

## **Call for Papers for Special Issue on Internationalizing Schools and Colleges of Education**

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“A key role for higher education institutions must be to graduate future P-12 teachers who think globally, have international experience, demonstrate foreign language competence, and are able to incorporate a global dimension into their teaching” (Hedyl & MacCarthy, 2003). Therefore, there is a need for internationalizing Schools and Colleges of Education so they may lead the way in developing partnerships and creating international training programs for prospective teacher, counselor, and administrator candidates so they may become more “cosmopolitan” educators (Luke, 2004). The focus of this special themed issue is to: (1) report on research on the state of teacher training for P-12 international education, and on international education and teacher preparation in the United States, (2) research and reflect on what is the role of teacher education in preparing more “cosmopolitan” teachers while working with P-12 students, and to identify effective teacher education programs in Schools and Colleges of Education that are involved in international education partnerships, (3) identify effective practices in which teacher education faculty are supported in internationalizing teacher education curricula, and (4) report on opportunities in international education for underrepresented education candidates.

Focus Questions: How do we define internationalization in teacher education and what does it mean to have international competence in Schools of Education? What does it mean to be a competent global teacher? And how can Schools and Colleges of Education ensure that all teacher education candidates are competent and have the knowledge, skills and dispositions to be effective intercultural teachers in an era of globalization? How can we utilize the research in international education to plan and prepare future teachers? What type of international teacher education programs, partnerships and consortiums are in place in U. S. Schools and Colleges of Education? How can teacher education programs provide the opportunities for teacher candidates to student teach abroad in order to attain competence as a global teacher? How can education coursework reflect a more international focus in its curriculum? What is the role of Colleges of Arts and Sciences in developing and preparing a global student body, particularly in the preparation of elementary and secondary education majors? How do we ensure teacher education faculty to be competent as international educators? How can they be supported to prepare them to internationalize schools of education and the curricula?

Deadline: Manuscripts are due September 15, 2005. Anticipated publication date for the issue is Spring or Summer 2006.

Procedures: 1. Manuscripts should be submitted in quadruplicate; the name(s) of the author(s) should not be on the four copies of the manuscript. Include a cover letter bearing the name(s), address(es), and telephone number(s) of the author(s) and a postage-paid return envelope. 2. *Teacher Education Quarterly* seeks to publish articles that are thorough and comprehensive in nature; manuscripts of 12 to 25 pages are most adaptable to the space available. 3. Send manuscripts to: Professors Reyes Quezada and Paula Cordeiro, *Co-Editors of Themed Issue: Internationalizing School sand Colleges of Education*, University of San Diego, School of Education, 5998 Alcalá Park, San Diego, CA 92110-2492. E-mail for further information: rquezada@sandiego.edu or cordeiro@sandiego.edu. Manuscripts will be scanned by the editors, and appropriate manuscripts sent to reviewers. The principal author will receive notification. 4. After a manuscript has been accepted for publication, the author(s) may be asked to make revisions. Once a manuscript has been accepted for publication, the author(s) will submit a final version on computer disk. Author guidelines are adapted from the official web site of *Teacher Education Quarterly* at this URL: <http://www.teqjournal.org>