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Editorial

Katherine Barone

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Editorial

Katherine Barone

Welcome to the Spring 2011 Journal of Pedagogy, Pluralism and Practice!

After a hiatus which involved reorganizing and revitalizing the journal's board and executive editor role, we are very pleased to return to publication with this special issue.

There have been several new developments. One is that I am the newly appointed executive editor; you can find my contact information below. Briefly, I am a psychologist with an interest in multi-cultural and other diversity issues in both theoretical discourse and applied methods. The second change is that the board is excited about a new policy that would spotlight advanced undergraduate scholars. We offer guidelines below for faculty who would be interested in mentoring a student through the submission and possible revision process. Our general submissions policy is also available on the Center for Teaching, Learning and Scholarship website at <http://www.lesley.edu/provost/ctls.html>. A third exciting announcement is that we are expanding our pool of consulting board members. If you have a particular expertise you think would benefit the board and have an interest in reviewing for the journal, please contact me. We would be happy to hear from you.

Now onto this special issue titled: ***Higher Education: A Holistic Vision***. This issue was developed by Dr. Neal Klein, undergraduate faculty member and the Division Director of Psychology and Applied Therapies at Lesley University. During Dr. Klein's tenure at Lesley, he has been actively engaged in curriculum development as the architect of all four of Lesley's applied undergraduate majors: Human Services, Counseling, Art Therapy, and most recently, Expressive Arts Therapy. He developed a first of its kind undergraduate Holistic Psychology major in 2005 and the more traditional Psychology major in 2010. He has been in the forefront of bringing a more holistic education model to psychology for both our applied and traditional liberal arts majors at the undergraduate level. We are pleased to have this special issue be our lead offering this spring. This special issue is illustrative of Lesley University's commitment in its mission to "active learning, scholarly research, critical inquiry and diverse forms of artistic practice..." Dr Klein has gathered works by educators and scholars from both within the applied psychology field and across undergraduate and graduate studies to address topics such as holistic education, interdisciplinary inquiry, and pedagogy in teaching applied and traditional undergraduate psychology. We enjoyed working with him on this process and hope that the diverse readers of this journal also benefit from this unique special issue.