



New England College

*New England College Journal of Applied
Educational Research (NECJAER)*
Author Guidelines

An Open-Source Journal from the
Doctor of Education Program at
New England College

<https://www.nec.edu/research/nec-jaer>

Revised 5-9-26

Table of Contents

Aims and Scope of *NECJAER*1

Submission Guidelines.....2

Peer Review Process3

APA Headings5

Table 1: Levels of Headings in APA Style.....5

Punctuation and Layout6

General Format Ideas7

Writing and Grammar7

References.....8

Tables and Figures Formatting9

APA Resources10

Appendix A: Original Research Article Format11

Appendix B: Non-Original Research Article Format16

**Aims and Scope of the New England College Journal of Applied Educational Research
(NECJAER)**

The *New England College Journal of Applied Educational Research (NECJAER)* is an open resource journal that aims to give authors access to publish their ideas, work, and research for the benefit of educators and their students, at all educational levels. The purpose of this journal is to help educators advance equitable education equitable for all students. The contents of this journal may be freely used for personal and other educational purposes. Like all scholarship, content should be appropriately cited giving credit to the authors for any ideas used from any article.

All aspects of education will be covered through the projects and research of our authors. Novel techniques for research, teaching and learning processes, and student life are encouraged so that educators have a platform for creating and assessing ways to make our educational system more equitable. Contributions regarding student and teacher satisfaction, preferences, quality of life, and their role in optimizing the educational process will be welcomed. The journal is characterized by the reporting of research and applied theories to the lived experiences of educators and their students.

New England College Open Access Policy

The *NECJAER* is an open access journal. All research articles published in the *NECJAER* are fully open access: immediately freely available to read, download, and share. Articles are published under the terms of a Creative Commons License—Attribution-NonCommercial 4.0 International, which permits non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited. More information about our Creative Commons License can be found [here](#).

The New England College definition of open access is consistent with the Bethesda Statement on Open Access Publishing which indicates that all open access publishing must meet two standards: (a) a free, irrevocable right to access and a license to copy, use, distribute and make derivative works; and (b) a deposit in an online repository ensuring open access, interoperability, and long-term archiving.

The *NECJAER* stores a complete version of the work and all supplemental materials, including a copy of the permission as stated above, in a suitable standard electronic format on the [New England College website](#), deposited immediately upon initial publication. *NECJAER* seeks to enable open access, unrestricted distribution, interoperability, and long-term archiving of the articles in our open-access journal.

Submission Guidelines

Dear Author,

Thank you for your interest in submitting your work to the *New England College Journal of Applied Educational Research*. We welcome articles that explore innovative practices, applied research, and reflective inquiry in educational settings.

To ensure a smooth review and publication process, all submissions must be accompanied by a cover letter or email that includes the following information:

- Author(s) Name(s): Full names of all contributing authors.
- Affiliations: Institutional or organizational affiliations for each author.
- Title of the Article: The full title of your manuscript.
- Abstract: A brief overview (150-250 words) describing the article's purpose, scope, and key insights or findings.

Please submit your manuscript and cover letter via email to Carlton Fitzgerald, EdD at cfitzgerald@nec.edu

For questions or further assistance, contact the editorial team at jaer@nec.edu.

We appreciate your contribution to the field of applied educational research and look forward to reviewing your work.

Sincerely,

Carlton J. Fitzgerald, EdD
Editor

cfitzgerald@nec.edu

Gavin Henning, PhD
Editor

GHenning@nec.edu

New England College Journal of Applied Educational Research

NECJAER Website: <https://www.nec.edu/research/nec-jaer>

Peer Review Process

1. Author submits article (above see Article Submission Process).
2. Editor reviews the article in terms of the *NECJAER* guidelines.
3. Editor either works with author to fulfill the guidelines or invites two peer reviewers to review the article. At this stage author and reviewers are anonymous.
4. Reviewers share their assessments and recommendations with the Editor.
Assessments: (a) ready to publish, (b) publish with minor edits, (c) Publish with major edits, (d) rejected from publishing.
5. Editor shares the assessments and recommendations with author.
6. Author edits their article and returns to Editor.
7. Editor reviews and, if minor edits, assesses that all edits are completed, moves the article forward; if major edits, the editor reviews and, if the edits have all been satisfactorily accomplished, moves the article forward.
8. If the editor is not sure the edits have been completed satisfactorily, editor shares with reviewers. Editor and reviewers may accept edits and move the article forward or return

to author for more edits. At this point, reviewers have the choice to remain anonymous or to work openly with the author and the editor.

9. Rejected article— editor shares recommendations with the author. If appropriate, requests author to rewrite the article for the next volume of the journal.
10. Editor or designee works with authors to finalize articles for the journal.
11. Accepted articles are reviewed for final edits prior to publication.

APA Headings

The NECJAER utilizes APA style in all articles. APA Style uses five levels of headings and suggests to only use the levels of heading necessary for your article, so that you do not unnecessarily complicate your writing. Table 1 displays the five levels of headings for your article (see Appendix A for an example for a research article).

Table 1

Levels of Heading in APA Style

| Level | Format |
|-------|---|
| 1 | Centered Bold Title Case Heading Text begins as a new paragraph. |
| 2 | Flush Left, Bold, Title Case Heading Text begins as a new paragraph. |
| 3 | <i>Flush Left, Bold Italic, Title Case Heading</i> Text begins as a new paragraph. |
| 4 | Indented, Bold, Title Case Heading, Ending With a Period. Text begins on the same line and continues as a regular paragraph. |
| 5 | <i>Indented, Bold Italic, Title Case Heading, Ending With a Period.</i> Text begins on the same line and continues as a regular paragraph. |

Source. APA 7 Manual (2020, p. 48)

For levels 2, 3, 4, and 5, your article must use a subheading (e.g., level 2 heading) at least two times. In other words, an author must use level 2 at least two times or do not use a level 2 heading. The same is true for headings levels 3, 4, and 5

According to our NEC process, the title of your article and the abstract are not considered to be headings. Additionally, according to APA style, the first section of your article is the introduction. There is no heading for the introduction, because in APA the first part of each section is considered to be the introduction for that section. Thus, your first heading for a research article will probably be your Literature Review (see Article Format). You will adjust

your headings, depending on the purpose of your article (e.g., original research, review of the research in the field, book review, personal professional reflection, suggestions for future research, unique use of research methods).

Punctuation and Layout

- Always use a single space after any body-text punctuation, whether it is at the end of a sentence or not (p. 154). Set your Word spell and grammar settings to catch more than one space, which will be underlined. A quick fix for addressing two spaces is to use the find and replace feature. Find “. ” (space space) and replace with “. ” (space).
- Place the title of your article as a Running Head in the Header of each page of your article in the journal (usually no more than five words).
- The NEC Journal uses Times New Roman font (usually 12)
- Use double-spacing for the entire paper, including block quotes and references (p. 45).
- Table and figure number and title are set to the left margin. Table and Figure number are bold (**Table 1** or **Figure 1**) and the titles in italic and title case (*APA Titles*). For table examples see pages 210–224 and for figure examples see pages 234-250. Tables and figures may be embedded within the text or at the end of the article.
- Use quotation marks for emphasis for accessibility instead of italics (p 157-159). Punctuation marks go inside the quotation marks (e.g., The answers included, “yes,” “no,” and “maybe.”)

General Format Ideas

- **Title** is bold on the page of the abstract.
- Word “Abstract” is bold—**Abstract**
- There is no title after the abstract. Return a double space and begin the introduction (with no heading).
- Word “References” is bold—**References**

Writing and Grammar

- The words “they” or “their” as singular pronouns are acceptable instead of gender pronouns like “he”, “she”, “his” and “her” (pp. 120–121).
- Descriptive phrases should be preferred instead of nouns to label people.
 - Rather than “the poor” use “people living in poverty.”
- Terms such as “people of color” or “underrepresented groups” are preferred to “minorities,” a term that is “usually equated with being less than, oppressed, or deficient in comparison with the majority” (p. 145)
- LGBT is considered outdated; use LGBTQ, LGBTQIA, or LGBTQIA+ (p. 146)
- The terms Hispanic and Latino both exclude some groups; instead, consider using Latin@ or Latinx as a gender-neutral or nonbinary (p. 145)
- Instead of broad categories, use exact age ranges that are more relevant and specific.
 - Rather than “people over 65 years old” use “people in the age range of 65 to 75 years old.”

References

Journal Article

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207–217.
<https://doi.org/10.1037/ppm0000185>

Book

Jackson, L. M. (2019). *The psychology of prejudice: From attitudes to social action* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000168-000>

Conference Session (Example from APA manual, page 332).

Fistek, A., Jester, E., & Sonneberg, K. (2017, July 12–15). *Everybody's got a little music in them: Using music therapy to connect, engage, and motivate* [Conference session]. Autism Society National Conference, Milwaukee, WI, United States.
<http://asa.confex.com/asa/2017/webprogramarchives/Session9517.html>

Paper Presentation (Example from APA manual, page 332).

Maddox, S., Hurling, J., Stewart, E., & Edwards, A. (2016, March 30–April 2). *If mama ain't happy, nobody's happy: The effect of parental depression on mood dysregulation in children* [Paper presentation]. Southeastern Psychological Association 62 Annual Meeting, New Orleans, LA, United States.

Poster Presentation (Example from APA manual, page 333).

Pearson, J. (2018, September 27–30). *Fat talk and its effects on state-based body image in women* [Poster presentation]. Australian Psychological Society Congress, Sydney, NSW, Australia. <http://bit.ly/2XGStHP>

Unpublished Dissertation or Thesis

Daniels, L. R. (2019). *The experiences of secondary Black women principals leading change with a predominately White faculty: Cast down, but not destroyed* [Unpublished doctoral dissertation]. University of St. Thomas.

Dissertation or Thesis from a Database

Smith, D. J. (2011). *Reforming the criminal justice system: A pragmatic approach to building a sustainable system* (Publication No. 1503912) [Master's thesis, University of Central Oklahoma]. ProQuest Dissertations and Theses Global.

Dissertation or Thesis Published Online

Reinert, L. J. (2016). *Silent strategy: Women faculty and the academic profession* [Doctoral dissertation, University of Minnesota]. University of Minnesota Conservancy.
https://conservancy.umn.edu/bitstream/handle/11299/18903/Reinert_umn_0130E_17155.pdf?sequence=1

Tables and Figures Formatting

Format takes a table or figure to the left margin.

Label and title as follow:

Table 1

Title of the Table

Figure 1

Title of the Figure

Table or figure goes one double space below title.

Go to the following links for making tables and figures:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures.html

<https://apastyle.apa.org/style-grammar-guidelines/tables-figures>

APA Resources

Here are some online resources for APA you might find useful:

APA

<https://apastyle.apa.org/>

OWL from Purdue University

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

Easy Bib

<https://www.easybib.com/guides/citation-guides/apa-format/>

Appendix A

Original Research Article Format

Article Title (Centered, Bold)

Your Name

Your Institution Affiliation

For comments or questions for the author, contact Your Name at Your Email

Abstract (Centered, Bold)

Place your abstract here. Write a description of your article that gives the reader the major points of your article. Give a sense of what you learned during this process. The abstract should be between 200–250 words.

Keywords: school climate, student voice, teacher voice, social emotional learning (SEL), positive relationships

Introduce your article and the key concepts connected to it. Introduce the reader to what you tried to accomplish. Summarize the methods you used and the major findings. Introduce your major findings or conclusions. There is no heading for the introduction in APA style.

Literature Review

(Heading Level 1—Centered, Title Case, Bold)

After the introduction, describe the first important element for your article.

Efficacy (Heading Level 2—Left margin, Title Case, Bold)

If you have sub topics use level 2 headings. To use sub headings, you should have at least two sub headings in that section.

Collective Efficacy (Heading Level 2—Left margin, Title Case, Bold)

Discuss your second sub topic here.

Methodology

(Heading Level 1— Centered, Title Case, Bold)

Introduce the second important element for your article.

Case Study (Heading Level 2—Left margin, Title Case, Bold)

If you have sub topics use level 2 headings. To use sub headings, you should have at least two sub headings in that section.

Data Collection (Heading Level 2—Left margin, Title Case, Bold)

Discuss your second sub topic here.

Quantitative Data (Heading Level 3—Left Margin, Title Case, Bold, Italics)

Discuss your quantitative data collection.

Qualitative Data (Heading Level 3—Left Margin, Title Case, Bold, Italics)

For level 3 headings, make sure you include at least two level 3 headings.

Results

(Heading Level 1—Centered, Title Case, Bold)

Introduce your third major topic.

Surveys (Heading Level 2—Left margin, Title Case, Bold)

Explain the results for your second important tool, research question or topic. If you insert a table or figure, make sure that it is necessary and adds information to your text. Include all of the important data in your narrative.

Interviews (Heading Level 2—Left margin, Title Case, Bold)

Explain the results for your second important tool, research question or topic. If you insert a table or figure, make sure that it is necessary and adds information to your text. Include all the important data in your narrative.

Conclusions (Heading Level 2—Left margin, Title Case, Bold)

Bring your data together and give the reader a quick summary of what the data is saying to you. Answer each of your research questions in this summary. Were there any surprises in your results?

Discussion

(Heading Level 1—Centered, Title Case, Bold)

Tell the reader what you believe your results mean for you and for other educators and students. How do you think your results can help educators and their students? What will you do because of the results of your study? What do you think other educators should consider?

Limitations (Heading Level 2—Left margin, Title Case, Bold)

Describe the limitations of your study (e.g., time, size of participant pool).

Recommendations (Heading Level 2—Left margin, Title Case, Bold)

Introduce the areas of recommendations you have developed from your research.

Recommendations for Practice (Heading Level 3—Left margin, Title Case, Bold, Italics)

Based on the results of your study and on the limitations of your study, what next steps should be taken to further the research to address the problem your study addresses?

Administration (Heading Level 4— Indent, Bold, end with a period). Describe your recommendations for school administrators. (Continue writing right after the period.

Teachers (Heading Level 4—Indent, Bold, with a period). Describe your recommendations for school administrators. Continue writing right after the period.

Elementary Teachers (Heading Level 5 Indent, Bold, Italics, with a period). Your recommendations for elementary teachers. Continue writing right after the period.

High School Teachers (Heading Level 5— Indent, Bold, Italics, Period). Describe your recommendations for high school teachers. Continue writing right after the period.

Recommendations for Future Research (Heading Level 3 (Left margin, Title Case, Bold, Italics)

Based on the results of your study What related problems or issues might be worthy of future study?

Final Thoughts/Conclusions

(Heading Level 1—Centered, Title Case, Bold)

What are your final conclusions and thoughts about your study? What will you do with your results? Do you have any advice for other teachers? What is your final message to readers?

References (Centered, Bold)

Foster, M., Thompson, A., Perez, G., Moore, D., Torres, G., Peterson, H., Foster, M., Thompson, A., Perez, G., Moore, D., Torres, G., Peterson, H., Foster, M., Thompson, A., Perez, G., Moore, D., Torres, G., Peterson, H., Foster, M., ... Cox, W. (2018). Title . . .

Kluger, J. (2019, July 18). Elon Musk told us why he thinks we can land on the Moon in ‘less than 2 years.’ Time website: <https://time.com/5628572/elon-musk-moon-landing/>

Patel, V., & Jenkins, R. (2012). Putting evidence into practice: The PLoS Medicine series on global mental health practice. *PLoS Medicine*, 9(5), 44.

<https://doi.org/10.1371/journal.pmed.1001226>

Salinger, J. D. (2001). *The catcher in the rye* (pp. 23–24). Back Bay Books.

Note: See Chapters 9, 10, and 11 in the *APA 7 Manual*

Go to the following APA site:

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Go to the following information at OWL:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html

Appendix (Centered Bold)

If there is an appendix, it is listed after the references and is labeled **Appendix (Bold)**. If there are multiple appendices, then label them **Appendix A, Appendix B, Appendix C**, etc.

If an appendix only contains a table or figure—the centered **Appendix** or **Appendix A** replaces the table or figure label (e.g., **Table 1** or **Figure 2**). The title of the table or figure remains in its usual position above the table or figure.

If an appendix has text and tables and/or figures, label the tables and figures with the appendix letter (e.g., **Table 1A; Figure 1A**).

Appendix B

Non-Original Research Article Format

(e.g., Book Review, Review of Literature, Research Methods, Professional Commentary)

Title (Centered, Bold)

Your Name, your highest degree (It could be EdD candidate)

Your Institution Affiliation

For comments or questions for the author, contact Your Name at Your Email

Abstract (Centered, Bold)

Place your abstract here. Write a description of your article that gives the reader the major points of your article. Give a sense of what you learned during this process. The abstract should be between 200 – 250 words.

Keywords: school climate, student voice, teacher voice, social emotional learning (SEL), positive relationships

Introduce your article and the key concepts connected to it. Introduce the reader to what you want to accomplish with this article (e.g., share professional experience, review important literature, share unique research methods). Discuss how you believe your article will be helpful for other educators. Summarize your major ideas, findings, and/or conclusions. There is no heading for the introduction in APA style.

Literature Review

Review the literature or issues related to the topic of your article. For example, if you are describing a unique twist to a research method, describe the method as developed in the literature or by a specific researcher. If you are writing about your experiences, what have other

professionals in the field written about your topic. What have your unique experiences taught you that adds to the literature.

Article/Book or Issue 1

Discuss what you found from your review of the literature. How do the ideas of the authors connect to your ideas of questions?

Article/Book or Issue 2

Discuss what you found from your review of the literature. How do the ideas of the authors connect to your ideas of questions?

Conclusions

Describe what you learned from your review of the literature, explain how your learning is connected to what you want to accomplish,

Discussion

Introduce this section. Discuss how your experiences and the experiences of others in the field have shaped your ideas.

Issue 1

Discuss your first big idea from your experiences.

Issue 2

Discuss your second big idea from your experiences.

Conclusions

From what you have experienced, your discussions with colleagues, and/or what you have read, what conclusions have you drawn?

Recommendations

Introduce this section by explaining for whom do you have recommendations. Also, maybe describe how your recommendations might help educators and/or students and/or their families.

Topic 1 (e.g., Recommendations for Policy Makers)

Describe and explain your first set of recommendations.

Topic 2 (e.g., Recommendations for Teachers)

Describe and explain your first set of recommendations.

Conclusions

How may your recommendations help other professionals, students, schools, or families? Also, maybe share advice from your experiences.

Final Thoughts

If you have any final thoughts about your article or your experiences or where you want to go next in relation to your topic, share them with your readers. This may also be a great place to do some personal/professional reflections.

References

Appendix