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Editorial

We are excited to begin our editorial term and are pleased to share the spring 2018 issue of the Journal of Special Education Apprenticeship. This issue would not have been possible without the effort of our entire JOSEA team. We wish to thank Dr. Sang Nam for his term as editor and for his continued mentorship. Our editorial board is growing and we are thankful for timely and thoughtful reviews. Lauren Ruth Reyna, Honors College Texas A&M-Commerce, recently joined the JOSEA team. She is serving as our copy editor and will assist with author communication. We also want to express our sincere appreciation to the authors whose work is included in this issue. The dedication of the JOSEA team to the special education field is evident and reflected in the important work included in our latest issue.

The spring 2018 issue of JOSEA includes five articles on a variety of special education topics. Several articles report findings from empirical studies. Benjamin Riden, doctoral student at The Pennsylvania State University, and colleagues present findings from a synthesis of the Daily Behavior Report Card literature and Wilhelmina van Dijk, doctoral student University of Florida, shares findings from a study examining student characteristics as predictive factors of oral reading fluency. Soraya Fallah along with co-authors Murawski, and Moradian report results of a mixed methods study on the experiences and perceptions of Middle Eastern, North African, and Southwest Asian (MENASWA) families whose children receive special education and related services in the US schools. Fallah, recently earned her doctorate in Education Leadership and Policy Studies from the University of California. Ruth E. Jefferson, Assistant Professor Ball State University, and colleagues present findings from a study evaluating the impact of implementing a summer camp for children with disabilities on university students' perceptions of social justice and Janna Brendle, Assistant Professor of Educational Psychology and Leadership at Texas Tech, reports results from a survey on rural educators' knowledge of vocational and assessment practices for students with intellectual disabilities

We are hopeful that the issue is beneficial to the JOSEA readership and want to share some recent updates. We are actively seeking manuscripts for our summer and fall 2018 issues. JOSEA continues to actively seek empirical research articles reporting results of quantitative, qualitative, single case, and mixed methods studies. Empirical reviews using meta-analytic and research synthesis methods are also encouraged. Future issues of JOSEA will include practitioner articles that share evidence-based practices for students with, or at-risk, for disabilities. Please see our updated Author Guidelines for additional information (insert link to author guidelines). We encourage you to submit your work and consider volunteering to serve as a guest reviewer for upcoming issues.

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