



The *Journal of Curriculum and Instruction (JoCI)* is a peer-reviewed, open-access electronic journal that provides a forum for the dissemination of articles focused on research, practice, and related issues relevant to teaching and learning in the Pre K-12 environment. *JoCI* is supported by the Department of Curriculum and Instruction in the College of Education at East Carolina University.

The audience for this journal includes higher education faculty, Pre K-12 teachers, graduate students in education, pre-service teacher education candidates, school administrators, and educational policymakers with an interest in curriculum and instruction. Contributors to the journal include classroom teachers, researchers and other practitioners from Pre K-12 schools, colleges, and universities.

JoCI welcomes submissions that are approximately 2,000 – 5,000 words. Manuscripts should include an information abstract of 100-150 words. Manuscripts should conform to APA style as outlined in the *Publication Manual of the American Psychological Association* (6th ed., 2009). Manuscripts that are of high quality, appropriate for *JoCI*, and adhere to the submission guidelines undergo a double-blind review process.

CALL FOR MANUSCRIPTS
Open Theme-Publication November 2011
Submission Deadline: April 1, 2011 at midnight EDT

The editors of the *Journal of Curriculum and Instruction* welcome manuscripts that address topics related to current trends and issues in curriculum and instruction in Pre K-12 teaching and learning. Manuscripts submitted to *JoCI* should make a unique contribution to the knowledge base and be current, innovative, and applicable to the Pre K-12 environment. Manuscripts should be original, coherent, and understandable.

Themed Issue-Publication May 2012
Diversity and Global Learning
Submission Deadline: October 15, 2011 at midnight EDT

Guest Editor: TBA

While courts decide the legality of federal and state immigration policies, public schools across the United States face an increasingly diverse population of students in their classrooms. Finding ways to address the needs of culturally and linguistically diverse learners in Pre K-12 schools is a challenge for many educators, but being a 21st century teacher in a linguistically and culturally diverse classroom also creates opportunities to be a major catalyst for social change. As educators preparing students for our global society, we need to address diverse forms of exploration, analysis and knowledge representation; promote respect for diverse people; and seek mutually beneficial relationships among diverse communities.

The Diversity and Global Learning issue of the *Journal of Curriculum and Instruction (JoCI)* focuses on the efforts of educators to implement diverse instruction and global learning programs, strategies, and policies, which address the needs of all learners in Pre K-12 educational systems. For this issue of the *Journal of Curriculum and Instruction*, we seek articles pertaining to the overarching theme of "Diversity and Global Learning," including, for instance, articles on effective pedagogical practices in diverse settings, instructional strategies for students learning English as a second language, technology integration in a global learning environment, and diverse curriculum integration. All articles related to the overarching theme are invited.

***JoCI* welcomes manuscript submission to three distinct peer-reviewed sections:**

Research Forum – This peer-reviewed section includes empirical and action research, case studies, qualitative research, research reviews, reviews of the literature, empirically-based position papers, and policy analyses. Manuscripts are evaluated on the basis of their innovation, quality of scholarship, and contribution to the field of curriculum and instruction.

Practitioner's Platform – This peer-reviewed section includes practical and descriptive articles that are evaluated on the basis of their innovation, quality of professional writing, and contribution to the field of curriculum and instruction. An emphasis is placed on publishing those articles providing clear and replicable examples of research-based practice applied in Pre K-12 settings. While a detailed literature review and analysis of underlying theory are not required for such articles, manuscripts for this section must describe a literature-supported practice and provide citations that document the relevant literature.

Perspective – This section includes peer-reviewed commentaries or articles describing research-supported perspectives related to issue themes. Innovative approaches and ideas are particularly appropriate for this section.

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