



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 2012 Submission Deadline: April 1, 2012 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 2013 Behavioral Supports for All Learners Submission Deadline: October 15, 2012 at midnight EDT

This issue will focus on supporting students with behavioral challenges in PreK–12th grade to insure academic and social success for all. Suggested topics for research studies and practitioner articles include: school wide systems for promoting positive behavior; evidence-based strategies for whole-class or individual students; collaboration of general education teachers and special education teachers to support students with disabilities in inclusive settings; including diverse families in home-school programs; and connections between positive behavioral support and academic achievement.

***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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