

CALL FOR PAPERS

The Spring 2011 issue of *Educational Considerations* (v38 n2) will be devoted to exploring how recently accredited National Council for Accreditation of Teacher Education (NCATE)-approved teacher preparation units have responded to the critically important challenges related to diversity. This national call for papers invites faculty to detail how their units have addressed the diversity elements of Standard 4. Especially encouraged are manuscripts on the effectiveness of these efforts in transforming candidate perspectives on diversity and/or candidate effectiveness in diverse settings of practice or clinical experience. Manuscripts addressing these issues at initial and advanced program levels—including views from conventional and/or distance learning formats—are welcomed. Highest preference will be given to manuscripts that document systemic efforts to enhance meaningful candidate contact with diversity. Other manuscripts that address how efforts by teacher education units have addressed diversity but are not specific to NCATE Standard 4 are also invited but will be given a lower preference.

NCATE defines diversity as "Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area." Standard 4 of the NCATE Professional Standards states:

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates and students in P-12 schools. (Professional Standards, p.34)

First published in 1972, *Educational Considerations* is a peer and blind-reviewed journal published at the College of Education, Kansas State University. *Educational Considerations* and Kansas State University do not accept responsibility for the views expressed in articles, reviews, and other contributions appearing in this publication. In keeping with the professional educational concept that responsible free expression can promote learning and encourage awareness of truth, contributors are invited to submit conclusions and opinions concerned with varying points of view in and about education.

By submitting to *Educational Considerations*, the author guarantees that the manuscript has not been previously published or is under consideration for another journal. The University of Chicago's Manual of Style, 15th edition, using the author-date system, as described in Chapter 16, pp. 593-640, of the manual is required. An abstract of 150 words must accompany the manuscript. Tables, graphs, and figures should be placed in separate files. Manuscript length should be 15-25 pages including references and tables, 12 pt., with 1" margins. Complete name, address and telephone number should be included in the body of the e-mail. Photographs, drawings, cartoons, and other illustrations are welcome. Authors should be prepared to provide copies of permission to quote copyrighted materials. Queries concerning proposed articles or reviews are welcome. The editors reserve the right to make grammatical corrections and minor changes in article texts to improve clarity.

Educational Considerations is published two times yearly. Editorial offices are located at the College of Education, Bluemont Hall, 1100 Mid-Campus Drive, Kansas State University, Manhattan, KS 66506-5301. No remuneration is offered for accepted articles or other materials submitted. Address questions to the Guest Editor.

The deadline to submit manuscripts is March 30, 2010. Submit manuscripts electronically to:

Dr. Jeff Zacharakis, Guest Editor
Department of Educational Leadership
Kansas State University
jzachara@ksu.edu