

Issue 15.2 From the Editors

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Welcome to Issue 15.2!

We'd like to begin with a special thanks to our outgoing FOCUS section editor, Joseph Jeyaraj. Joe was one of the members of the CPTSC Administrators Committee who helped to establish this section of the journal, and he has effectively guided decisions that shaped the emerging genre. We wish him well in his future endeavors!

This issue brings **research articles** from outstanding scholars in the field. In "Technically Online: Exploring Online PhDs in Technical Communications," Joseph Williams provides evidence that the past "reticence" to fully embrace online PhD programs in Technical and Professional (TPC) Communication is becoming a perspective of the past, and attitudes are changing. Williams hopes the data presented can "help guide the future of online PhD programs in TPC, showing how these early adopters of online delivery exhibit best practices for the future."

In "Community Building at the Programmatic Level: Arguing for the Implementation of the PARS Model in a Distance Learning Graduate Program" Julia Romberger uses Community of Practice theory to argue that graduate program administrators in distance learning programs should view community building among their students as a dimension of their education that is as important as their course work. Romberger's data from graduate director surveys informs the use of PARS (Personal, Accessible, Responsive, and Strategic) theory "to better create community within distance learning courses."

"In Search of a Core Curriculum: Assessment of Editing and Publishing Programs in Higher Education" by Holly T. Baker, Jacob D. Rawlins, and Aubrey Pierson provides important data that "can help program directors and curriculum developers determine core and elective courses to best meet the needs of students—keeping them competitive with graduates from other programs—and set up reasonable expectations for industry professionals hiring from these programs." The authors argue that with the growing ubiquitous nature of AI, the "need for well-trained editors and other publishing professionals is increasing."

The **Commentaries** in this issue begin with "The Morphology of Data Governance: A Disciplinary Imperative for Professional and Technical Communication," in which Shiva Mainaly describes an interdisciplinary effort at North Dakota State University to develop a course to address topics related to "data quality, security, and usage across an organization." The curriculum moved from a single course to a program-wide emphasis that has led to significant employment opportunities for program graduates.

In "Expectations Mapping: A Cognitive Approach to Teaching Audience in Technical Communication Programs," Kirk St. Amant and Kacie Mennie present "an approach for teaching audience usability expectations in technical communication classes and across overall technical communication curricula." They explain their method, "expectations mapping," "...focuses on teaching students to identify the cognitive factors that affect an audience's usability expectations." The authors end with helpful suggestions on how others can "integrate expectations into an overall technical communication program."

This edition of **FOCUS** turns the spotlight on our students and points out ways in which TPC instruction can build bridges in connecting students with the larger topics in TPC. Beth Kramer-Simpson's piece illustrates the innovative ways in which the curriculum can use research projects to explore students' engagement with TPC ideas and track the extent to which they have engaged with these ideas. In doing so Kramer-Simpson situates research in the context of everyday classroom practices and lets us know how such research can operate in TPC classrooms.

Laura Gaisie and colleagues' piece as well involves TPC students who work in a specialized area of editing involving the writings of those incarcerated for whom writing serves as a tool for offering help and support. Her piece demonstrates how students can be given responsibilities that take them into the heart of TPC as they go through the entire process of setting up a project, doing TPC work for creating a space for the voices of those incarcerated, and reflecting on work done. The piece, while explaining the complexities of setting up such a project, at the same time foregrounds how such projects can provide TPC students with hands on experiences that translate theory into practice.

The **Book Review** section in this issue highlights a recent publication reviewed by Lynn Russell. *Composing Health Literacies: Perspectives and Resources for Undergraduate Writing Instruction* is a compilation edited by Michael Madson that has an "excellent collection of scholars who speak to theoretical and pragmatic ways of teaching students about health literacies and writing practices." There are "three major sections that examine different aspects of health literacy in undergraduate writing education. Part one explores assignments and courses. Part two examines programmatic profiles that include significant health literacy writing instruction, and three provides theories and field studies that inform classroom instruction.