

Urban Education Research and Policy Annuals Call for Manuscripts

I. Research/Policy Briefs

- a. All briefs must follow the guidelines of the Publication Manual of the American Psychological Association, 6th edition (2011).
- b. Briefs should be in Word format, on 8.5 x 11" paper, having 1 inch margins on all sides, and all pages should be numbered.
- c. Briefs should be 3-5 pages, including references. All graphs and tables should be included within the body of the paper.

II. Book Reviews

- a. Choose a recent book in the field of Urban Education then write a review giving a detailed analysis of the book's content.
- b. Book review should be in Word format, on 8.5 x 11" paper, having 1 inch margins on all sides, and all pages should be numbered.
- c. Book review should be 5-7 pages, including references. In all cases, reviews will be considered for publication on the basis of the quality of the evaluation and description of the book, relevance and importance of the book to the field.

III. Research Article

- a. The journal article submission should demonstrate clear thoughts and analyses of the author by choosing words composed in direct, responsible and active syntax.
- b. A brief abstract stating the principal points, overview of findings and recommendations should be included in your submission. The abstract should be no longer than 150 words.
- c. Illustrations/graphics must be properly referenced in the text of the article, and numbered chronologically.
- d. Manuscripts should be double-spaced and typewritten with one-inch margins on all sides of an 8 ½ x 11 inch paper.
- e. References should be alphabetically listed and cited properly throughout the document. Sources should be properly referenced, indicating the author/s' name, initials, the title of the source article, journal or book, volume, initial page number and the year of source publication.
- f. Footnotes should be AVOIDED.
- g. Journal submissions for review and publication should be submitted online. Submission of a manuscript is a representation that the paper has not been previously submitted in any publication elsewhere or published in any open literature. It also represents that the author/s have not assigned or transferred copyright for the material.

ALL SUBMISSIONS DUE BY JUNE 30, 2019

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The Urban Education Collaborative
UNC CHARLOTTE

Urban Education Research and Policy Annuals

About the Journal and Editors

About the Journal

The *Urban Education Research & Policy Annuals (UERPA)* is a graduate student journal that is published annually by the Urban Education Collaborative at the University of North Carolina at Charlotte. This double-blind peer reviewed journal will consist of empirical and theoretical research written by masters and doctoral-level students in the areas related to urban education. The *UERPA* includes original articles, brief reports, and book reviews in the areas of educational reform, educational equity for underrepresented groups, racially diverse perspectives, multiculturalism, teacher education models, student achievement, urban school populations, and academic and social needs for urban students. Articles on other topics will be accepted if they have a clear relationship to research, policy, or practice in urban education.

Graduate students in education and public policy programs in the United States and abroad are invited to submit articles for review to the *UERPA*. Submissions will be reviewed by doctoral students under the guidance of full-time faculty in the Urban Education Program at the College of Education at University of North Carolina at Charlotte. Consistent with the policies of most journals in the field, articles submitted will either be "accepted," "recommended for revision and resubmission," or "not accepted."

Information about the Editors

Chance W. Lewis, Ph.D. is the Carolyn Grotnes Belk Distinguished Professor of Urban Education in the College of Education at the University of North Carolina at Charlotte. Additionally, he is the Founding Executive Director of the UNCC Urban Education Collaborative which is dedicated to disseminating the next generation of research on the improvement of teaching and learning in urban schools. Dr. Lewis formerly served on the faculty at Texas A&M University and Colorado State University.

Amanda Wilkerson, Ed.D. is the special guest editor for the 2019 Hillard/Sizemore Special Edition. Amanda Wilkerson is the director of the Urban Teaching Initiatives Project at the University of Central Florida in the College of Community Innovation and Education. Additionally, she has written educational materials and coordinated forums on significant social, pedagogical, and educational equity matters. Prolific social justice advocate and scholar, Dr. Wilkerson serves as Co-Editor of *From Student to Scholar: How Colleges of Education Mentor Underserved Doctoral Students*; A project of the American Association of Colleges for Teacher Education. Dr. Wilkerson's research focuses on explicating affirmative practices, policies, and organizing methods that improve community partnerships and involvement for student success within urban settings.

John A. Williams III, Ph.D. is a doctoral candidate at the University of North Carolina at Charlotte. He recently obtained his Ph.D. in Curriculum and Instruction. He received his B.A. in Sociology and M.Ed. in Education Policy Studies at the University of Illinois at Urbana-Champaign. He serves as the Graduate Student Editor for the *Urban Education Research and Policy Annuals* journal. His research interests are school discipline and explicating affirmative policies, personnel, and practices that help to stem the school-to-prison pipeline from an interdisciplinary focus; and the development, maturation and retention of culturally inclusive K-12 teachers. He can be reached at jaws630@gmail.com

Joseph Allen, Ph.D. is a doctoral candidate in the Curriculum and Instruction: Urban Education program at the University of North Carolina at Charlotte. He recently obtained his Ph.D. His research agenda focuses on an interdisciplinary approach to pre-service teacher education, infusing contemporary pedagogical theory with classic theories of intercultural communication. Further research interests include examining the role intercultural communication plays in teacher/student relationships, and in the academic success of marginalized students

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