

## OVERVIEW

*The Canyon Journal of Interdisciplinary Studies (CJIS, <http://cirt.gcu.edu/research/cjis>) is published online three times per year through the Center for Innovation in Research and Teaching at Grand Canyon University (GCU), and highlights exemplary student and faculty research completed at GCU, as well as that of other interested contributors.*

### THE GOALS OF CJIS ARE:

1. To encourage exchange of empirical and theoretical research among faculty and students at GCU, especially graduate students.

2. To provide graduate students professional experience in the dissemination and publication of their work.

3. To increase awareness of the range and diversity of research being conducted by faculty and students at GCU.

Aligned with these goals, topics covered in CJIS represent a range of methodologies, disciplines and theoretical topics

### SCOPE AND FOCUS

CJIS features a wide range of theoretical and empirically-based research articles across all disciplines.

### TARGET AUDIENCE

Manuscripts published in CJIS are relevant to a broad audience of post-secondary faculty, students and researchers.

### MANUSCRIPT SUBMISSIONS

Prospective authors are invited to submit manuscripts for possible publication in CJIS. CJIS publishes original material highlighting GCU faculty and graduate student research, as well as co-authored undergraduate research, and contributions from other interested researchers. For graduate student submissions, faculty may serve as co-authors, but lead authors of all CJIS graduate student submissions must be graduate students at GCU. Undergraduate student submissions must have a faculty member as co-author. As is the nature of refereed journals, acceptance and publication of original manuscripts is a competitive process.

### MANUSCRIPT/PUBLICATION CATEGORIES

CJIS will publish three issues each year. Manuscript submissions will be accepted for the specific issues, as follows:

- Honors Symposium Issue - Each spring a “call for papers” on a specific topic will be publicized with submissions due in the early fall of the same year. An Honors Symposium will be held in December at which time selected papers, usually the top four (4) or five (5) papers, will be presented to the GCU community. Those papers as well as others not presented but deserving of “honorable mention” are eligible for publication in CJIS.
- Graduate Issue – The Colleges of the University will publicize and encourage graduate student submissions for publication in an issue of CJIS dedicated to graduate students.
- Open Issue – All faculty, students and staff in the GCU community are eligible to submit research for review and publication in a discrete issue of CJIS. Monographs on all subjects are invited, with special consideration given to topics relating Christianity to any academic discipline.

### COPYRIGHT

CJIS is licensed under the Creative Commons Attribution-Noncommercial-NoDerivs 3.0 Unported License and publishes only original manuscripts (i.e., manuscripts under review with another publication, previously published, or revised versions of previously published manuscript are not acceptable). In addition, copyright policies are as follows:

- Authors and CJIS hold joint copyright for published manuscripts.
- Authors are required to acquire necessary

permissions for copyrighted images; it is the author's responsibility to determine whether or not permissions are needed for images. In addition, authors are responsible for all permission fees associated with copyrighted materials.

- Trademark use must be credited to owner or permissions must be obtained for use.
- A publication release from the author will be required for a paper to be included in CJIS.

## MANUSCRIPT PREPARATION

Please refer to the CIRT website at <http://cirt.gcu.edu/research/cjis> for complete information regarding the CJIS.

CJIS publishes manuscripts representing a range of research methodologies. Successful submissions should clearly highlight the significance and implications of the research for the target audience. The American Psychological Association (2001) provides the following general guidelines for communicating your scholarly work:

- Present the problem, question or issue early in the manuscript.
- Show how the issue is grounded, shaped, and directed by theory.
- Connect the issue to previous work in a literature review that is pertinent and informative but not exhaustive.
- State explicitly the hypotheses under investigation or the target of the theoretical review.
- Keep the conclusions within the boundaries of the findings and/or scope of the theory.
- Demonstrate how the study or scholarly approach has helped to address the original issue.
- Identify and discuss what theoretical or practical implications can be drawn from this work.

## SUGGESTIONS FOR EFFECTIVE MANUSCRIPT SUBMISSIONS

- Title - Titles should not exceed 15 words and should provide a clear introduction to the point of your manuscript.
- Abstract – The abstract provides a short summary (50-100 words) of your work that provides the key information for readers to determine their interest in reading the complete article. The abstract should be “accurate, self-contained, nonevaluative, coherent, and readable” (Calfee & Valencia, 2001).
- Body - Information should be organized and sub-titled to facilitate flow and understanding of key issues. Authors should use discipline-

specific guidelines to organize and present information in a manner that is easily communicated to readers. CJIS has no length requirements for manuscripts (except for honors symposium submissions, wherein the body of text is limited to no more than 20 double-spaced pages); authors are encouraged to be direct and concise to maintain a focus on key issues.

- References - Carefully select references to ensure that citations are current and relevant; prioritize credible, published sources that have proven pertinent and valuable to the relevant investigations. Include the Digital Object Identifier (DOI), when available, for all references. (See <http://www.doi.org> )

- Tables, Figures, Appendices & Graphics - When necessary, include supporting documents to illustrate the findings, relevance or utilization of materials.

To facilitate the masked (also known as “blind”) review process, the author's name and other identifying information should only appear on the title page; the remainder of the manuscript should be written in a more generalized fashion that does not directly divulge authorship.

Manuscript (including citations and references) must strictly follow APA style as dictated by the 6th Edition of the American Psychological Association Publication Manual (<http://www.apastyle.org/>).

Please utilize this general format OR the accepted writing guidelines as specified by your discipline. If the latter, authors whose submissions are accepted for publication will be required to reformat citations and references into the prescribed APA style.

## References

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- Calfee, R. & Valencia, R. (2001). *APA Guide to preparing manuscripts for journal publication*. Washington, DC: APA.

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## ACKNOWLEDGEMENTS

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*The editorial review board members, who afforded excellent suggestions and insights to the contributors during the review process.*

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*Finally, the Marketing Department staff whose members polished the drafts into publishable format and brought the publication “online.”*

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## MANUSCRIPT SUBMISSION

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## CALL FOR PAPERS



The *Journal of Non-Significant Differences* is a student-led, peer-reviewed journal designed to highlight the value of non-significant research findings while providing learners with a comprehensive understanding of the research cycle and the publication process. Central to the journal is an understanding

that research does not have to be significant to provide valuable insight into ongoing scholarship. As such, articles are evaluated according to the soundness of the research process and the ability to contextualize the importance of non-significant findings.

Underlying the mission, vision and scope of JNSD is the belief that research is a process of inquiry; hypotheses are not proven, they are tested. As such, there is value in the outcome of solid empirical research regardless of the level of significance found through statistical analysis.

Prospective authors are invited to submit manuscripts for possible publication in the *Journal of Non-Significant Differences*. JNSD publishes original material highlighting postsecondary (undergraduate, graduate or doctoral) student research. Recent graduates from undergraduate, masters, or doctoral programs that completed their research as students may also submit papers based on their student research. As is the nature of refereed journals, acceptance and publication of original manuscripts is a competitive process.

JNSD publishes one volume per year. Submissions are accepted on an open, rolling basis at any time, up to the final submission date of April 1st of each year. Volumes are published online at the JNSD website in July of each year.

**Submissions are accepted online at: <http://cirt.gcu.edu/research/nonsignificant/submission/submit>**



Prospective authors are invited to submit manuscripts for possible publication in the *Journal of Instructional Research* (JIR). JIR publishes original material highlighting faculty research relevant to best practices in post-secondary teaching,

learning and assessment. As is the nature of refereed journals, acceptance and publication of original manuscripts is a competitive process.

**To submit your manuscript for publication consideration, view the submission guidelines and link at: <http://cirt.gcu.edu/jir/submissionguidelines>.**

### OVERVIEW

The Journal of Instructional Research (JIR) is an annual publication by the Center for Innovation in Research and Teaching at Grand Canyon University that highlights faculty research relevant to best practices in post-secondary instruction. Unique to JIR is the use of a two-stage evaluation process with public peer review, interactive discussion and, for interested authors, final formalized peer review. The overarching goal of JIR is to allow SoTL researchers an opportunity for public review of their work to promote innovative, quality research examining post-secondary teaching and learning. Through the public review process, authors receive feedback to allow them to revise their research prior to submitting for publication. Using the information from the public review, authors can revise their work to submit either to JIR for publication consideration or they may elect to submit to another publication outlet. Submissions to JIR are subject to a formalized peer review to determine suitability for publication.

### THE GOALS OF JIR ARE TO

- Enhance understanding and application of best practices in college teaching
- Foster dialogue concerning innovative teaching, learning and assessment strategies
- Promote a scholarly approach to the practice and profession of teaching