The Peer Review Process for CEJ Articles

The Christian Education Journal is a peer-reviewed academic journal. All articles submitted for possible publication will go through a three-stage review process:

Stage One: Article receives initial review by editor to see if it should be reviewed further (focus on topic, breadth/depth of writing, audience addressed)

Stage Two: Article is sent out to two “peer-reviewers” who critique the article for possible inclusion in the journal. Feedback is provided for revision, recommendation made regarding possible publication.

Stage Three: If article is revised and resubmitted, it is checked to see if the author adequately addressed the issues/revisions identified by the reviewers.

An article that passes all three stages of review is then accepted for publication.

Types of Articles Needing Review

The Christian Education Journal will be publishing articles that fit within the following categories. All but the last type will need qualified reviewers.

- Research articles:
  - Theological/Philosophical foundations and issues impacting Christian education
  - Historical perspectives on Christian education that shed light on current issues
  - Empirical research that furthers our understanding of sound practice
- Teaching/Preparing people for educational ministry leadership
- Assessment of congregational/parachurch ministry trends and needs
- Cultural analysis with implications for Christian education practice
- Response/Dialogue with issues or ideas in the broader field of religious education
- Reviews of contemporary ministry models in churches and/or parachurch organizations
- Professional reviews of research, with implications for educational ministry or teaching
- Abstracts of recent dissertations in the field of Christian education

Those who serve as reviewers should identify the types of articles they are best equipped to evaluate, and the topics/content areas they have the background to review.

Expectations for Article “Peer-Reviewers”

The following experience and skills equip a person well to serve as a “peer-reviewer.”

- Has published articles on the kinds of topics she/he will review
- Has previous study and current knowledge of the areas addressed in the article being reviewed (familiarity with current discussions)
- Has taught on the kinds of topics being addressed in the article
- Has personal experience with the topic/issues addressed in the article
- Not necessarily a technical editor, but able to give feedback on how well someone is communicating his/her ideas.
- If the article presents empirical research, the reviewer needs to be experienced with the type of research conducted and able to evaluate the soundness of the research process, data analysis, and conclusions drawn from that data. (An empirical research review form is available to assist with this type of review.)
A person who agrees to review articles for the *Christian Education Journal* should be prepared to review the articles assigned and return reports **within four weeks** of receiving them. Articles are normally sent one at a time for review. Prompt communication with the editor regarding availability or problems due to other work/personal demands is critical.

**Benefits of Serving as a “Peer-Reviewer”**
1. Most schools recognize service as a peer reviewer for an academic journal in the professor’s discipline as a strong contribution within the field. This may carry some weight when the person applies for promotion and/or tenure.
2. Reviewing articles for an academic journal in your field keeps you abreast of new research and ideas.
3. It is a way to contribute to all of us who rely on the journal for ideas and information to strengthen our teaching, scholarship, and service.
4. Those who serve in this way and review a number of articles will be invited to meetings of the Christian Education Journal Advisory Board, which meets during the NAPCE conference.

**Guidelines for Article Reviews**

Because of the variety of types of articles that will need to be reviewed there is no one set of evaluation standards that can be applied to all of them. In general, the following qualities are what we are looking for in articles we would like to publish:

1. The content of the article is clearly relevant to the field of Christian education, whether that be in church, parachurch, or higher education settings where we strive to equip our students to serve well in this vocation.
2. The article presents a position/perspective compatible with evangelical Protestant theological traditions.
3. The article demonstrates both a breadth and depth of understanding of the issues it addresses. The person is knowledgeable and communicates this well.
4. The article explores its topic in new ways. It makes a genuine contribution to our understanding, not just reviewing or rehashing things that have been addressed in other publications.
5. The evidence for the positions taken in the article is sound and well organized (if it is a research article, see below). In addition, it needs to show fair treatment of other positions where this is appropriate.
6. The author develops reasonable implications for educational ministry practice (or for the preparation of others for educational ministry). We want to see how the issues addressed in the article make a difference for those seeking to carry out their ministries well. **This is a critical part of each article!**
7. The writing style of the article communicates well to the journal audience (e.g., Christian education faculty, students, thoughtful ministry practitioners).

Empirical research articles need to be reviewed with particular issues in mind. A set of guidelines has been developed to assist with this review process.

**Interested in Serving?**

All those interested in serving as “peer-reviewers” for the *Christian Education Journal* should email the editor and submit both a vita and a cover letter explaining the types of articles and topics they are best equipped to review. Send this information (Word format) to:

editor.cej@biola.edu

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