



## ArCPA Journal of Student Development

**Vision:** The purpose of the ArCPA Journal of Student Development is to publish relevant, well researched articles that will contribute to the knowledge and development of student services professionals in the state of Arkansas.

**Purpose:**

- To generate and dissemination of knowledge as encouraged by the state and national ACPA associations.
- Support scholarly contributions from diverse theoretical frameworks.
- To encourage scholarly research by faculty, students, and student services practitioners that impacts the learning and experiences of Arkansas college and university students.
- To expand the literature related to student services in Arkansas.
- To publish and make accessible scholarly publications on research and practice in the field of student services in Arkansas.

**Editors:**

Mr. David Mayes, Director of Enrollment Management, Arkansas State University-Beebe

Dr. Logan Hampton, Dean of Students, University of Arkansas at Little Rock

**Editorial Board:**

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### **Guidelines:**

**Audience:** The Arkansas College Personnel Association represents a diverse membership of entry-level, intermediate-level, and senior level professionals who are Student Services practitioners, faculty, and students. These educators have broad responsibilities for a variety of institutional duties at their respective colleges or universities. The editors recognize that published articles must be relevant and useful to the various constituencies of the association, and the members of the editorial board are committed to publishing articles that will speak to all educators who work in the field of student services.

**Content:** The ArCPA Journal of Student Development is interested in manuscripts concerning student development, professional development, professional issues, administrative concerns, programs designed to improve student services, collaboration with faculty on improving learning outcomes, and articles that focus on best practices in student services. Manuscripts should address one of the following:

- Support the extension of knowledge in the area of student development theory;
- Support the assessment of programs/practices that impact student learning;
- Support the assessment of efforts that apply to theoretical developmental constructs in the field;
- Support the expansion of knowledge of organizational behaviors and strategies for implementation of developmentally focused programs on campus.

### **Style Guidelines**

Manuscripts must be clear and concise with well-organized development of ideas. The manuscript must be no longer than 7,000 words, and the manuscript should follow the most recent American Psychological Association (APA) Publication Manual for reference style and general guidelines. The Abstract should be 75-100 words. The manuscript should be double-spaced including references, block quotes, tables, and figures consistently applied throughout the manuscript in standard (Courier or Times New Roman) 12 point font. The manuscript should be in active voice and research findings reported in past tense. The writing should be free of prejudiced, biased, or disrespectful language.

## **Manuscript Review**

- Exclusive journal review: Manuscripts under review should not be under consideration by other journals.
- Blind review: Any identification of the authorship must be removed prior to submitting the manuscript. To assure blind review, all identifiers must be removed including names of authors and institutional affiliations. The cover page must include only the title of the manuscript.

Review Criteria: Manuscripts will be reviewed by up to three ArCPA Editorial Board members. The criteria should relate to student services and higher education and include:

1. Exceptional, creative, and relevant application to the wide range of thinking, practices, and perspectives in student affairs and higher education;
2. Thorough and sound discussion of the practice, theory, issue, policy, and/or topic;
3. Inclusion of far reaching, relevant, and insightful implications and breakthroughs which go beyond the relevance of the institution(s) under study;
4. Regarding research manuscripts,
  - a. accurate and appropriate description of the methodology,
  - b. method aligned with and suitable for the focus of the study,
  - c. findings clearly and skillfully communicated,
  - d. implications for practice and/or theory clearly communicated, and
  - e. quality measures obviously indicated and discussed;
5. Evidence of high quality, readable, and rigorous writing (e.g., coherent, cohesive, cogent);
6. Presence of practice implications in theoretical or research-based manuscripts and theoretical implications in practice-based manuscripts;
7. Rigorous treatment of the ways the theory, research, and/or practice under discussion can make a difference in the field;
8. Presence of a timely, significant, and appropriate topic;
9. Evidence of a profound and meaningful level of analysis (theoretical or practical) addressing the concerns, interests, and needs of student affairs educators;
10. Apparent contribution to current knowledge, literature, scholarship, theory, and practice; and
11. Research, theory, or practice findings connected to larger areas of concern (e.g., policy, decision making, leadership, student development).

## **Editorial Review Process:**

1. Upon receipt, the Editorial Assistant will briefly review the manuscript to ensure that it meets the above minimum requirements.

2. A unique number will be assigned to the manuscript to enable the blind review process. Editorial Board members are also assigned a number to assure the integrity of the blind review process.
3. Manuscript submission and revising, communication, and the review process are conducted online. When the manuscript is received, an acknowledgement email is sent to the first author. It is the first author's responsibility to forward these communications to other authors.
4. The manuscript is assigned for review based on areas of professional and research expertise. The first review is expected to be completed in four weeks but may take longer.
5. Editorial board members complete their reviews online. Upon completion, these reviews will be available for authors to access.
6. At the completion of the review, each reviewer makes one of the following recommendations: Reject, Major Revisions Required, Accept Pending Minor Revisions, or Accept. An Editor will examine the reviews and renders a final decision. The first author is sent an email outlining that decision with links to a decision letter from an Editor and instructions on how to access the reviews.

*Reject:* The manuscript is considered inappropriate for publication in JSARP.

*Major Revisions Required:* The manuscript has potential for publication, but must be revised before publication can be considered. The author is to address the editorial comments and make appropriate changes within one month. Authors will submit a revised draft for a second round of editorial review. The second review is expected to be completed in 3 weeks but may take longer. The resubmission and second review does not guarantee acceptance. A third revision is often required.

*Accept Pending Minor Revisions:* The manuscript is considered worthy of publication pending the successful completion of minor revisions. Authors are requested to make the revisions and return the revised manuscript within one month. The Editorial Assistant and Executive Editor review the final manuscript submitted to ensure that the suggestions have been appropriately addressed.

*Accept:* The manuscript is considered appropriate and timely for the ArCPA Journal of Student Development. An email is sent to the author confirming its acceptance.

7. Accepted manuscripts are copyedited by an Editor. After a revision from the author, the final manuscript is forwarded to a Copy Editor who edits the manuscript. The Copy Editor will contact the author, when necessary, about changes.
8. The Editors work with the authors and publisher to compile the issue.