

Editors' Introduction to Issue 17.1

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Welcome to Issue 17.1 of *Programmatic Perspectives*! In this issue, we present five Research Articles, one Program Showcase, two Curriculum Showcases, one Commentary, and three Book Reviews. We believe you will find all of these scholarly efforts relevant and helpful.

Research Articles

Kathryn Yankura Swacha, in “Intersectional Internship Experiences Across TPC Programs: Barriers, Supports, and Programmatic Change,” examines how students from diverse intersectional backgrounds experience TPC internships, identifying key barriers and supports that shape those experiences. Her findings highlight the influence of cultural narratives, mentorship, institutional integration, and material conditions, offering concrete recommendations to strengthen internship support structures across TPC programs.

In “What Do We Mean By ‘AI Literacy’?” Katlyne Davis and colleagues analyze institutional AI frameworks alongside educator reflections to reveal “tensions between efficiency-driven integration and critical approaches to generative AI literacy.” They advocate for a “slow pedagogy” model that emphasizes “deliberate, justice-centered engagement” with AI in educational contexts.

Dorcas A. Anabire, Jamal-Jared Alexander, and Rebecca Walton in “Prospective Students' Insights: Identifying Barriers to Graduate School” investigate the barriers that prospective students, particularly students from marginalized groups, face when considering TPC graduate programs. Drawing on focus groups at Historically Black Colleges and

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Universities (HBCUs), they offer actionable recommendations to improve recruitment and support, even within the constraints of anti-DEI policy environments.

In “A Field-Wide Examination of Assignments in the Service Course in Technical and Professional Communication,” Katherine Mavridou-Hernandez and colleagues analyze 90 syllabi to identify the most common assignments in TPC service courses across US institutions. Their findings reveal alignment with workplace genres while also calling for clearer terminology, improved assignment design, and more intentional structuring of coursework.

Stacey Pigg and Douglas Walls, in “The Capstone Journey: Touchpoints and Temporalities in a Redesigned Master’s Capstone Process,” explore how students’ experiences of academic time shape their engagement with capstone courses in a master’s-level TPC program. Through analysis and redesign, they propose a model that distributes reflective and integrative learning across multiple structured interactions, emphasizing the role of institutional temporalities in shaping student learning.

Showcases

Adrienne Lamberti, in the Program Showcase “From Editing and Writing to Editing/Writing: Reframing a Professional and Technical Communication Program through Critical Archival Studies,” extends a framework of critical archival studies used in a course project to “inspire my administrative decision-making for the larger professional and technical writing program.” Focusing on reflection, peer workshopping, editor/writer authority, and interrogations of technology, Lamberti presents a heuristic for program administrators to consider.

This issue also presents two Curriculum Showcases that provide detailed descriptions and rationales for generative artificial intelligence pedagogy in the classroom. In “Leveraging AI for Data-Informed Resume Writing: A Pedagogical Approach,” Timothy Ponce addresses the ongoing need to revise resume-writing assignments to reflect changing industry preferences for “AI-enabled applicant tracking systems.” The article not only provides scaffolding exercises for using AI to distinguish applicants’ skills and experiences with job descriptions but also extends AI literacy to a much-needed undergraduate assignment. Yeqing Kong, in “From Incident to Insight: Understanding AI Model Lifecycle Management Through Case Analysis,” presents a four-step activity that begins with short background readings, and then moves to student groups to investigate industry harms detailed in the AI Incident Database. In groups, students choose one incident to analyze and then present their work during a group presentation. Kong concludes with an autoethnographic

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reflection on the process including limitations that instructors should consider if they choose to include this assignment in a course.

Commentary

Teena Carnegie, Sean Williams, Lee-Ann Kastman Breuch, and Tharon Howard have spent considerable time revising and refining the external program review process for CPTSC. Their Commentary, “Moving Program Reviews into the Future: Strategically Positioning Technical and Professional Communication,” begins with a history of CPTSC program review efforts and provides “updated review guidelines, reviewer recruitment processes, fee structures, and support materials.” We encourage all administrators and coordinators to take advantage of this service that can be an important part of programmatic assessment and accreditation processes.

Book Reviews

The book reviews in this issue include a two-volume collection edited by Diane Kelly-Riley, Ti Macklin, and Carl Whithaus, *Considering Students, Teachers, and Writing Assessment*, reviewed by Jordan Dagenais. The collections cover technical and political contexts as well as emerging theoretical and pedagogical processes with regard to assessment. Andrew Ridgeway reviews Sydney I. Dobrin’s primer on AI, *AI and Writing*; presented as a short textbook for an undergraduate course on writing with AI, this work presents a comprehensive overview for students, faculty, and program administrators who are looking for a straightforward description of the impact and possibilities of utilizing AI on writing. Finally, Jessica Remcheck reviews *Technical Communication for Environmental Action*, a collection of essays from scholars across the field of TPC on how the field can and perhaps even has an imperative to address the climate crisis and local environmental crises through research, teaching, and engagement.