

# Manuscript Guidelines



## PURPOSE

The *CBAR* is an anonymous peer-reviewed spring publication of the Christian Business Faculty Association. The *CBAR* is devoted to promoting Christian business education through publication of faith-based articles that focus on **creative instruction** (cases, innovations in pedagogy, materials, and methods for teaching undergraduate and graduate business students), **curriculum development** (ideas for and experience with the creation of new courses and programs of study), **professional issues** (the role of business programs and faculty in assessment, accreditation, compensation, teaching loads, and professional development), **research in business education** (original empirical studies and surveys dealing with the evaluation of teaching methods, learning attitudes, and evaluation techniques), and **teaching talks** (activities and exercises for use to demonstrate specific topics). See special submission guidelines below. **Book reviews** will be considered. Please contact the editor with your proposal before writing or submitting these.

The *CBAR* aims to publish manuscripts which add to the body of knowledge. These manuscripts will represent both good scholarship and good pedagogical thinking. The authors must establish an academic context for their ideas. Authors should include a section with some discussion of other people's work in the area in order to place their efforts in the larger context of a growing pedagogical scholarship. The aim is to publish the combination of scholarly skills (literature reviews, informed thinking, building on previous research, etc.) and pedagogical exploration (new ways of teaching — or thinking about — the subjects and materials in which *CBAR* readers are most interested).

The suggested page limit varies by focus area. Creative instruction manuscripts should be shorter (5 to 10 pages

double-spaced) and do not necessarily need to have quantifiable results. Curriculum development and professional issues manuscripts should vary in length depending on the level and depth of the literature review and whether or not a hypothesis is being tested. Manuscripts in curriculum development and professional issues should be between 5 and 20 pages, double-spaced. Research in business education manuscripts should include a literature review and some form of quantifiable support for or against a hypothesis. Research in business education manuscripts should be about 20 pages, double-spaced.

The *Christian Business Academy Review* is listed in the 10th edition of *Cabell's Directory of Publishing Opportunities in Management*.

## STYLE INSTRUCTIONS

### Style Instructions

When submitting articles, please use the following style instructions:

**Citation style.** Articles in the *CBAR* should follow the American Psychological Association (APA) **citation style**. For example, articles should be written using textual citations rather than footnotes. Authors can refer to the current edition of the *Publication Manual of the American Psychological Association* for any questions regarding this style.

**Cover sheet and abstract.** Manuscripts should include a **separate cover page** (cover sheet) with the title, authors, their affiliations, and contact information. If multiple authors participated in the paper, identify who is the primary contact for the editor. The first page of the paper should include the paper title, followed by an abstract of not more than 150 words, and then followed by the first section.

## TEACHING TALKS SUBMISSION GUIDELINES

APA Headings	
Level	Format
1	<b>CENTERED, BOLDFACE, UPPERCASE</b>
2	<b>Left-aligned, Boldface, Uppercase and Lowercase Heading</b>
3	<i>Indented, boldface, italicized, lowercase heading with a period.</i> Begin body text after the period.

**Spacing.** Manuscripts should be double-spaced. One-inch margins should be used.

**Headings and subheadings.**<sup>1</sup> APA Style uses a three-level headings system to separate and classify paper sections. Use the headings in order, beginning with level 1. The format of each level is illustrated below (and in this document):

**Illustrations.** Tables and figures should be numbered, starting with 1. Do not place tables and figures in the body of the paper. Rather, note in the body of the paper approximately where tables or figures should be placed using double lines with “Insert Table 1 here” between the double lines. Place tables, figures, and appendices after the reference section at the end of the paper. Tables and figures should be in portrait orientation with 1-inch margins on all sides.

**Endnotes.** Use endnotes, not footnotes, and avoid excessive use of endnotes. The endnotes section should appear at the end of the paper but before the references section.

**Electronic file formats.** Manuscripts should be submitted electronically as an email attachment in Word® file, doc, or docx, format. Do *not* use the PDF file format for submissions.

**Personal identifying information.** An author’s name or other identifying information (such as title or institutional affiliation) must be removed from the body of the paper, including appendices, footnotes, headings, footers and the electronic file “properties.”

### Cover Letter or Email

In your cover letter or email provide the following:

- An abbreviated version of the title of the article in the email subject line and the full title of the article in the body of the email.
- A short description of the particular contribution that the paper makes to the on-going scholarly dialogue.

The Teaching Talks section of the *Christian Business Academy Review* (CBAR) publishes topically targeted, easily implemented “classroom” (both face-to-face and online) activities that are of interest and immediate use to teaching professionals in business fields. Teaching Talks activities serve specific objectives, such as learning concepts or gaining skills.

The *CBAR* seeks original submissions that present something new or something with a brand-new twist—the activity should not merely rehash something from the past. Authors must have had experience running the activity in their teaching or training. It is recommended that submissions describe an activity that the authors have run multiple times.

Submissions should not exceed 2,000 words; this word count is a firm limit, but it refers to the main text only (i.e., the body). This limit does not include the abstract, figures, tables, references, or appendices. The general structure of manuscripts describing Teaching Notes is outlined below.

**Introduction.** Note that APA Style discourages the use of the header “Introduction.” The first part of the manuscript is assumed to be the introduction. Begin by repeating the title, then provide a brief introduction that establishes the need for this type of activity. Identify potential course applications and the target audience (early undergraduate, late undergraduate, graduate, etc.; traditional, non-traditional, cross-cultural, etc.).

**Theoretical Foundation.** Establish the theoretical context of the activity. While an extensive literature review is not in line with expectations for Teaching Talks submissions, authors should briefly specify the relevant subject matter literature that the activity is based upon (i.e., make a case for the activity). If space is limited and the background is complex, outline the necessary foundational information in an appendix. Note that readers likely are familiar with both Kolb’s experiential learning theory and Bloom’s taxonomy, so while citing these models may be appropriate, there will seldom be a need to explain them.

**Faith integration.** Include faith references that relate directly to activity’s main theme. Reference relevant Scripture and explain the significance to the context (i.e., do not assume readers know).

**Learning objectives.** Specify the learning objectives by articulating the expected changes in student knowledge, attitude, or skill associated with participation in the activity. Learning objectives should evolve from the introduction and theoretical foundation, and consequently, they link the background literature with the steps in the activity and are the focus of the debriefing. The usual format for learning objectives is a sentence stem similar to:

“After completing the exercise, students will be able to ...”

- Learning Objective 1
- Learning Objective 2
- Etc.

followed by bullet point items that should begin with action verbs. Learning objectives should be assessable so that the instructor will be able to determine whether they have been achieved after utilizing the activity. At least one, and preferably all, objectives should be tied to the acquisition of biblical knowledge (i.e., faith integration).

**Instructions for implementation.** Provide details of how to run the activity by addressing each of the points below. The goal is to be so clear that a novice instructor can run the activity immediately after reading the manuscript.

- Overview: Briefly explain the flow of the activity.
- Logistics: Identify in detail all the logistics of running the activity, including preparation (instructor and student); materials needed; setting (e.g., in person); recommended number of participants; team sizes, if appropriate; and timing. For timing, include overall timing and the timing of each portion of the exercise, including realistic minimum and maximum lengths for each step. This information is often best formatted as a table.
- Step-by-step instructions: Specify in detail each step of running the activity. If the text exceeds the 2,000-word limit, consider putting a short version of the step-by-step instructions or a table with the timings in the main body and provide a much more detailed appendix that gives the reader a complete idea of what to do and when.
- Variations: Describe possible variations and alternatives in applications. Consider including instructions for using the activity in other settings (e.g., on-line) or with other audiences. If the manuscript exceeds the 2,000-word limit, this section could be made into an appendix.

**Instructions for debriefing.** Provide guidelines for debriefing the activity to draw out the most learning from it relative to the learning objectives. Guidelines may include discussion questions, tips for instructors, assessment approaches, or other procedures. Provide examples of how students commonly respond, suggestions for prompts or techniques to lead students toward the learning objectives when necessary, and suggestions for handling inappropriate student responses. Additional related questions and possible reflective post-activity assignments that are part of the debriefing may be placed in appendices.

**Conclusion.** Complete the manuscript with a general conclusion that connects the activity to theory.

**Appendices.** Use appendices as needed for materials to run the activity (e.g., handouts, sample assignments). Lengthy implementation guides may be placed in appendices.

**Supplemental Materials.** Authors who have developed supplementary materials that are useful but not critical to the implementation of an activity (e.g., PowerPoint presentations), may offer them to readers in the form of a “contact author” note after the manuscript is accepted for publication. Audio and/or video supplements can be described along with information for obtaining them (e.g., reference, URL). The use of hyperlinks is discouraged.

Teaching Talks articles require neither extensive grounding in literature nor empirical evidence of effectiveness.

The Teaching Talks section of *CBAR* is intended, in part, to encourage submissions from the Christian Business Faculty Association annual conference and spring symposium, and we especially encourage submissions from authors who have presented their activities in these venues.

Prospective authors are encouraged to review Teaching Talks previously published in *CBAR* as models for drafting their submissions. Please feel free to contact the editor with questions.

## REVIEWER INSTRUCTIONS

Listed below are the instructions sent to the reviewers:

Attached is a manuscript for publication consideration in the \_\_\_\_ section of the *CBAR*. Please acknowledge receipt of this message and let me know if you will be able to complete a review by \_\_\_\_.

I would like for you to do two things. First, in a few paragraphs, summarize the major contribution of this paper to the field of business education. Comment on the strengths of the paper. Comment on the areas of weakness and areas for improvement. You may wish to use the following outline to guide your review:

- A. Contribution to the field of Christian business education
  - A1. Interest of the topic to Christian business educators
  - A2. Faith-based emphasis
- B. Strengths and weaknesses
  - B1. Clarity of objectives
  - B2. Adequacy of literature review and references
  - B3. Conceptual rigor
  - B4. Organization and presentation
  - B5. Writing quality

Second, classify this manuscript into one of the following categories:

\_\_\_\_\_ Accept as is, no areas of improvement.

\_\_\_\_\_ Accept with revisions, the manuscript could be improved with minor revisions before publication (please list these revisions).

\_\_\_\_\_ Revise and resubmit, the manuscript needs to make major revisions before it would be acceptable for publication (please list these revisions).

\_\_\_\_\_ Reject, the manuscript is not publishable.

Authors will get an anonymous copy of your comments.

**POLICY REGARDING  
PREVIOUSLY PUBLISHED MATERIAL  
(INCLUDING CBFA MEETING PRESENTATIONS)**

The *CBAR* does not normally publish manuscripts (or book reviews) that have been previously published in other journals, books, or magazines. The *CBAR* will consider manuscripts of papers presented at regional or national meetings (including those presented at the CBFA national meeting). In this regard, authors should note that the *CBAR* is an anonymous, blind peer-reviewed academic journal. The *CBAR*'s standards for manuscript acceptance may be quite different from those of acceptance for meeting presentations. Frequently, regional and national meetings are forums for early versions of ideas, as well as for discussing issues related to a particular discipline's pedagogical, organizational, and political concerns. Therefore, it is the position of the *CBAR* that papers presented at meetings should be substantively changed for consideration as manuscripts for the *CBAR*. While it is not practical to quantify the required degree of change, it would be expected that the author(s), in a letter accompanying the manuscript, would be able to document the substantive changes made in development of the manuscript for review by the *CBAR*. The *CBAR* reserves the right to not publish material considered to be insufficiently developed as a journal manuscript. Authors who do submit manuscripts developed from previous paper presentations should recognize that they may forfeit some of the "anonymity" in the anonymous process. While all identifying information will be deleted in manuscripts sent to the board of review members, one or more members of the board may have knowledge of the paper as a presentation. Such papers are often published in meeting proceedings, and these may well be known to reviewers (especially from the CBFA's own national meeting).

**SUBMISSION INSTRUCTIONS**

Manuscripts should be submitted electronically. Please specify the focus area for your manuscript (i.e. research in business education, creative instruction, curriculum development, or professional issues). Email a file of your submission in Microsoft Word to Joseph Snider at editor-cbar@cbfa.org.

**ENDNOTES**

- <sup>1</sup> From Online Writing Lab (OWL) at Purdue (owl.english.purdue.edu)

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# *Christian Business Academy Review*

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