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## The History of Developmental Education

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## EDITOR'S NOTE

John B. Craig, Ed.D.

*John B. Craig, Ed.D., is Assistant Professor of Educational Development and Director of the Academic Development Program at West Chester University of Pennsylvania and has been in the field of higher education for over 20 years.*

This inaugural edition of the Journal of Access, Retention and Inclusion in Higher Education (JARIHE), formerly the ACT 101 Journal is an important contribution to the field of education, in general, and developmental education, in particular. The work published herein represents research, best and promising practices which add to the overall student experience and leads to student success. Students who enter post-secondary institutions by way of special admissions programs and students who enter college having to take at least one developmental course are often stigmatized, marginalized and made to feel intellectually inferior. In some cases, faculty and staff have viewed such students from a deficit perspective rather than from a strengths-based perspective. This must change such that all faculty and staff view all students from a strengths-based perspective. All students must be supported and deserve to be taught by faculty who appreciate what each student's strengths are; and, when those strengths have been identified, faculty and staff must work to build upon those strengths. As educators committed to the success of students in developmental programs, we must continue to advocate, sometimes loudly for our students.

This issue of JARIHE contains work which reports on successful programs, learning support strategies and discusses the history of developmental education. These articles are meant to be useful for practitioners and faculty, policy makers/legislators and college/university administrators. The authors who contributed to this issue are also committed to student success and have presented very cogent pieces which are to be utilized in our work with students.