

Editor's Note

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Volume 33, Issue 3 is the final Issue for which I will serve as Editor of *Career and Technical Education Research*. It is fitting that a "Special Issue" of the Journal has been produced that represents a new beginning for the field of Career and Technical Education (CTE). The theme of the Special Issue is "Programs of Study," a new requirement in the Perkins Career and Technical Education Improvement Act of 2006. This provision in Perkins IV has created much attention at the national, state, and local levels. Accordingly, programs of research have emerged, state departments of education have developed and implemented policies, and local schools have begun to develop, implement, and evaluate a variety of programs of study and career majors and academies.

The Special Issue focuses on significant national and state level topics. The topics are fundamental for successful planning and implementation of policies and practices pertaining to programs of study. The articles communicate theory and research that has been conducted in states across the nation. The Special Issue includes programmatic research studies conducted by staff at the National Research Center for Career & Technical Education (NRCCTE). In the "Foreword," Dr. James R. Stone III, Director of the NRCCTE, provides insight into the Special Issue with respect to the history and background leading to the current programs of study initiative, introductions of the authors and articles, and discussion of the issues surrounding the topics that the authors have addressed. This Special Issue can assist policymakers, researchers, teacher educators, administrators, practitioners, and other personnel to enhance theory and improve practice related to programs of study in CTE. I wish to thank the authors and Dr. Stone for their contributions to this Special Issue. Additionally, I wish to express my appreciation to the individuals who participated in the review process. Their dedication, professionalism, and excellent work well-represent our colleagues in the Association for Career and Technical Education Research.

I express my appreciation to the Editorial Board members and reviewers for their outstanding dedication, professionalism, and excellent work in the editorial review process of Volume 33. Thank you for your generous contributions of time and expertise, and expeditious and conscientious reviews. I look forward to working with you in future professional endeavors.

There are so many people that I want to thank personally for their support for and contributions to the Journal, and I will, as we meet. However, I must express my special thanks to Dr. James D. Lehman, Head, Department of Curriculum &

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Instruction and Dr. Jeffrey W. Gilger, Associate Dean for Discovery & Faculty Development in the College of Education at Purdue University-West Lafayette. They provided strong support for the *CTER* Journal and to me in my role as Editor. Finally, I express my utmost thanks and appreciation to Lisa Neuenschwander who served as Assistant to the Editor during my tenure as Editor. Her dedication, conscientious approach to tasks, commitment to excellence, and attention to details contributed to making Volumes 32 and 33 a success. Please join me in expressing thanks and appreciation for Lisa's contributions to *CTER*.

In closing, it has been truly an honor to serve as Editor of the *CTER* Journal. In Volume 32, Issue 1, I mentioned several colleagues who had a profound impact on my professional development in CTE and research. We also have a duty and responsibility to connect the field's prosperous past to a promising future. I have come to know many new colleagues in the past two years, and there is no doubt, the future of CTE and CTE research is very promising. The new and emerging talent and enthusiasm will lead us into the future. I look forward to continuing the journey with you in advancing CTE and CTE research.

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