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## Editors' Comments

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## Editors' Comments

This issue of the journal highlights several articles and book reviews as well as a focus section entitled, "Internationalizing Higher Education: Efforts Across Graduate Education and Professional Programs at the University of San Diego." Articles featured in this issue discuss the role of philosophy course requirements in teacher education programs and the family and consumer sciences discipline at Catholic institutions of higher education. Mucci and Cranston-Gingras present their research exploring philosophy core curriculum requirements at selected Catholic colleges and universities, making the case that these philosophy courses can and should act as a foundation for critical reflection in teacher education programs. Reflecting on practice is an important skill that many teacher education programs try to instill in preparing future teachers. Duncan discusses the relationships between the missions of the family and consumer sciences discipline, Catholic Social Teaching, Catholic Intellectual Tradition, and the institutional charisms of universities hosting family and consumer sciences programs. Duncan argues that the future of family and consumer sciences could take root at Catholic institutions given the similarities of missions.

The focus section for this issue discusses how in the new age of globalization Catholic colleges and universities have been called upon to provide programs that are globally relevant in order to develop intercultural competence among graduates. The focus section for this issue features four articles that describe innovative graduate programs in the School of Leadership and Education Sciences at the University of San Diego preparing global educators, family therapists, counselors, and higher education leaders. The University of San Diego has made concerted efforts to internationalize the curriculum and promote the development of a culturally competent community of scholars and students who attend to issues of social justice. The School of Leadership and Education Sciences responded in each of its programs. Quezada, Estrada, and Ammer open the focus section with a brief introduction. Quezada then describes a reflection component used to help students who have engaged in international student teaching placements integrate their learning from these experiences into their practice. Estrada details a human diversity course that culminated in a 1-day cultural immersion and service learning trip, helping students in the marriage and family therapy program learn about the history of colonialism, poverty, and injustice, but also resilience in Tijuana, Mexico.

Connections between Catholic Social Teaching and the marriage and family therapy program are outlined. Students in the higher education leadership and student affairs program were offered a global study course in Doha, Qatar, collaborating with Qatari university faculty and staff in an institute addressing the challenges in student affairs for Qatar and other Middle Eastern countries. Haber and Getz detail this course that sought to develop intercultural competence and greater understanding of student affairs from international perspectives. Finally, Nash and her colleagues describe the efforts among the school counseling faculty to reflect on internationalization efforts within the program and how to act more intentionally in their efforts to incorporate international curriculum and integrate Catholic Social Teaching. Recommendations are offered in all four articles for those who might consider adopting similar programs and themes.

This issue includes three book reviews. Brother Gros reviews *Historia de la Educación de la fe Católica en Chile*, a publication on the history of Catholic education in Chile, a country that has pioneered many models of religious education and may provide key insights for other countries. *To Nurture the Soul of a Nation: Latino Families, Catholic Schools, and Educational Opportunity*, a recent publication of the Notre Dame Task Force on the Participation of Latino Families and Children in Catholic schools reviewed by Tompkins, presents research and recommendations on increasing Latino involvement in Catholic education. Hine reviews Paul Collins's book *Believers: Does Australian Catholicism Have a Future?* This book discusses the state of Catholicism in Australia, providing historical and contemporary research on the religious practice and role of Catholicism in Australia, which is currently experiencing a state of low levels of commitment and participation in the Church. Collins is optimistic about the future of Catholicism in Australia, though he believes that the number of practicing Catholics will be much lower than in the past.

Michael James, Lorraine Ozar, & Joseph M. O'Keefe, S.J., *Co-editors*