

*COUNCIL for EXCEPTIONAL CHILDREN*

*EDITORIAL GUIDE*

*FOR JOURNALS AND BOOKS*

For use by CEC leadership, staff, authors, editors and proofreaders



***Council for Exceptional Children***

***1110 N. Glebe Road, Suite 300***

***Arlington, VA 22201-5704***

***Voice · 703/620-3660***

***1-800-224-6830***

***TTY · 703/866-915-5000***

***Fax · 703/715-8412***

***Constituent Services · 1-888-232-7733***

## *CEC Editorial Guide*

The CEC Editorial Guide serves as a reference for all written materials produced by CEC, both externally and internally, and will be updated yearly. By following these simple guidelines, we will ensure our messages are consistent and clear, allowing CEC to be the strong, cohesive voice of special education.

CEC uses the Publication Manual of the American Psychological Association (APA, 6th edition, 2009) as the style guide for all publications and the Associated Press (AP) style guide for all other forms of communication, including marketing materials, Web content, and e-mails. Merriam-Webster's Collegiate Dictionary is APA's and CEC's preferred spelling guide. The guidelines that follow highlight usage that is specific to CEC and supersedes AP, APA, and Merriam-Webster's.

**Person-First Language** A critical part of CEC's specialized communications are the guidelines pertaining to the treatment of exceptional persons, commonly referred to as person-first language. CEC staff should continually check their personal written and verbal communications to be sure they are always using person-first language. Person-first language is referenced in the "disability" entry of this guide, but some other examples are:

"A student with cognitive disabilities" instead of "a cognitively disabled student."

"A child with autism spectrum disorder" instead of "an autistic child."

**Universal Language** In CEC publications, authors should strive for clear communication to the intended audience. They should use precision and clarity of language. They should avoid jargon, including legal jargon, except when the legal term is the specific focus of the topic. They should also strive to make their language explicit versus implicit and remember the audience to whom they are writing.

Terms derived from any law frequently have meanings restricted by the law, and can be confusing to readers. This is especially true for broad audiences that cross jurisdictions and international boundaries. Generally, authors should avoid using legal terms except when the focus of the topic is a specific legal requirement. For example, if the topic is individualized education planning for an individual with an exceptionality, the author should describe the individualized education planning, rather than using a specific legal term such as "Individual Education Program" or IEP. On those occasions when the topic focus is a specific national, state, or provincial legal requirement(s), the use of the

specific term with appropriate citation and explanation would best facilitate precision of meaning and clear communication.

Writers and editors should also refer to the Diversity Terminology (located within the CEC Policy Manual) in creating their works.

**Diversity Terminology** Out of our respect for values and education traditions and practices across diverse cultures, CEC's Board-approved Diversity Terminology is included as an appendix to the style guide.

a priori—no italics

AAE (augmentative and alternative communication)

AA-MAS (alternate assessments based on modified achievement standards)

About (upper case in titles)

above or previously—which is correct? When authors refer to text mentioned earlier in an article, use the word “previously” instead of “above.” In final layout, placement of text may change..

abstracts—EC abstracts should be no more than 150 words. TEC does not use abstracts

acronyms—spell out with acronym following in parens when first used, (e.g., “individualized education program (IEP).” Use acronym alone after first use.

ADA (Americans With Disabilities Act of 1990)

ADD (attention deficit disorder)

ADHD (attention deficit hyperactivity disorder)

African American (no hyphen, even if modifier)

AIDS (acquired immunodeficiency syndrome)

annual convention (but CEC [year] Annual Convention & Expo or CEC’s Annual Convention & Expo)

Appendix—Try to avoid the use of an appendix in journals. Query the author to see if the material can be changed to a figure/ table. If an appendix is necessary, label it “Appendix.” If there are multiple appendices, they are labeled Appendix A, Appendix B, and so forth and are placed after references. When using the plural form of the word, please use appendices.

article (use article not paper to refer to manuscripts)

ARRA (American Recovery and Reinvestment Act of 2009)

as (all prepositions are lowercase in titles except when a preposition is the first word or contains four or more letters)

ASCD (Association for Supervision and Curriculum Development)

ASD (autism spectrum disorder(s), when referring to the entire spectrum)

Asian American, Pacific Islander (no hyphen, even if a modifier)

Asperger's syndrome

ATE (Association of Teacher Educators)

at-risk children (but children at risk)

audiotape

audiovisual

autism/PDD (pervasive developmental disorder)

autism spectrum disorder or autism spectrum disorders (ASD)

AYP (adequate yearly progress)

## **B**

bachelor's degree—lower case when used generally, but upper case when specific, (e.g., Bachelor of Arts degree)

BD (behavioral disorder)

bilingual

BIP (behavior intervention plan)

birth-to-2 (adj.)

Black (and White, when referring to race)

Braille

bulleted list (cap first letter of each bulleted item; end item with a period; see APA p. 64)

Bylaws (when referring to international CEC Bylaws, not local unit's)

C

CAN (Children and Youth Action Network)

Canadian Dollars

CAPD (central auditory processing disorder)

caregiver

CARS (Childhood Autism Rating Scale) (requires reference)

CASE (Council of Administrators of Special Education)

CBM (curriculum-based measurement)

CCBD (Council for Children With Behavioral Disorders)

CEC-DR (Division for Research)

CEC-PD (CEC Pioneers Division)

CEC Headquarters

CEDS (Council for Educational Diagnostic Services)

chapter (as in local chapter)

Chapter 1 (referring to law)

children ages 5 to 10 (use “to” when in a sentence, use en-dash when in parentheses, 5-10)

child care (noun, when referring to care given to preschoolers or others)

child-care (adj.)

Child Find

CLD (culturally and linguistically diverse)

co-chairperson

co-editor

co-leader

commas (no commas in page numbers; use semicolons to separate elements in a series that already contains commas)

Committee (in the context of referring to a specific committee)

a committee chairperson (no caps, but, “Committee Chairperson John Jones”)

communitywide

Congress’s

Constitution (when referring to international CEC, not a unit’s constitution)

copyright—Authors need to obtain permission from original author when adapting or copying materials. Query author when copyediting article. (APA pp. 173-174)

co-sponsor

co-teacher

the Council (when Council is used alone in referring to the Council for Exceptional Children)

Council for Exceptional Children

course work

CRT (criterion-referenced tests)

CSPD (comprehensive system of personnel development)

C-SPED (the Center for Special Education Services)

## ***D***

DAR (Diagnostic Assessment of Reading) (requires reference)

data (Uses plural verb—e.g., data are included in reporting research. When referring to computer systems, data takes a singular verb, e.g., the data is corrupted.)

database (noun)

day care (noun, when referring to care given to preschoolers or others)

day-care (adj.)

DCDD (Division for Communicative Disabilities and Deafness)

DCDT (Division on Career Development and Transition)

DDD (Division on Developmental Disabilities)

DDEL (Division for Culturally and Linguistically Diverse Exceptional Learners)

deaf and hard-of-hearing

deaf-blind and deaf-blindness

DEC (Division for Early Childhood)

decision-making (adj.)

decision making (noun)

decision maker

DIBELS (Dynamic Indicators of Basic Early Learning Skills) (requires reference)

disability (not handicap—put person first, e.g., student with mental retardation or student who has emotional disabilities, not student who is mentally retarded; do not use disability as an adjective)

DISES (Division of International Special Education and Services)

division (of CEC—no cap)

DLD (Division for Learning Disabilities)

DOE (U.S. Department of Energy)

DOI - digital object identifier

Down syndrome

DPHD (Division for Physical and Health Disabilities)

DRA (Developmental Reading Assessment) (requires reference)

dropout (noun and adjective)

drop out (verb)

DSM-V (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition)

DVI (Division on Visual Impairments)

## E

early childhood (preferred to “preschool;” can cover birth to 3, birth to 5, or birth to 8)

EBD (emotional and behavioral disorders)

EBP (Evidence-Based Practice)

ECER (Exceptional Child Education Resources)

ECSE (early childhood special education)

ED (U.S. Department of Education)

Education for All Handicapped Children Act of 1975 renamed—see IDEA

e.g. (means for example; use only within parens; use “for example” in text)

EIS (Early Intervening Services)

elementary-age children

ELL (English language learners—now preferred to LEP)

e-mail

ESE (Exceptional Student Education)

ESEA (Elementary and Secondary Education Act of 1965)—See NCLB

ESL (English as a second language)

ESOL (English for speakers of other languages)

ESRA (Education Sciences Reform Act of 2002)

Etc.—do not use in text, use “and so forth.” Use “etc.,” in parens only

Executive Director

## *F*

fall (seasons lower case)

FAPE (free appropriate public education)

FBA (functional behavior assessment)

federation (of CEC—no cap)

federal government

FEP (fluent English proficiency)

Fewer (use for things you can count individually; use before plural nouns)

field-test (verb)

field test (noun)

First Vice President (no hyphens)

follow-up (adj. and noun)

follow up (verb)

follows or below—which one is correct? When authors refer to text that will be mentioned later in their article or even in the next paragraph, use the word “follows” instead of “below.” In final layout placement may change.

footnotes—CEC does not use footnotes in journals. Incorporate the footnote in the text at point footnote is mentioned, and put entire footnote into parens. Query authors to inform them that you have incorporated footnote into text to adhere to CEC style. Footnotes can also be incorporated into author’s note at the end of the article.

foreword (in front matter of publication—not “forward”)

From (upper case on “F” in titles)

full-time (adj., e.g., full-time worker)

fund-raising (adj.)

fund raising (noun)

## G

general education (not regular education)

geographic region—Initial cap when referring to specific region (e.g., South, Midwest, etc.). Use lower case when referring to a direction (e.g., to the north-east).

GLD (gifted and learning disabled)

GORT (Gray Oral Reading Test; requires reference)

Grade—use number for all grades when number follows grade (Grade 8 )

grade/grader—spell out numbers below 10 (e.g., seventh grader or seventh grade; 10 and above, use number (e.g., 11th grader, 11 grade)

grassroots (noun)

grass-roots (adj.)

GRS (Gifted Rating Scales; requires reference)

guideline

## H

hard-of-hearing (adj.; preferred instead of hearing impaired)

hard-to-teach (adj.)

Headquarters (e.g., CEC Headquarters—lower case for other uses)

Head Start

HFA (high functioning autism)

high school student (adj. and noun—no hyphens)

his or her (not his/her; see APA pp. 73-73 on correct usage)

Hispanic

Hispanic American (no hyphen even when modifier)

HIV (human immunodeficiency virus)

home page

hour – spelled out in TEC, abbreviated to hr in EC

HOUSSE (High Objective Uniform State Standard of Evaluation)

Hyphenation rules see APA pp. 97-100

## I

IAES (Interim Alternative Education Setting)

IDEA (Individuals with Disabilities Education Act) Public Law 101-476 (1990); reauthorization P.L. 105-17 (1997) Must write out Public Law first time it is referenced and then can use P.L.)\*

IDEA 2004—Individuals With Disabilities Education Improvement Act (Use IDEA 2004 as acronym not IDEIA.)\*

\*Use “IDEA” not “IDEA 2004” unless both reauthorization and earlier law being discussed. Also, once codified, should cite U.S.C. rather than P.L. in references —20 U.S.C. § 1400 *et seq.*

i.e. (that is; use in parens only; use “that is” in text)

IEE (independent educational evaluation)

IEP (individualized education program)

IES (Institute of Education Sciences)

IFSP (individualized family services plan)

IHE (Institution of Higher Education)

Immediate Past President (no hyphens)

in-depth (adj.) all others use, in depth

in-house (adj.)

inner-city (adj.)

inservice

INTASC (Interstate New Teacher Assessment and Support Consortium)

interesting (It is interesting to note that...) Do not use Interestingly

international convention (no caps—see annual convention)

Internet

Into (upper case in titles for APA-guided products)

introductory material – delete unnecessary introductory material from TEC; specifically, introductory material that outlines the article or describes “what the authors will do next.”

IOA (interobserver agreement)

IPE (individualized plan for employment)

ISP (individualized service plan)

ITBS (Iowa Test of Basic Skills)

ITP (individualized transition plan)

## **J**

job classification model

junior high school (adj. and noun--no hyphens)

## K

KTEA (Kaufman Test of Educational Achievement) -- sometimes written as K-TEA (requires reference)

## L

Latin abbreviations—(see APA pp. 108)

Latino

LD (learning disabled/disability; e.g., student with a learning disability)

LEA (local education agency)

Legal Citations

For legal citations reference APA p. 217+ and Bluebook.

P.L. 94-142 (spell out when first mentioned in text— Public Law 94-142; Education of All Handicapped Children Act of 1965; use codified version when citing, i.e., 20 U.S.C. § 1400 *et seq.*)

P.L. 100-297 Jacob K. Javits Gifted and Talented Students Education Act of 1988; use codified version when citing, i.e., 20 U.S.C. § 3061 *et seq.*

#####

LEP (limited English proficient/proficiency) hyphenate when modifier. See ELL lifestyle

Less (use for things you can measure, not count; use before singular nouns)

Lists/seriation—Lists should be parallel in structure and follow APA style when within text. CEC style allows for bulleted lists. (APA pp. 63-64)

long-standing (adj.)

long-term (adj.)

longtime (adj.)

LRE (least restrictive environment)

low-vision (adj.)

low vision (noun)

## *M*

master's degree (lowercase when used generally, but upper case when specific; e.g., Master's degree in Special Education)

member of ethnic and multicultural group (use instead of “minorities”)

middle school student (adj. and noun—no hyphens)

midwest

mini-libraries

minute – spelled out in TEC, abbreviated to min in EC

multicultural

multimedia

## *N*

NASDSE (National Association of State Directors of Special Education)

Native American (No hyphen for adj. or noun)

Navaho or Navajo (both acceptable)

NCATE (National Council for Accreditation of Teacher Education)

NCLB (No Child Left Behind Act of 2001, P.L. 107-110) because it's codified, should use 20 U.S.C. § 6301 et seq. not P.L.—APA directs reader to Bluebook, and Bluebook is pretty specific about this. If later amended in different subsections of the U.S. Code, can use P.L. with “codified as amended in scattered sections of XX U.S.C.”

NCSEER (National Center for Special Education Research)

NCTM (National Council of Teachers of Mathematics)

NICHCY (National Information Center for Children and Youth with Disabilities)

NIMAC (National Instructional Materials Accessibility Center)

NIMAS (National Instructional Material Accessibility Standards)

NLTS2 (National Longitudinal Transition Study-2)

nondisabled, nondiscrimination, nonvoting, etc. (no hyphen)

*Note.* (ital and initial cap when used as a note to a table or figure; followed by a period)

notion (means concept)

numbered list (use numbers rather than letters when order is specific and important; cap first letter of each numbered item; end item with a period; see APA pp. 63-64)

## Number Usage

3 years

3-week period

21-year-old student

2-year-old

1990s (no apostrophe)

no commas in page numbers (1000)

numbers (Figures or words? Follow APA style on pp. 111-114. Use all numbers in abstract section unless first word of a sentence. Use words for approximation of numbers, days, months, and years; e.g., about three months ago.)

numbers and en-dash—Use an en-dash between numbers only when in parens. In text use the word "to". For example, 5 to 10 or (5–10). Exception: for school years use en-dash. For example: 2001–2003 school year.

Numbers—requirement to use numerals for numbers below 10 grouped with those above 10 had been dropped per APA 6<sup>th</sup> ed.

Numerals vs. words—exception has been added for using words when discussing approximations of days and months (about ten days).

## O

OHI (other health impairment)

ongoing

online (adj. and noun)

on-site (adj.)

on site (noun)

on task

orphan line (a single line of text left at the bottom of a column or page; mark to move the line forward to the next column or page)

OSEP (Office of Special Education Programs)

OSERS (Office of Special Education and Rehabilitative Services)

## P

PALS (peer-assisted learning strategies)

paraeducator

paraprofessional

parentheses—do not use back-to-back parens. Use semicolons to separate items within. May use brackets within parentheses; see APA pp. 93-95).

part-time (adj., adv.)

PBIS (positive behavior interventions and supports)

PECS (Picture Exchange Communication System)

pen pal

percent/percentage (in text, use symbol when preceded by a number (e.g., 20%). Use percentage if no number is referenced.) APA p. 118

Personnel Handbook

PLEP (present levels of educational performance)

plural of acronyms, abbreviations, etc.—LEAs, IEPs, 1990s—no apostrophe; see APA 110-111.

PND (percentage of non-overlapping data)

policy-making (adj.)

policy maker, policy making (noun)

post hoc

postsecondary

PowerPoint

PPVT (Peabody Picture Vocabulary Test; requires reference)

preschool

presenter

preservice

President (professional and other titles are initial cap when preceding names as part of the name)

President Elect (no hyphen)

problem solver

problem solving (noun)

problem-solving (adj)

provincial unit (of CEC)

PSI (postsecondary institution)

PTSD (post traumatic stress disorder)

Public Law—Write out Public Law first time it is referenced and then can use P.L. (in APA-guided products)

## Q

quotes—Block quote any quote over 40 words; see APA pp. 91-92 for style guide for quotes in text.

## R

### References

References in text, APA pp. 174-179

Reference list—Order earliest to latest; place “in press” citations last.

Reference list, APA pp. 180-192. Electronic Sources and Locator Information, pp. 187-192. References Examples, see Chapter 7

CEC requests authors to include references that are no more than 10-years old, with the exception of seminal information.

Give name of publisher in as brief a form as is intelligible. Omit superfluous terms such as Publishers, Co., and Inc. but retain words such as Books and Press. See APA p. 187

Include state in reference; New York, NY: McGraw-Hill. See APA p. 187.

#####

Regular education (use general education instead)

REI (Regular Education Initiative)

role-play (v)

Roman numerals after name without comma (Asa Hilliard III) but comma is used with Jr. or Sr. (Asa Hilliard, Jr.)

Roundtable

RTI (response to intervention or responsiveness to intervention)

## S

SBRR (scientifically based reading research)

school-age children

schoolchildren

schoolteacher

schoolwide

schoolwise

schoolwork

SDE (State Department of Education)

SEA (state educational agency)

second – spelled out in TEC, abbreviated to s in EC

SED (serious emotional disturbance)

SES (socioeconomic status)

semicolon (use semicolons to separate elements in a series that already contains commas (APA p. 90)

set-aside (noun)

sign-up (adj.)

sign up (verb)

Since—use only when it refers to time (to mean “after that”); use “because” when not referring to time. (APA pp. 83-84)

SLD (specific learning disability)

Slide show

SLP (speech language pathology or pathologist)

SM (selective mutism)

Social Skills Rating System (SSRS) (requires reference)

Software—Do not italicize names of software, programs or languages if off the shelf. Also do not put in ref list. (APA pp. 210-211)

SPA (specialized professional associations)

spring (seasons lower case)

SRSD (Self-Regulated Strategy Development)

SSBD (Systematic Screening for Behavior Disorders; requires reference)

SSI (Supplemental Security Income)

SSRI (selective serotonin reuptake inhibitors)

state unit (of CEC)

statewide (adj.)

Statistical abbreviations and Symbols, APA pp. 119-123

students’ (plural possessive)

students ages 6 to 21—not aged 6 to 21

summer (seasons lower case)

## T

Tables (see APA p. 128 for info on table formatting, notes, etc.)

*t* tests (no hyphen unless a modifier; ital *t*)

TAG (The Association for the Gifted)

TAM (Technology and Media Division)

tape-record (v)

tape recorder/tape recording (noun)

TBI (traumatic brain injury)

*TEACHING Exceptional Children*—TEACHING is all caps

TED (Teacher Education Division)

TEP (teacher education programs)

TERA (Test of Early Reading Ability; requires reference)

Test takers

tests—All tests, assessments, and standards (e.g., WISC-III) must be cited in text and referenced.

WISC-III (Wechsler Intelligence Scale for Children-Third Edition)

WRAT (Wide Range Achievement Test)

TOWRE (Test of Word Reading Efficiency)

TOWL (Test of Written Language)

DIBELS (Dynamic Indicators of Basic Early Learning Skills)

WRMT (Woodcock Reading Mastery Test) -- include subsections that are also

abbreviated

WJ III (Woodcock Johnson III Tests of Achievement)

GORT (Gray Oral Reading Test)

WIAT (Wechsler Individual Achievement Test)

KTEA (Kaufman Test of Educational Achievement) -- sometimes appears as K-TEA

PPVT (Peabody Picture Vocabulary Test)

DAR (Diagnostic Assessment of Reading)

DRA (Developmental Reading Assessment)

TOPA (Test of Phonological Awareness)

TERA (Test of Early Reading Ability)

WLPB (Woodcock Language Proficiency Battery)

SSBD (Systematic Screening for Behavior Disorders)

GRS (Gifted Rating Scales)

CARS (Childhood Autism Rating Scale)

Social Skills Rating System (SSRS)

#####

That (uppercase on “T” in titles for APA-guided products)

theater (e.g., Film Theater)

timeframe

timeline

time-out

time span

titles—journal article titles should be no more than 12 words; avoid using abbreviations; see APA p. 23

Title I (refers to law, use cap I, not number 1)

toll-free (adjective)—otherwise, use “toll free”

Toolkit

TOPA (Test of Phonological Awareness) (requires reference)

Tourette’s syndrome

TOWL (Test of Written Language; requires reference)

TOWRE (Test of Word Reading Efficiency; requires reference)

Trademarks—initial cap first letter of brand name, trademark symbol not necessary. Use generic term after trademark at least once (e.g., Kodak cameras, Pampers diapers).

## *U*

UDL (Universal Design for Learning)

UDT (Universal Design for Transition)

underlined words (use in place of italics, if italics font is not available)

United States (abbreviate U.S. only when adjective; e.g., U.S. citizen, U.S. Department of Education)

Units of measure—in EC abbreviate units of measure, don’t use them in TEC (e.g. min = minutes, s = seconds, hr = hours; APA pp. 108-109)

Up-to-date

U.S. Dollars only

## V

versus Write out unless in parens (e.g., vs.). For exceptions and when to use v. (see APA Appendix 7.1 References to Legal Materials).

videotape (noun and verb)

videotape recorder (noun)

## W

Washington, DC (no periods with DC)

web (not capped)

web browser

webmaster

web page

web server

web site

well-being

wheelchair user—do not use “wheelchair bound” or “confined to a wheelchair”

While—refers to time; use while to link events occurring simultaneously. When not referring to time, use although, whereas, and, or but in place of while. (APA pp. 83-84)

White (initial cap when referring to race)

WIAT (Wechsler Individual Achievement Test; requires reference)

widow line (single line of text left at the top of a column or page; mark to roll back the line to previous column or page)

winter (seasons in lower case)

WISC-III (Wechsler Intelligence Scale for Children-Third Edition) (requires reference)

With (initial cap in titles)

With regard to—not “in regard to”

Without (initial cap in titles)

WJ III (Woodcock Johnson III Tests of Achievement) (requires reference)

WLPB (Woodcock Language Proficiency Battery) (requires reference)

workforce

workload

workplace

work-site

workweek

wraparound services

WRAT (Wide Range Achievement Test; requires reference)

WRMT (Woodcock Reading Mastery Test) -- include subsections that are also abbreviated (requires reference)

WWW (World Wide Web)

### *Web Style Guide - online only*

All body text should be left aligned

Headlines should be left aligned

Only capitalize the first letter of a sentence or heading

Hyperlinks

All should be underlined

Un-clicked: blue ~#2100CE

Clicked: purple ~#52188C

□ Only hyperlinked texts may be underlined

Importance of text should not be conveyed by color alone

Text color should be black/near black: ~#000000

Reverse type should not be used outside of images and ‘Buttons’

Italics should not be use as it is generally more difficult to read on computer screens

Typefaces

For screen, only sans-serif typefaces (Verdana, Arial, Helvetica, etc.)

For print, serif or sans-serif (Times New Roman, Arial, Helvetica, etc.)

Body text size: ~11pt

#####

Y

Year (e.g., June 2002—no comma when stands alone; but exact date: June 6, 2002)

the Yes I Can! Awards (lowercase “the;” italicize *Yes I Can!*)

youth

### *Diversity Terminology*

**COUNTRY OF ORIGIN:** The country where you were born or which holds the most identity with a person.

**CULTURAL IDENTITY:** The context of one's life experience as shaped by membership in groups which can be based on ethnicity, race, socioeconomic status, gender, abilities, age, language, religion, sexual orientation, and geographic region.

**CULTURE:** The sum of a group's socially transmitted behavior patterns, thoughts and experiences, and its perceptions, values, and assumptions about living that influence behavior and how those emerge with interactions and communications with other cultures.

**DIVERSITY:** Understanding and valuing the range and variety of characteristics and beliefs of individuals (including those who provide services to exceptional children, youth and adults) who demonstrate a wide range of characteristics. This includes ethnic and racial backgrounds, language, age, abilities, family status, gender, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin.

**ETHNIC OR MULTICULTURAL GROUP:** Any group which, because of racial or ethnic origin, constitutes a distinctive and recognizable entity in our society. Examples of such groups include Blacks or African Americans; American Indians, Alaskan Natives, or First Nations; Hispanics, such as Mexican Americans, Puerto Ricans, Cubans, and Central and South Americans; Asians; and Pacific Islanders. (This term to be used only for the purpose of delineating the composition of the Board and the Nominations Committee as outlined in CEC's Constitution and Bylaws Article V- Board of Directors and Article IX- Committees).

**ETHNICITY:** Takes into consideration people's national origin, religion, or language. When applied to a group, it refers to a community within a larger society that is set apart by others or who identifies itself primarily on the basis of cultural characteristics such as national origin, religion, beliefs, language or tradition, that can be influenced by racial identity.

**GEOGRAPHIC LOCATION:** A physical place where a person is regarded as established.

**MULTICULTURAL:** An understanding pertaining to, and respect for the range and variety of social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, age, abilities, language, religion, sexual orientation, geographic location, or country of origin.

**RACE:** A social construction, traditionally based on biological/physical features, which may also include an individual's cultural identity.

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