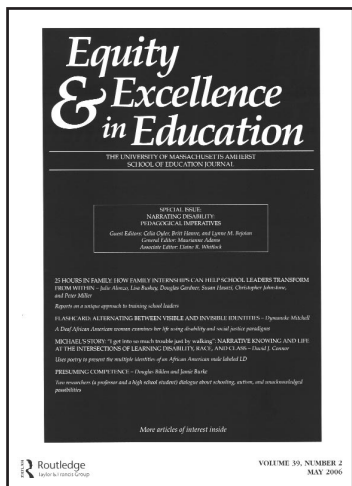


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# Equity & Excellence in Education

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*Equity & Excellence in Education* publishes scholarly research articles which incorporate qualitative and/or quantitative research, as well as essays that convey and assess practical efforts to achieve educational equity. The journal features articles containing themes of social justice in K-12 or postsecondary schooling. Articles explore social justice issues in school systems, individual schools, and classrooms, and examine the factors that contribute to educational inequality.

There have been and will continue to be, many social justice efforts to transform educational systems and improve interpersonal interactions at all levels of schooling. Some are successful while others fall short of their goals. *Equity & Excellence in Education* provides a record of those important experiments and serves as a vital tool for those who are interested in implementing effective changes.

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## Volume 40, Issue 3

*Social Justice Issues and Community Colleges*

**Guest Editor:** Linda McCarthy

This special issue publishes empirical research articles that address issues unique to community colleges. Community colleges ideally offer opportunities for a wide range of citizens to pursue a college degree. They act as feeder institutions for four-year institutions, offer occupational curricula, and developmental level courses. The diversity of community college students brings with it distinct pedagogical challenges, and the necessity for particular student support programs. The articles in this issue examine how community colleges serve a greater majority of marginalized populations and members of underrepresented groups.

## Volume 40, Issue 2

*Service-Learning and Social Justice Education*

**Guest Editor:** Dan W. Butin

The theme of this special issue of *Equity & Excellence in Education* focuses on the intersection between service-learning and social justice education. Service-learning is the method of teaching, learning, and reflecting that combines academic classroom curriculum with meaningful community service. Social justice education focuses on the preparation of professional educators and counselors to work effectively with social justice issues in formal educational settings. This special issue examines how these two distinctive fields can be viewed as complimentary pedagogical strategies and how the limits and possibilities of these different fields may inform each other.

**Featured Articles:** We Know it's Service, But What are They Learning? Preservice Teachers' Understandings of Diversity, Courtney A. Bell, Brian R. Horn, and Kevin C. Roxas  
"Not satisfied with stupid band-aids": A Portrait of a Justice-Oriented, Democratic Curriculum Serving a Disadvantaged Neighborhood, Brian D. Schultz

## Volume 39, Issue 3

*Beliefs and Biases: Ethnic/Religious Oppression in Schools*

**Guest Editor:** Dr. Khyati Y. Joshi

Ethnoreligious oppression exists at the intersections of religious, cultural, linguistic, ethnic, and/or racial difference and inequality. The purpose of this special issue is to expand critical thinking about ethnoreligious oppression by essays attuned to the specific contexts, communities, and subjectivities of people who encounter it. It enables education scholars and practitioners to understand and design effective solutions to the challenges currently faced by ethnoreligious minority students in K-12 schooling.

**Featured Articles:** Christian Privilege and the Promotion of "Secular" and Not-So "Secular" Mainline Christianity in Public Schooling and in the Larger Society, Warren J. Blumenfeld  
Unveiled Sentiments: Gendered Islamophobia and Experiences of Veiling among Muslim Girls in a Canadian Islamic School, Jasmin Zine

## Volume 39, Issue 2

*Narrating Disability: Pedagogical Imperatives*

**Guest Editor:** Britt Hamre, Celia Oyler, and Lynne M. Bojoian

Educational and other institutions in the West have inherited a long history of segregating people with disabilities. For educators, this marginalization has resulted in limited personal or professional engagement with, or understanding of, people with disabilities. This is particularly problematic for educators who make efforts to incorporate principles of inclusion, diversity, or social justice in their teaching. This special issue examines topics that highlight the lived experiences of people with disabilities.

**Featured Articles:** I'm "Coming Out" as Disabled, but I'm "Staying in" to Rest: Reflecting on Elected and Imposed Segregation, Santiago Solis  
Presuming Competence, Douglas Biklen and Jamie Burke

## Volume 38, Issue 3

*Social Justice Implications of the No Child Left Behind Act of 2001*

**Guest Editor:** Gerald Bracey

In an effort to reveal how political issues and decisions impact educational policies as well as students, **Special Issue 38(3) analyzes the social justice implications of the No Child Left Behind Act of 2001.** This issue examines topics such as: social justice issues (such as racism, sexism, heterosexism, ableism) as they play out in the implementation of NCLB; defining and evaluating student and school success; innovative and pilot programs created in response to NCLB requirements; linking educational practices with current research; limited English proficiency, learning disabilities, and standardized testing; conflicts of "educational capitalism" and privatization; economic implications; graduation and "drop out" rates; public school choice; voucher issues; classroom, administrative, community, and state responses to NCLB accountability requirements; NCLB's impact on curriculum, the arts, and extracurricular activities; defining "highly qualified" teachers in rural and urban schools; and NCLB: Who is really left behind?

**Featured Articles:** No Child Left Behind and the Denigration of Race, Eric Freeman  
Placism in NCLB - How Rural Children are Left Behind, Lorna Jimerson

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### Volume 37, Issue 3

*Brown +50*

**Co-Editors:** Elaine R. Whitlock and Maurianne Adams

In acknowledgement of the 50-year anniversary of the *Brown v. Board* decision, **Equity & Excellence in Education** special issue in 2004 that analyzes the decision—its achievements, its limitations, and the unexpected consequences. The issue is comprised of scholarly, historical, legal, and critical articles that reexamine the and arguments in the decision, analyze elements leading to unequal educational opportunities not originally *Brown*, and apply *Brown* to a range of educationally underserved ethnic and racial groups.

**Featured Articles:** Getting Ready for the Future of *Brown v. Board of Education*, *Elaine Whitlock*  
The 50th Anniversary of *Brown*: Is there Any Reason to Celebrate?, *Suzanne Eckes*

### Volume 36, Issue 3

*Partnering for Equity: School-University Partnerships*

**Guest Editor:** Corinne Mantle-Bromley

This special issue analyzes school-university partnerships, especially the reciprocal relationship between exemplary teacher education programs and exemplary schools. The articles in this issue inform readers about the alignment of social justice values with school-university partnership practices that enact those values. The articles range widely in focus, and include groupings on policy, teacher and faculty access and support systems, and curricular experimentation and change.

**Featured Articles:** Context Matters: Improving Schooling for Native Hawaiian Children, *Corrine Mantle-Bromley, Carol A. Wilson, Ann M. Foster, and Margaret J. Maaka*  
Rich Contexts to Emphasize Social Justice in Teacher Education: Curriculum and Pedagogy in Professional Development Schools, *Sheryl V. Taylor and Donna M. Sobel*

### Volume 36, Issue 2

*LGBTQ Issues in K-12 Schools*

**Guest Editor:** Pat Griffin

The historic silence surrounding lesbian, gay, bisexual, transgender, queer (LGBTQ) issues in teacher education and in schools has enabled a culture of hostility and fear to dominate the educational experiences of many students, educators, and families. The articles in this special issue provide educators with research-based information that can guide the development of school policy and practice and challenge oppressive general and sexuality norms with the goal of ensuring that schools are safe and respectful places for all students, staff, and families.

**Featured Articles:** Disrupting the Heteronormative Subjectivities of Christian Pre-service Teachers, *John E. Petrovic and Jerry Rosiek*  
The Multidimensionality of Adolescents' Belief about and Attitudes Toward Gay and Lesbian Peers in School, *Stacy S. Horn and Larry Nucci*

### Volume 35, Issue 3

*The Struggle for Equity and Social Justice Education: Theories, Policies, and Practices*

**Guest Editors:** Karen A. Johnson, Dolores Delgado Bernal, Claudia Ramirez Wiedeman, Michele Knight

The articles in this issue all share a passionate concern to promote an awareness among teachers of ways to achieve equity and social justice in K-12 classrooms or in the broader policies that shape schooling. It addresses the challenges experienced by K-12 teachers, students, preservice teachers, and educational community activists who are working toward equity and social justice.

**Featured Articles:** Teachers as Activists: Teacher Development and Alternate Sites of Learning, *Theresa Montaño, Laura López-Torres, Noah de Lissvoy, Mariana Pecheco, and Jamy Stillman*  
Sincere Fictions: The Pedagogical Challenges of Preparing White Teachers for Multicultural Classrooms, *Lee Anne Bell*

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