

INFORMATION ABOUT THE EDITOR / EDITOR IN CHIEF AND THE STRUCTURE AND NAMES OF THE EDITORIAL BOARDS AND/OR INTERNATIONAL ADVISORY BOARD MEMBERS

Dr. Mary Lynn Boscardin is Editor of the *Journal of Special Education Leadership*, a journal of the Council for Exceptional Children's (CEC) Division of the Council of Administrators of Special Education (CASE). Dr. Boscardin is the former President of CASE and continues to serve on the Executive Committee and is President-Elect of CEC. Dr. Boscardin is an *ad hoc* reviewer for the *Journal of School Leadership* and the *Journal of Leadership and Policy in the Schools* and has served as a reviewer for the *Journal of School Finance*.

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GUIDELINES EXPLAINING THE MANUSCRIPT SUBMISSION PROCESS AND CRITERIA

Journal of Special Education Leadership, published by the Council for Administrators of Special Education, seeks articles that capture an administrator's attention by providing useful information that stimulates new ways of thinking about managing and leading. Only articles that have been validated and accompanied by accepted theory, research, or practice are sought.

Journal of Special Education Leadership's goals are:

1. To provide fresh ideas and perspectives grounded in recent advances in administrative theory and research, on contemporary issues that administrators must face.
2. To become a primary source of useful ideas for those who seek to educate present and future administrators of special education programs.
3. To become a forum through which practicing administrators of special education programs can challenge the meaningfulness of translations of administrative theory and research.

Contributors for each issue will include practicing administrators, researchers, policymakers, or others interested in special education administration. The purpose of this arrangement is to encourage interaction among individuals within those roles in developing articles. Interactions may include any of the following: a jointly authored manuscript, an interview preceded or followed by commentary written by the interviewer, and a follow-up article that is specifically linked to the theory and/or research article that provides examples from the field and implications for administrators in similar situations.

A typical article might begin with either a brief case illustrating the primary theme, or posing certain questions and issues that special education administrators need to address. A typical article will also satisfy the academic reader who seeks more than just opinions and wants to see a serious effort at connecting ideas to accepted theory and research.

With respect to style and format, manuscripts should:

- ❑ Be accompanied by a letter signed by the author(s),
- ❑ Have a separate title page that identifies the authors (the names(s) of the author(s) should not appear anywhere on the manuscript, except on the title page),
- ❑ Be written in clear, straightforward language, avoiding jargon and technical terms,
- ❑ Conform to APA format (see Appendix B of *APA Publication Manual*, 6th edition, 2010), particularly:
 - Entire manuscript is double spaced, with margins.
 - All pages are numbered in sequence, starting with the title page.
 - All references in text are listed and in complete agreement with text citations.
 - All author identification information, including professional title and affiliation, address, and phone number, is on the title page only.
 - Cover letter states the manuscript is original, not previously published, and not under consideration elsewhere.
 - Include at the beginning an **Executive Overview** of in lieu of an abstract consisting

- of 3-5 bulleted major points made in the article, as well as **keywords** that represent the content of your manuscript and are specific to your manuscript.
- Use subheadings but not the traditional ones such as "Introduction"; use, instead, "The Future Challenge" or "Do Seamless Delivery Systems have a Future?"
 - For the purpose of documentation, cite notes in the body of the paper using superscript note numbers,
 - Include a biographical sketch of each author that includes name, title, place of employment address, and email address.
 - Be double-spaced and no more than 20-25 pages in length, including figures but excluding the reference section. When questions arise regarding issues of grammar or style, authors should refer to the Publication Manual of the American Psychological Association, 6th edition, 2010.

Authors are encouraged to get feedback from colleagues and practitioners on early drafts. A paper can be improved dramatically when knowledgeable reviewers are asked for reactions in advance of submission.

Journal of Special Education Leadership is published two times per year. The issues vary with some being thematic. Each issue includes 4-5 articles and 1-2 administrative commentaries.

AUTHOR CHECKLIST

Before sending a manuscript for review, please complete the Author Checklist below. This will help ensure that your manuscript is not screened out or returned before review.

- Manuscript is consistent with the purpose of the journal.
- Manuscript is no longer than 20-25 pages total.
- Manuscript conforms to APA format (see *APA Publication Manual*, 6th edition, 2010).
- Cover letter states that the manuscript is original and not previously published, all authors have given consent to submit the manuscript to the *Journal of Special Education Leadership*, and the manuscript is not under consideration elsewhere
- The cover letter also indicates if the data from this manuscript are part of a larger study or if any part of the data has been included in another manuscript. The cover letter must provide a full explanation if either of these situations exist.

If all of these items are met, submit your material via email to jse1@educ.umass.edu. No hard copies will be accepted.

Acknowledgment of receipt of your manuscript will be sent to you within 2 weeks. Review of your manuscript will occur within 8 weeks.

AUTHOR RESPONSIBILITIES FOLLOWING PUBLICATION ACCEPTANCE

After a manuscript is accepted for publication in *Journal of Special Education Leadership*, the author is responsible for completing, the following:

- ❑ Obtaining publication clearance, if needed, for a manuscript first presented at a professional meeting,
- ❑ Acknowledging the funding agency for supported research.
- ❑ Including the following information for each author:
 - Name
 - Terminal/last Degree
 - Position/Title
 - Institution
 - Full Mailing Address
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- ❑ Verifying the authenticity of all quoted material and citations and for obtaining permission from the original source for quotes in excess of 150 words or for tables or figures reproduced from published works.
- ❑ Preparing camera-ready copies of all figures included in the article.
- ❑ Assigning literary rights to CASE by signing a Copyright transfer Agreement.
- ❑ Emailing a revised/edited manuscript in Word to *Journal of Special Education Leadership's* Editorial Office.
- ❑ Sending an exact copy of the manuscript to the Editorial Office on a CD-Rom with the document saved in Microsoft Word via email if email is not a possibility.

REVIEW PROCESS

Selection of manuscripts for publication is based on a blind peer review process. However, all manuscripts are screened first by the editor. Those manuscripts that do not meet the manuscript requirements, or that are not consistent with the purpose of the journal, are not forwarded for peer review.

The author is either notified that the manuscript is not acceptable for *Journal of Special Education Leadership*, or is requested to make changes in the manuscript so that it meets requirements. Copies of the manuscript are not returned to the author in either case.

Manuscripts that are consistent with the purpose of the journal are sent out electronically for peer review. Reviewers will not know the identity of the author.

Based on the blind reviews, the *Journal of Special Education Leadership* editor will communicate the results of that review to the author. The decision that is communicated to the author will be one of the following:

- ❑ Acceptance of manuscript, with routine editing by publisher
- ❑ Acceptance of manuscript, with revisions indicated by editor
- ❑ Acceptance of manuscript, pending major revisions and a further round of peer reviews
- ❑ Unacceptable

When a decision is made that a manuscript is unacceptable for *Journal of Special Education Leadership*, it may be recommended that it be sent to a journal of one of the CEC Divisions.

This recommendation does not mean that the manuscript would be automatically accepted by a Division journal; the manuscript would have to go through the review process again.

PUBLISHING ETHICS GUIDELINES

Authors who submit their manuscript to the Journal of Special Education Leadership should follow the ethics guidelines offered by the Code of Conduct and Best Practice Guidelines for Journal Editors (taken and revised from [https://publicationethics.org/files/Code%20of%20Conduct 2.pdf](https://publicationethics.org/files/Code%20of%20Conduct%202.pdf))

- Authors who submit their original manuscripts should present an accurate account of the work performed and the results, followed by an objective discussion of the significance of the work. Fraudulent or knowingly inaccurate statements constitute unethical behavior (i.e. misconduct) and are unacceptable.
- Authors should ensure that they have written and submit only entirely original works, and if they have used the work and/or words of others, that this has been appropriately cited. Plagiarism takes many forms, from "passing off" another's paper as the author's own, to copying or paraphrasing substantial parts of another's paper (without attribution), to claiming results from research conducted by others. Plagiarism in all its forms constitutes unethical publishing behavior and is unacceptable.
- Papers describing essentially the same research should not be published in more than one journal or primary publication. Hence, authors should not submit for consideration a manuscript that has already been published in another journal. Submission of a manuscript concurrently to more than one journal is unethical publishing behavior and unacceptable (i.e. misconduct).
- Only persons who meet these authorship criteria should be listed as authors in the manuscript. These persons should be the ones who: (i) made significant contributions to the conception, design, execution, data acquisition, or analysis/interpretation of the study; and (ii) drafted the manuscript or revised it critically for important intellectual content; and (iii) have seen and approved the final version of the paper and agreed to its submission for publication. All persons who made substantial contributions to the work reported in the manuscript (such as technical help, writing and editing assistance, general support) but who do not meet the criteria for authorship must not be listed as an author, but should be acknowledged in the "Acknowledgments" section after their written permission to be named as been obtained. The corresponding author should ensure that all appropriate coauthors (according to the above definition) and no inappropriate coauthors are included in the author list and verify that all coauthors have seen and approved the final version of the manuscript and agreed to its submission for publication.
- Authors should—at the earliest stage possible (generally by submitting a disclosure form at the time of submission and including a statement in the manuscript)—disclose any conflicts of interest that might be construed to influence the results or their interpretation in the manuscript. All sources of financial support for the work should be disclosed (including the grant number or other reference number if any).
- Authors should ensure that they have properly acknowledged the work of others, and should also cite publications that have been influential in determining the nature of the reported work. Information obtained privately (from conversation, correspondence or

discussion with third parties) must not be used or reported without explicit, written permission from the source. Authors should not use information obtained in the course of providing confidential services, such as refereeing manuscripts or grant applications, unless they have obtained the explicit written permission of the author(s) of the work involved in these services.

A LIST OF ACTIONS THE EDITOR OR EDITORIAL BOARD WILL TAKE IF ANY MALPRACTICE IS SUSPECTED

While dealing with possible author's misconduct Journal of Special Education Leadership and its Publisher follows the following Code of Conduct and Best Practice Guidelines for Journal Editors (taken and revised from

https://publicationethics.org/files/Code%20of%20Conduct_2.pdf):

- Editors and reviewers have a duty to act if they suspect misconduct or if an allegation of misconduct is brought to them. This duty extends to both published and unpublished papers.
- Editors and reviewers are not simply reject papers that raise concerns about possible misconduct. They are ethically obliged to pursue alleged cases.
- Editors and reviewers will first seek a response from those suspected of misconduct. If they are not satisfied with the response, they will ask the relevant employers, or institution, or some appropriate body (perhaps a regulatory body or national research integrity organization) to investigate.
- Editors and reviewers will make all reasonable efforts to ensure that a proper investigation into alleged misconduct is conducted; if this does not happen, editors and reviewers will make all reasonable attempts to persist in obtaining a resolution to the problem.

INFORMATION ABOUT HOW POTENTIAL READERS CAN GET ACCESS TO THE FULL-TEXT ARTICLES PUBLISHED IN THE JOURNAL.

Access to the *Journal of Special Education Leadership* is available through CASE membership or through individual or institutional subscription by contacting the CASE Office (see below).

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Access to the full-text articles published in the Journal can be obtained by contacting the Editor, jssel@umass.edu, or the CASE Office (see above).

INFORMATION ABOUT THE ROLE AND ORGANIZATION OF THE PUBLISHER OF THE JOURNAL

The *Journal of Special Education Leadership*, a journal for professionals in the field of special education administration, is published by the Council of Administrators of Special Education in conjunction with Allen Press for the purpose of fostering advancement of research, learning, teaching, and practice in the field of special education administration. CASE is an international professional educational organization which is affiliated with the Council for Exceptional Children whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual in society. The Mission of the Council of Administrators of Special Education, Inc. is to provide leadership and support to members by shaping policies and practices which impact the quality of education.

Allen Press, Inc. was awarded first place in the Printing Services category and third place in the Advertising/Marketing Services category of the annual Best of Lawrence competition.