



Journal for the Study of Postsecondary and Tertiary Education

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The **Journal for the Study of Postsecondary and Tertiary Education (JSPTE)** is a peer-reviewed, open access, international journal that provides a forum around issues related to the advancement of the field broadly as well as graduate preparation programs in particular. JSPTE is published in print by subscription and its articles also appear online free of charge on the web site <http://JSPTE.org>

The purpose of this online open access journal is to provide a forum for discussion of the various issues related to the advancement of the field of higher and postsecondary education and higher education preparation programs in particular. Advancing the scholarship about the field of higher education along with increasing the stature of its graduate preparation programs through this venue are important goals. The journal includes conversations related to the enhancement of its sub-specializations, such as higher education leadership and administration, student affairs administration, international higher education, and community college administration. The journal will advance the field by disseminating pertinent scholarship through peer-reviewed articles, essays, reviews thought pieces and research findings, and by emphasizing systematic inquiry-both qualitative and quantitative-and practical implications.

Issues may include four types of manuscripts:

- 1) Original research based on quantitative, qualitative, mixed methods, or historical methodologies (word limit: 9,000);
- 2) Opinion and rapid response essays offering commentary on higher and tertiary education as field of study (word limit: 2,000);
- 3) International forum consisting of short submissions from program leaders on promising practices, developments, or changes currently underway internationally in higher and postsecondary education graduate programs (word limit: 500); and
- 4) Book/policy reviews focused on contemporary publications with direct relevance to the field (word limit: 5,000).

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