Engaging Pedagogies in Catholic Higher Education (EPiCHE)

EPiCHE features manuscripts on the theory, research, policy and practice of civic engagement, community-based research, service-learning, leadership, and social justice education in the context of Catholic higher education. We are interested in including how multiple faith traditions and disciplinary perspectives contribute to strengthening engaged pedagogies in Catholic higher education and beyond. Authors may focus on original research, reviews of research, pedagogical or administrative promising practices, policy implications, and essays on theoretical, organizational or professional issues.

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<td>Interfaith Perspectives on Engaged Pedagogy</td>
<td>Fall 2016</td>
<td>April 1, 2016</td>
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<td>Extended to May 15, 2016</td>
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In this special topics issue, EPiCHE explores how interfaith perspectives inform the work of engaged pedagogies in the context of Catholic higher education. Submissions may address topics including but not limited to: the role of Catholic higher education in interfaith movements, model programs/courses, learning outcomes related to interfaith engagement, and the role of non-Christian traditions in Catholic higher education.

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STYLE & FORMAT
Manuscripts should be written in a style accessible to the journal's diverse readership. Particular care should be given to ensuring that technical jargon, advanced statistical methods, and foreign phrases are minimized or explained in plain language. When submitting manuscripts, please use this checklist to match your submission with our editorial guidelines:

- Microsoft Word document, 12-point Times New Roman font
- Double-spaced
- APA 6th Edition citation style
- 4,500–6,000 words in length
- 100- to 150-word abstract
- 100-word author biography
- Indication that IRB human subjects approval was secured, if applicable
- Do not self-identify in the text or references

REVIEW CRITERIA
Each manuscript is reviewed according to several factors: appropriateness or fit for the mission of the journal; significance in advancing the field (by contributing new knowledge or providing promising practices); rigor and appropriateness of scholarship; and readability.

FAQs for AUTHORS

What process is used to review and accept articles?
The submission process to EPICHE is always open. Articles are accepted and reviewed as they are received. Submissions are first reviewed for appropriate content and academic rigor. If appropriate, they enter the review process. If an article is determined not to be a match for the journal, it is returned to the author with explanation.

All articles that match our demands for content and academic rigor then go through a blind peer-review process. In this process, all identification of the author is removed from the article, which is then sent to two reviewers with expertise in the field of the article’s focus. The reviewers also remain anonymous to the author, and to each other. The reviewers recommend whether the article should be accepted or not based on a set of guidelines provided by the EPICHE editors. Reviewers also provide suggestions for improving the article, if applicable. Reviewer feedback is then merged into a unified feedback letter which is given to the author, with one of the following decisions presented: Accepted, Conditionally Accepted, Resubmit and Re-review, or Not Accepted.
Once an author makes the recommended changes to an article, the article is reviewed. The author is then notified as to whether the article has been accepted for publication or not. If accepted, the article is then edited, references checked, and final preparations for publication made.

**How long will it be until I hear whether my article has been accepted?**
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**How long until my article reaches publication?**
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