is the SI leader. SI leaders are students or learning center staff members deemed course competent, approved by the course instructor and trained in proactive learning and study strategies. SI leaders attend course lectures, take notes, read all assigned materials, and conduct three to five out-of-class SI sessions a week. The SI leader is the *model student,* a facilitator who helps students to integrate course content and learning/study strategies. The fourth key member of the SI program are the participating students." (Arendale, 2021, p. 235).

2. The original name for SI was Supplemental Course Instruction (SCI). Alternate names for SI may indicate that it has been modified to meet particular needs at an institution in the U.S. or globally: Peer Assisted Learning (PAL), Peer Assisted Study Sessions (PASS), Peer Assisted Study Schemes (PASS), or Peer Assisted Study Support (PASS). A few times SI is named Academic Mentoring, Peer Mentoring in Praxis (PMIP), Academic Peer Mentoring Scheme (APM), and simply Peer Mentoring. The homepage for SI is https://info.umkc.edu/si/ This peer learning model is one example of COURSE BASED LEARNING ASSISTANCE.

3. Compare with COOPERATIVE LEARNING, COURSE-BASED LEARNING ASSISTANCE, FACILITATING, PEER EDUCATION, and STRUCTURED LEARNING ASSISTANCE.

tutoring

1. Definitions: (a) "One-to-one or small-group facilitated learning assistance that explains, clarifies, and exemplifies a topic and ultimately promotes independent learning; (b) Individual or small-group activities designed to supplement formalized instruction that may employ a simple or complex protocol of activities; and (c) Individualized instructional techniques" (Arendale et al., 2007, p. 30).

2. Compare with FACILITATING, MENTORING, and PEER EDUCATION

tutors

1. Definition: Individuals providing instruction through TUTORING by offering assistance to reach the learning outcomes/learning goals. This role may be played by students, non-student paraprofessionals, professional staff, or instructors.

2. Compare with EMBEDDED PEER EDUCATOR, FACILITATORS, and PEER EDUCATOR.

Video-based Supplemental Instruction (VSI)

1. Definition: "VSI was developed at the University of Missouri-Kansas City by Deanna Martin during the 1990s. VSI combines course content and Supplemental Instruction (SI) study sessions with video recordings of lectures identical to the instructor's in-person class session. Trained facilitators, using the recorded lectures and the SI model, guide students through the learning process while emphasizing critical thinking and study skills. VSI students, led by a trained facilitator, start and stop the videotaped presentation at predetermined times and, in addition, whenever they have a question or want clarification. Professors design the video presentations to include periodic small group assignments to ensure mastery of one concept before the next is introduced. Students complete these tasks under the supervision and with the guidance of the facilitator. When the taped lecture

resumes, the professor models how they think about the assigned tasks. In this way, the students have time to construct and verify their understanding as well as compare their own thinking to that of the expert. Assessment is provided by the professor, keeping the facilitator in the role as a peer supporter and not an evaluator. The program was originally designed to take the place of developmental-level courses that were prohibited due to an institution mandate. VSI differs from SI in several respects. The students enroll in required, core curriculum courses. The course professor records all didactic presentations on videotape for use with underprepared students and other students. Instead of attending the professor's regular lecture classes, students enroll in the video section of the professor's course. Students in both sections are held to the same performance standards. Specially designed facilitator and student manuals support the video sections, This peer learning model is one example of COURSE BASED LEARNING ASSISTANCE" (Arendale, 2021, p. 636).

2. Compare with ACCELERATION THROUGH MAINSTREAMING, ACCELERATION THROUGH CURRICULAR REDESIGN, COOPERATIVE LEARNING, COURSE-BASED LEARNING ASSISTANCE, DEVELOPMENTAL-LEVEL COURSES, EMBEDDED ACADEMIC SUPPORT, PEER EDUCATION, and SUPPLEMENTAL INSTRUCTION.

zone of proximal development

1. Definition: Learning occurs when a teacher or peer assists a person to accomplish a task that cannot be completed without the assistance of that person. Assistance continues until the peer or teacher is no longer needed (Vygotsky, 1978; Zone of proximal development, 2023, April 9).

TRANSITIONAL COURSES AND PROGRAMS

This category describes the wide array of approaches for meeting the academic and social needs of students as they make the transition from secondary to postsecondary education. Two new terms provide an umbrella for these approaches: *transitional courses* and *transitional programs*. Some approaches have been recently created to replace remedial-level and developmental-level courses, which are out of favor with many policymakers and college administrators.

academic preparatory academy

1. Definition: An equivalent high school education program that contains core academic content, including a college preparatory curriculum. This approach is now more prevalent in the United Kingdom. Previously, these academies operated in the United States before the creation or junior colleges or community colleges.
2. Compare with ACCESS EDUCATION and DEVELOPMENTAL EDUCATION.

accelerated developmental-level course

1. Definition: Condensing academic content to be completed in less than a traditional academic term. However, the total time spent to complete the course usually includes extra instructional/contact hours.
2. Compare with ACCELERATION THROUGH CURRICULAR REDESIGN, ACCELERATION, COMPRESSED DEVELOPMENTAL-LEVEL COURSE, CO-REQUISITE PAIRED COURSE, and GUIDED PATHWAYS.

acceleration

1. Definitions: (a) "Reorganization of instruction and curricula in ways that facilitate the completion of educational requirements in an expedited manner" (Edgecombe, 2011, p. 4). Other terms used to describe this approach include intensive, compressed, condensed, and time-shortened; and (b) Multiple courses in an academic sequence may be completed within the same academic term.
2. Compare with ACCELERATION THROUGH CURRICULAR REDESIGN, ACCELERATION THROUGH MAINSTREAMING, COMPRESSED DEVELOPMENTAL-LEVEL COURSE, EMBEDDED ACADEMIC SUPPORT, GUIDED PATHWAYS, and MODULAR LEARNING.

acceleration through curricular redesign

1. Definitions: (a) "Reduction of time to complete developmental-level course requirements by decreasing the required courses. Course reductions are accomplished through the elimination of redundant content and modification of the remaining curriculum to meet learning objectives. For example, the curricula of multiple developmental-level courses may be consolidated into a single-term course. Often, these new courses require additional instructional contact hours and therefore are offered more credit than their legacy courses. However, this is not common for all redesigned courses; and (b) Elimination of developmental-level courses and incorporation into college-level courses of basic skills development" (Edgecombe, 2011, p. 14).
2. Compare with ACCELERATION, ACCELERATION THROUGH MAINSTREAMING, COMPRESSED DEVELOPMENTAL-LEVEL COURSE, EMBEDDED ACADEMIC SUPPORT, GUIDED PATHWAYS, and MODULAR LEARNING.

acceleration through mainstreaming

1. Definitions: (a) Placement into college-level courses of students who are close to required placement scores on the assumption that these students are similar or indistinguishable from their college-ready peers (Calcagno & Long, 2008); (b) This curricular approach is also called an ACCELERATED LEARNING PROGRAM; (c) Admission of students into college-level courses despite ASSESSMENT scores placing them in DEVELOPMENTAL-LEVEL COURSES while providing additional assistance through a required CO-REQUISITE COURSE, INSTRUCTIONAL TECHNOLOGY lab sessions, or other learning supports (Edgecombe, 2011); and (d) Provision to all of the beneficial academic support embedded into class sessions through INSTRUCTIONAL TECHNOLOGY modules, in-class tutors, and out-of-class resources such as COURSE-BASED LEARNING ASSISTANCE, LEARNING ASSISTANCE, LEARNING ASSISTANCE CENTER, DEVELOPMENTAL EDUCATION PROGRAM, REMEDIAL EDUCATION PROGRAM, LEARNING ASSISTANCE PROGRAM, or other means.
2. Compare with BASIC ACADEMIC SKILLS.

access education

1. Definitions: (a) A program of study for STUDENTS HISTORICALLY UNDERREPRESENTED to prepare for postsecondary admission; and (b) A term used

to describe programs in Europe and other locations that are comparable to U.S. DEVELOPMENTAL EDUCATION.

2. Compare with ACADEMIC PREPARATORY ACADEMY and DEVELOPMENTAL EDUCATION.

bridge program

1. Definitions: (a) "Programs designed to facilitate the transition from adult basic education, programs to postsecondary educational institutions. Through participation in transition programs, learners build academic literacy skills, social capital, and acquire strategies for success in college and vocational training" (Collins & O'Brien, 2011, p. 53); Support students through multiple transition points throughout secondary and postsecondary education. Often these programs serve students who may be first-generation college students, historically-underrepresented, economically-disadvantaged, and lacking social capital commonly held by privileged students.

2. Examples: TRIO programs such as Upward Bound, Student Support Services, and McNair Scholars program.

3. Compare with FIRST-YEAR COLLEGE PROGRAM, TRANSITION PROGRAM, and TRIO.

college access

1. Definition: Coordinated gateway path of GATEWAY COURSES to prepare students for postsecondary institutions that are well aligned with student's interests and capabilities (Page & Scott-Clayton, 2015)

compensatory education

1. Definitions: (a) Educational activities that amend a previous state of discrimination due to their demographic profile such as being economically disadvantaged; and (b) Activities and services provided through civil rights legislation for students who are eligible for participation due to past discrimination because of their ethnic, social, or economic group.

2. Example: TRIO programs such as Upward Bound, Student Support Services, and McNair Scholars Program.

3. Compare with DEVELOPMENTAL EDUCATION, DEVELOPMENTAL EDUCATION PROGRAM, DISABILITY SERVICES, REMEDIAL EDUCATION, and REMEDIAL EDUCATION PROGRAM.

compressed developmental-level course (or compressed skills instruction)

1. Definitions: (a) "Combination of multiple, sequential DEVELOPMENTAL-LEVEL COURSES in one academic term instead of two or more. Typically, the content of a single course is compressed into a seven- or eight-week segment, followed immediately by the next course in the sequence, also taught in a compressed format. Notably, students register for at least two sequential courses at the start of the term to normalize enrollment in the subsequent course. Although the course length is shortened, the instructional contact hours are the same as in a traditional 16-week course. Therefore, depending on scheduling, class periods tend to be longer and require instructors to modify lesson plans. Students receive grades for each compressed course. If students do not pass the first course, they are not permitted to move on to the second" (Edgecombe, 2011, p. 8); and (b) COMPRESSED COURSES refers to most any academic course that lasts less than the standard academic term (semester or quarter) and often lasts six to eight weeks in length.

2. Compare with ACCELERATION, ACCELERATION THROUGH CURRICULAR REDESIGN, and ACCELERATION THROUGH MAINSTREAMING, DEVELOPMENTAL-LEVEL COURSE, EMBEDDED ACADEMIC SUPPORT, GUIDED PATHWAYS, and MODULAR LEARNING.

contextualized learning

1. Definitions: (a) Learning in instructional settings that focus on how academic skills are applied in the content area; (b) Course content related to a student's program of study or meta-majors; and (c) "Educators to relate subject matter content to real-world situations and motivate students to make connections between knowledge and its practical applications to their lives as family members, citizens, and workers" (Florida Department of Education, n.d., para. 16).

2. Examples: (a) students make connections between past historical events in their assigned readings and today's news headlines; and (b) students make applications of a scientific experiment and application to solving a real-world problem.

co-requisite paired course

1. Definitions: (a) College-level course paired with an intervention that supports student learning in that course. The paired component (DEVELOPMENTAL-

LEVEL COURSE, MODULAR LEARNING, or other) provides support aligned directly with the learning outcomes, instruction, and assessment of the COLLEGE-LEVEL course and makes necessary adjustments as needed in order to advance students' success in the COLLEGE-LEVEL course (AMATYC & NADE, 2018). "For example, an upper-level developmental writing course may be paired with a college-level literature course to provide students the opportunity to develop their skills. This interaction could be bolstered both through co-teaching by two instructors and by a syllabus that fully integrates the content of both courses. CO-REQUISITE PAIRED COURSES are offered as a unit, which means the same students are in each class" (Edgecombe, 2011, p. 9); and (b) Supplemental credit instruction while a student is concurrently enrolled in a credit-bearing course. For example, students enrolled in a credit-bearing course would take a related lab/course to supplement their learning (S.B. 1720, 2013).

2. Compare with ACCELERATION, ACCELERATION THROUGH CURRICULAR REDESIGN, COLLEGE LEVEL, DEVELOPMENTAL-LEVEL COURSE, GATEWAY COURSE, and LEARNING COMMUNITIES.

course redesign

1. Definitions: (a) A deliberate process to heavily redesign an existing college course that often is the gatekeeper to academic majors and often results in high rates of D, F, Withdrawal, and Incomplete grades. Often a pedagogical shift is a key component to COURSE REDESIGN. Commonly, this process requires a team of faculty members, instructional designers, and increasing student involvement; and (b) An umbrella term that is used to describe the renovation of traditional approaches to DEVELOPMENTAL EDUCATION that result in a heavily renovated or replacement curriculum that counts towards college graduation requirements.

2. Examples: COREQUISITE COURSE, MODULAR COURSE, and PAIRED-COURSE.

3. Compare with DEVELOPMENTAL EDUCATION, GATEWAYS TO COMPLETION®, REMEDIAL EDUCATION, and STUDENTS AS PARTNERS.

developmental education

1. Definition: "Courses or services provided for the purpose of helping underprepared college students attain their academic goals. These courses and services are guided by the principles of adult learning and development" (Boylan, 2002, p. 3).

2. Compare with DEVELOPMENTAL EDUCATOR, REMEDIAL EDUCATION, and MULTICULTURAL DEVELOPMENTAL EDUCATION.

developmental education program

1. Definitions: (a) If centralized, a program that provides courses, supports, and other programming in a single administrative unit; and (b) If decentralized, a variety of academic courses, supports, and other programming administered by multiple administrative units.

2. Compare with LEARNING ASSISTANCE PROGRAM and REMEDIAL EDUCATION PROGRAM.

developmental-level course

1. Definition: Any course built upon existing skills to prepare students for college-level coursework.

2. Compare with COLLEGE-LEVEL, REMEDIAL-LEVEL ENGLISH COURSE, REMEDIAL-LEVEL MATHEMATICS COURSE, REMEDIAL-LEVEL READING COURSE, and VIDEO-BASED SUPPLEMENTAL INSTRUCTION.

developmental-level mathematics course

1. Definitions: (a) "Precollegiate mathematics course that may contain one or more of the following topics: math symbolism, geometry and measurement, functions, discrete math algorithms, probability and statistics, and deductive proofs; and (b) Specialized mathematics instruction for students who do not meet entry into a college-level mathematics course" (Arendale et al., 2007, p. 18).

2. Compare with COLLEGE-LEVEL MATHEMATICS SKILLS and REMEDIAL-LEVEL MATHEMATICS COURSE.

developmental-level reading course

1. Definitions: (a) "Instruction in which the primary purpose is to build upon students' existing reading skills and background knowledge to enable them to become proficient in processing and learning college-level reading material; and (b) Any reading instruction at the college level that includes study skills, learning strategies, and strategic learning approaches necessary to master college-level material efficiently and effectively" (Arendale et al., 2007, p. 18).

2. Compare with COLLEGE-LEVEL READING SKILLS and REMEDIAL-LEVEL READING COURSE.

developmental-level writing course

1. Definitions: (a) "Instruction for those who have not yet mastered the basic composition skills necessary

to write at the college level; and (b) Specialized instruction for students who do not meet entry requirements for a college-level writing course" (Arendale et al., 2007, p. 19).
2. Compare with REMEDIAL ENGLISH COURSE and COLLEGE-LEVEL WRITING SKILLS.

emporium-style model

1. Definition: "Eliminating lecture and using interactive computer software combined with personalized, on-demand assistance. The core principles are (1) Students spend the bulk of their course time doing math problems rather than listening to someone talk about doing them (2) Students spend more time on things they don't understand and less time on things they have already mastered (3) Students get assistance when they encounter problems and (4) Students are required to do math" (Twigg, 2011, pp. 26–27).
2. Compare with FLIPPED CLASSROOM.

first-year experience course

1. Definitions: (a) Course offered in the first year of college that explores important information and skills essential for success in both the academic and social dimensions of college life; (b) common topics in such courses include: developing intellectual and academic competence, establishing interpersonal relationships, exploring identity development, investigating careers, increasing knowledge of health and wellness, considering faith and spiritual dimensions of life, developing multicultural awareness, and understanding civic responsibility (Upcraft et al., 2005); and (c) "The general goals of FIRST-YEAR EXPERIENCE COURSES are to support the academic performance, social development, persistence, and degree completion of college students. Additionally, FIRST-YEAR EXPERIENCE COURSES often aim to increase students' sense of campus community and connection to their institutions, while giving students the opportunity to interact with faculty and peers. While courses vary in terms of content and focus, most First Year Experience Courses are designed to introduce students to campus resources, time management, study skills, career planning, cultural diversity, and student development issues" (U.S. Department of Education, 2016. p. 1)
2. Examples: Career exploration, study skill instruction, time management skills, and other topics that can increase student success at college.
3. Compare with BRIDGE PROGRAM, FIRST-YEAR EXPERIENCE PROGRAM, and ORIENTATION PROGRAM.

first-year experience program

1. Definition: A coordinated approach to easing the transition of new students to college through one or more FIRST-YEAR EXPERIENCE COURSES, academic advising, orientation, and other experiences.
2. Compare with BRIDGE PROGRAM, FIRST-YEAR EXPERIENCE COURSE, and ORIENTATION PROGRAM.

gateway course

1. Definition: Course necessary for admission to or progress through an academic major and usually containing material of which thorough mastery is required for success in completing other course requirements for the major.
2. Compare with GENERAL EDUCATION, CO-REQUISITE PAIRED COURSE, and GUIDED PATHWAYS.

Gateways to Completion®

1. Definition: "An evidence-based process to create an institutional multi-year plan for improving student learning and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes especially for low-income, first-generation, and historically underrepresented students. This multi-year process helps institutions create and implement a plan for course redesign that supports teaching, learning, success, completion, and retention" (Gardner Institute, 2019, para. 1).
2. Compare with GENERAL EDUCATION, GATEWAY COURSE, and GUIDED PATHWAY.

guided pathways

1. Definitions: (a) Curricular approach presenting courses in the context of highly structured, educationally coherent program maps. Students make progress through their chosen program of study in a logical sequence of prerequisites and courses. Student services resources such as advising and course registration are designed to help students identify their academic goals early in their academic career; and (b) Course requirements for an academic major that provide appropriately differing paths through required developmental-level and introductory college-level courses.
2. Example: Math pathway that includes quantitative reasoning and algebra alternatives at both the developmental and college level.

3. Compare with ACCELERATION, ACCELERATION THROUGH CURRICULAR REDESIGN, CONTEXTUALIZED LEARNING, and GATEWAY COURSE.

integrated reading and writing

1. Definition: Curricular model (originally called Basic Reading/Basic Writing; see Petrosky & Bartholomae, 1986) originated in the 1980s at the University of Pittsburgh. This model assumes that reading and writing are parallel meaning-making processes. For a history of the model's evolution, see Armstrong et al., 2018.

learning communities

1. Definition: Curricular approach that enrolls a common cohort of students in a restructured learning environment that builds connections among students and curriculum. There are different models for accomplishing this: linked courses, learning clusters, first-year interest groups, federated learning communities, and coordinated studies (Gabelnick et al., 1990; Malnarich et al., 2003).
2. Compare with CO-REQUISITE PAIRED COURSE.

modular learning

1. Definition: Replacement of academic-term-length developmental-level courses by short-term learning units based on assessed instructional needs followed by competency assessment of learning before progress to the next assigned unit. Students complete the identified units independently using computer-based software. They may complete them at their own speed and in a central computer lab staffed with instructional resource personnel or individually at locations of their choice or through embedded instructional supports (both the instructor and/or tutors) which is like the EMPORIUM STYLE MODEL. The time to complete is shorter because students work only on units identified as necessary rather than the entire curriculum of a traditional course. MODULAR LEARNING refers to any course, not just developmental, as used in Keller's PSI in psychology and other academic subject areas.
2. Compare with ACCELERATION, ACCELERATED DEVELOPMENTAL-LEVEL COURSE, ACCELERATION THROUGH CURRICULAR REDESIGN, COMPRESSED DEVELOPMENTAL-LEVEL COURSE, and EMPORIUM STYLE MODEL.

orientation course and program

1. Definitions: (a) Program developed to introduce students to a postsecondary institution's academic and social culture and its facilities, programs, traditions, and services. Such programs may vary considerably among institutions in their length, scope, timing, and content; (b) A meeting or series of meetings held at the beginning of employment to provide information and other matters; and (c) An introductory set of activities for providing information about an institution's mission, programs, and procedures to anyone new to the institution (Upcraft et al., 2005).
2. Compare with FIRST-YEAR EXPERIENCE COURSE and PEER EDUCATION.

remedial education

1. Definitions: (a) "Process that corrects a deficit in student behaviors or skills. Such an approach is narrowly focused on the academic content as opposed to DEVELOPMENTAL EDUCATION, which focuses more broadly on the whole learner; (b) Instruction designed to remove a student's deficiencies in one or more basic academic skills (e.g., math, reading, writing) to reach a level of proficiency achieved by most secondary school graduates. Additional instruction may be required, including DEVELOPMENTAL EDUCATION, for the student to be prepared for the rigor of college-level courses; and (c) Academic content taught previously in a middle or secondary school as opposed to DEVELOPMENTAL EDUCATION, which focuses more often on skills and knowledge needed for college-level academic content material and skills" (Kapel et al., 1991, pp. 478–479).
2. Compare with DEVELOPMENTAL, DEVELOPMENTAL EDUCATION, LEARNING ASSISTANCE, and MULTICULTURAL DEVELOPMENTAL EDUCATION.

remedial education program

1. Definition: "Group of courses or activities to help learners achieve basic skills in their identified academic deficit areas in preparation for postsecondary education" (Arendale et al., 2007, p. 26).
2. Compare with DEVELOPMENTAL EDUCATION PROGRAM and LEARNING ASSISTANCE PROGRAM.

remedial-level English course

1. Definitions: (a) "Instruction for students who have not yet mastered the basic sentence mechanics, grammar usage, and punctuation skills necessary to write at the college level; and (b) Specialized English instruction for students who do not meet entry into

a DEVELOPMENTAL-LEVEL WRITING COURSE" (Arendale et al., 2007, pp.26–27).

2. Compare with DEVELOPMENTAL-LEVEL WRITING COURSE and COLLEGE-LEVEL WRITING SKILLS.

remedial-level mathematics course

1. Definitions: (a) "Instruction for students who have not yet mastered the skills necessary for competency with mathematics at the college level. These skills may include one or more of the following: arithmetic operations, math symbolism, geometry and measurement, functions, discrete math algorithms, probability and statistics, and deductive proofs; and (b) Specialized mathematics instruction for students who do not meet entry into a developmental mathematics course" (Arendale et al., 2007, p. 27).

2. Compare with DEVELOPMENTAL-LEVEL MATHEMATICS COURSE and COLLEGE-LEVEL MATHEMATICS SKILLS.

remedial-level reading course

1. Definition: "Instruction for students who have not yet mastered the skills necessary for college-level reading. These skills may include basic decoding and comprehension skills beyond the 8th-grade level" (Arendale et al., 2007, p. 27).

2. Compare with DEVELOPMENTAL-LEVEL READING COURSE and COLLEGE-LEVEL READING SKILLS.

stacked courses

1. Definition: Two or more courses are taught simultaneously to the same students in the same learning space. Student learning activities and goals are differentiated for each student depending upon their need.

2. Example: DEVELOPMENTAL-LEVEL COURSE and college-level course meet for class at the same time with the same instructor but at their respective level of instruction, or graduate and undergraduate students meet for a class at the same time with the same instructor but at their respective level of instruction.

stretched course

1. Definition: An academically-challenging course during the first-year of college is extended to last two academic terms rather than one. This permits more time for each topic in the course, includes academic support activities, and increases the likelihood of students completing the course with a higher grade. This course design eliminates a two-course sequence of students taking a DEVELOPMENTAL-LEVEL COURSE before enrolling in the COLLEGE-LEVEL course in the same sequence. This is the opposite of many of the newer curricular reform movements that seek to ACCELERATE the pace of instruction.

transitional course

1. Definitions: (a) Students are enrolled in an undergraduate college curriculum designed to increase their academic skills and knowledge to prepare them for a particular college-level introductory course (Example: algebra, chemistry, composition, reading-intensive course) and make a successful transition to the academic rigor that will be required for success at a specific institution and in a program of study. Enrollment in the course is based on a gap in academic preparation for entry-level expectations by an instructor of the college-level course rather than a judgment about the characteristics or demographics of the student (Barnett, Fay, Pheatt, & Trimble, 2016; Paulson & Armstrong, 2010); (b) Depending on the course, in addition to the instructor, it might also include professional staff in advising, counseling, and other services and student paraprofessionals as mentors, small group facilitators, tutors, and more; (c) The course focuses on mathematics, reading, or writing (sometimes an integrated reading/writing course); (d) At some institutions, successful completion of transition courses during high school or the summer before matriculation exempts students from course placement exams or required placement to prepare them for the college-level course; and (e) Describes the wide array of curricular approaches to prepare students for academic success in college-level courses.

2. Compare with ACCELERATION, ACCELERATED COURSE, ACCELERATION THROUGH CURRICULAR REDESIGN, ACCELERATION THROUGH MAINSTREAMING, COMPRESSED COURSE, CO-REQUISITE PAIRED COURSE, DEVELOPMENTAL-LEVEL COURSE, DIFFERENTIATED INSTRUCTION, EMPORIUM-STYLE MODEL, GATEWAY COURSE, GUIDED PATHWAYS, INTEGRATED READING AND WRITING, LEARNING FRAMEWORKS, MODULAR LEARNING, NON-COURSE COMPETENCY-BASED OPTION, NONTRADITIONAL MODEL, STACKED COURSE, and STRETCHED COURSE.

transitional program

1. Definitions: (a) A coordinated curricular and psycho-social development program to support students as they encounter key transition points in their educational path that can especially challenge

students who are not privileged (Examples: middle school to high school, high school to college matriculation, orientation prior to first college course, first-year experience in college, community college to four-year institution, and undergraduate to graduate or professional school). Within these six transition zones, institution-specific programs are highly-customized based on demographics, academic program content, academic rigor and institutional priorities for graduating students of a particular profile; (b) Depending on the program configuration, they may include courses taught by instructors; non-course services provided by professional staff in advising, counseling, and other services; and student paraprofessionals as mentors, small group facilitators, tutors, student-athlete services, and more; (c) While most programs are unique to a single institution, some national models have been implemented with adaptations based on demographics, academic rigor, and institutional priorities for graduating students of a particular profile; (d) These program have various purposes (academic skill and knowledge development; cultural capital formation for students who are first-generation college, historically-underrepresented, and economically-disadvantaged; increase number of students who aspire to postsecondary education; increase enrollment and persistence of students in academically-rigorous, high-demand areas such as STEM; and social justice to increase graduation by students who are culturally-diverse in high-demand occupation preparation programs; and (e) These programs are especially important to students who lack the social capital often held by privileged students due to their attendance at high-quality and highly-funded secondary schools; increased proficiency with standardized college entrance examinations due to multiple tests taken and participation in exam preparation programs; and guidance, mentorship, and financial support by one or more generations of family members who have completed a college degree at the undergraduate, graduate, or professional school level (Arendale & Lee, 2018).

2. Examples: American Physical Society Bridge Program; First-year Experience; Senior Capstone Experience; Health Careers Opportunity Program; GEAR UP; and TRIO: Educational Talent Search, Upward Bound, Veterans Upward Bound, Educational Opportunity Center, Student Support Services, and McNair Postbaccalaureate Achievement).

3. Compare with ACADEMIC PREPARATORY ACADEMY, ACCESS EDUCATION, BRIDGE PROGRAM, COMPENSATORY EDUCATION, FIRST-YEAR PROGRAM, and GUIDED PATHWAYS.

TRIO

1. Definition: A series of federally-funded programs to support student success to earn higher grades and graduate from secondary and postsecondary institutions. The programs are targeted for students who are economically-disadvantaged, historically underrepresented in education, and students with disabilities. These programs provide academic enrichment, tutoring, counseling, mentoring, financial training, cultural experiences, and other support services.

2. Examples: Educational Opportunity Centers, Student Support Services Program, Upward Bound, Upward Bound Math/Science Program, Upward Bound Veterans Program, Ronald E. McNair Postbaccalaureate Achievement Program.

3. Compare with BRIDGE PROGRAMS and TRANSITIONAL PROGRAMS.

LESS ACCEPTABLE TERMS FOR STUDENTS

These terms have been used to describe students but are now designated as "*less acceptable*" since they are binary and factually inaccurate. In the future, these terms may be designated as unacceptable for use. A few glossary terms are included that help explain why the other terms were designated as *less acceptable.* The use of many of these words was explored in *Terms of Endearment: Words that Help Define and Guide Developmental Education* (Arendale, 2005) and *Words Make a Difference: The Influence of Language on Public Perception* (Arendale, 2007). Electronic links to both articles are available in the reference section at the end of the glossary.

Before using a term to describe a group of students who share a characteristic, ask yourself if you would use the same term when speaking directly with a single student from this group. An extreme example is, "Steve, your problem is that you are learning disabled." Instead, the conversation could begin, "Steve, let's have a conversation about some of the different ways you learn." Steve has already been living with his challenges, probably tested numerous times, and has heard the label of his academic capability. He probably would like to problem-solve his situation with a caring and knowledgeable professional. A preferred term could be *learning differences*. This example is not intended to judge the professional. Instead, it examines the conversation from the student's perspective. That perspective is their truth and reality.

The following provides a rationale for not using binary language to label students as *developmental*:

> The relative need and usefulness of learning assistance for an individual student depend on the overall academic rigor of the institution, the subject matter studied, or even how one faculty member teaches a particular course compared with another from the same academic department. Therefore, the same individual could be a major consumer of learning assistance at one institution and not at another or even in one academic department and not another in the same institution. The need for learning assistance services is not a characteristic or universal defining attribute of the student; it depends on the conditions and expectations of the specific learning environment for a particular course. All college students are on a continuum between novice and master learner. Learning assistance serves students located along this continuum through a wide range of activities and services. The same student is often located at different places on multiple continuum lines simultaneously, one for each academic context and skill area (Arendale, 2010, p. 2).

academically underprepared student

1. Definition: A less acceptable term for a student who is projected to have academic difficulty in a particular college-level course. APA (2020) advises positioning the person first and utilizing non-stigmatizing language when describing them. The term is BINARY because it labels the student in one overall category or the other. The term is inaccurate because students have varying English, mathematics, and reading skills. The underprepared area should be clearly stated. Few students are underprepared in all academic content areas and skills.
2. Examples: Steve is academically underprepared for success in a college-level mathematics course while he is prepared for other classes.
3. Compare with BINARY CLASSIFICATION OF PEOPLE, DEFICIT LANGUAGE, DEVELOPMENTAL STUDENT, REMEDIAL STUDENT, STEREOTYPE THREAT, and STIGMA.

binary classification of people

1. Definition: Categorizing individuals into one discrete group or another. Such division of people is seldom accurate due to their DIVERSITY and can create implicit discrimination and perceptions of deficits of one group.
2. Examples: ACADEMICALLY UNDERPREPARED STUDENT, DEVELOPMENTAL STUDENT, HIGH-RISK STUDENT, MINORITY STUDENT, REMEDIAL STUDENT, and SPECIAL POPULATION.
3. Compare with DEFICIT LANGUAGE, STEREOTYPE THREAT, and STIGMA.

deficit language

1. Definitions: (a) Description of the academic capabilities of students that focuses on their incompetence (such as lack of fluency in English); status (such as first-generation or low-income); or cultural background (such as immigration status) rather than asset-based language that identifies their strengths; (b) Language that can be interpreted as affixing responsibility on students for their failure to achieve at the same level as advantaged and privileged students; and (c) A less acceptable term that can disparage individuals in a social group in comparison to others by implying their

membership condition extends to all areas of their academic capabilities.

2. Examples: ACADEMICALLY UNDERPREPARED STUDENT, DEVELOPMENTAL STUDENT, DIVERSE STUDENT, HIGH-RISK STUDENT, MAJORITY/MINORITY STUDENT, REMEDIAL STUDENT, SPECIAL POPULATION, and PERSON/STUDENT OF COLOR.

developmental student

1. 1. Definition: A less acceptable term for a student enrolled in a developmental-level course. APA (2020) advises positioning the person first and utilizing non-stigmatizing language when describing people. The term is BINARY because it labels the student in one overall category in comparison to the other. The term is inaccurate because students have varying levels of skill in English, mathematics, and reading.

2. 2. Compare with ACADEMICALLY UNDERPREPARED STUDENT, BINARY CLASSIFICATION OF PEOPLE, DEFICIT LANGUAGE, DIVERSE STUDENT, HIGH-RISK STUDENT, REMEDIAL STUDENT, SPECIAL POPULATION, STEREOTYPE THREAT, and STIGMA.

diverse student

1. Definition: A less acceptable term for a student based on the definition for DIVERSITY which states that all students are diverse in some way. It is a BINARY term because it divides all people into either DIVERSE or not DIVERSE. In common vernacular, it has too frequently been used as a code for identifying another person as being from a different culture or RACE other than their own.

2. The glossary term *diversity* is defined as identifying differences in demographics and identities that all people possess. Based on this definition, we are all DIVERSE from one another. People are an amazing collection of different demographics and multiple identities aligned or in conflict with one another. All of this creates uniqueness for each one of us. Therefore, the term DIVERSE STUDENTS was deemed *less acceptable*. In common vernacular, White speakers have too frequently used DIVERSE as a code for identifying people as being from a culture or race other than their own.

3. Compare with BINARY CLASSIFICATION OF PEOPLE, DEFICIT LANGUAGE, DIVERSITY, MAJORITY/MINORITY STUDENT, NEURODIVERSITY, STEREOTYPE THREAT, and STIGMA.

high-risk student (sometimes called the "at-risk" student)

1. Definition: A less acceptable term for a student who is projected to have academic difficulty in one or more college-level courses. APA (2020) advises positioning the person first and utilizing non-stigmatizing language when describing people. The term is binary because it labels the student in one overall category or the other. The term is inaccurate since students have varying levels of skill in English, mathematics, and reading. The underprepared area should be clearly identified.

2. Example: Steve is at high risk for noncompletion in a college-level mathematics course while he is academically prepared for other classes.

3. Compare with ACADEMICALLY UNDERPREPARED STUDENT, BINARY CLASSIFICATION OF PEOPLE, DEFICIT LANGUAGE, DEVELOPMENTAL STUDENT, MINORITY STUDENT, REMEDIAL STUDENT, SPECIAL POPULATION, PERSON/STUDENT OF COLOR, STEREOTYPE THREAT, and STIGMA.

learning styles

1. Definition: This is a less acceptable glossary term since the research has been mixed regarding whether students have a particular LEARNING STYLE (Dembo, M. H., & Howard, K. (2007). The more common term in usage is LEARNING PREFERENCES in which individuals are more flexible regarding their preferred learning approaches.

2. Compare with LEARNING PREFERENCES.

majority/minority student

1. Definition: Recommended to be a less acceptable term for *students* since APA (2020) advises positioning the person first and utilizing non-stigmatizing language when describing them. The term is BINARY since it labels the student in one overall category or the other. The term can create implicit discrimination and perceptions of deficits.

2. Compare with ASSET BASED LANGUAGE, BINARY CLASSIFICATION OF PEOPLE, DEFICIT LANGUAGE, DIVERSE STUDENT, DIVERSITY, STEREOTYPE THREAT, STIGMA, STUDENT HISTORICALLY-UNDERREPRESENTED, and STUDENT MARGINALIZED.

remedial student

1. Definition: Recommended to be a less acceptable term for a student who is projected for academic difficulty in a course at any school level. APA (2020)

advises positioning the person first and utilizing non-stigmatizing language when describing them. The term is binary since it labels the student in one overall category or the other. The term is inaccurate since students have varying levels of skill in English, mathematics, and reading. The underprepared area should be clearly stated.

2. Example: Steve is academically underprepared for success in a DEVELOPMENTAL-LEVEL MATHEMATICS COURSE while he is prepared for other COLLEGE-LEVEL classes).

3. Compare with ACADEMICALLY UNDERPREPARED STUDENT, BINARY CLASSIFICATION OF PEOPLE, DEFICIT LANGUAGE, DEVELOPMENTAL STUDENT, HIGH-RISK STUDENT, STEREOTYPE THREAT and STIGMA.

special population

1. Definition: Recommended to be a less acceptable term for students who share common characteristics and are often designated as HIGH-RISK STUDENTS. Such divisions of students are seldom accurate for all students categorized into the SPECIAL POPULATION and can create implicit discrimination and perceptions of deficits.

2. Compare with ACADEMICALLY UNDERPREPARED STUDENT, BINARY CLASSIFICATION OF PEOPLE, DEFICIT LANGUAGE, DEVELOPMENTAL STUDENT, DIVERSE STUDENT, MAJORITY/MINORITY STUDENT, REMEDIAL STUDENT, STEREOTYPE THREAT, STIGMA, STUDENT HISTORICALLY UNDERREPRESENTED, and STUDENT MARGINALIZED.

stereotype threat

1. Definition: Belief that puts students at risk of conforming to negative stereotypes about their social group(s). Individuals' anxiety about their performance may hinder their ability to perform to their full potential. Importantly, individuals do not need to subscribe to the stereotype for it to be activated (Steele, 1997).

2. Compare with ACHIEVEMENT GAP, ACADEMICALLY UNDERPREPARED STUDENT, DEFICIT LANGUAGE, DEVELOPMENTAL STUDENT, DIVERSE STUDENT, HIGH-RISK STUDENT, MAJORITY/MINORITY STUDENT, PERSON/STUDENT OF COLOR, REMEDIAL STUDENT, SPECIAL POPULATION, STIGMA, STUDENT HISTORICALLY UNDERREPRESENTED, and STUDENT MARGINALIZED.

stigma

1. Definitions: (a) Labeling by others or self-identification of individuals who lack academic achievement, economic status, or other measures of value. STIGMA can lead to barriers for improvement; and (b) Negative perception due to association with something that others perceive as negative.

2. Compare with ACADEMICALLY UNDERPREPARED STUDENT, DEFICIT LANGUAGE, DEVELOPMENTAL STUDENT, DIVERSE STUDENT, HIGH-RISK STUDENT, MAJORITY/MINORITY STUDENT, PERSON/STUDENT OF COLOR, REMEDIAL STUDENT, SPECIAL POPULATION, STEREOTYPE THREAT, STUDENT HISTORICALLY UNDERREPRESENTED, and STUDENT MARGINALIZED.

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