

Issue Preview

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Our work of expanding and extending the professional discourse on program administration in professional, technical, and scientific communication continues with this, the second issue of *Programmatic Perspectives*. Reader feedback suggests that the community found issue one worthwhile and scholastically solid. Given the submissions we have received, we look forward to continued with this and future offerings.

Remember that the *Programmatic Perspectives* website offers readers opportunities to participate in discussion with authors and community members through the *Programmatic Perspectives* blog. So far, direct response has been light. Please consider extending these discussions even further by engaging us and other readers in an exchange about the ideas the authors offer.

Issue two opens with an examination by Jay Gordon of two genres of professional discourse: scholarly journals and programmatic websites. Gordon suggests that the content of these sites differs more greatly than can be attributed to mere genre expectations, that study of these sites reveals tracings of the community's ongoing internal debates about professional and programmatic mission and value.

Collaboration and the design of pedagogical spaces provide the focus for the article offered by Amanda Bemer, Ryan Moeller, and Cheryl Ball. These authors anchor their discussion of the redesign of a teaching lab at Utah State University with examination of scholarly work on collaboration and spatial dynamics.

Karen Schnakenberg's keynote address from the 2008 meeting of the CPTSC in Minneapolis, Minnesota offers historical reflections on the evolution of academic core knowledge and programmatic design, and how those

changes connect to the growth and maturation of the profession and discipline.

Kaye Adkins and Jane Frick present a Program Showcase of the Master of Applied Arts in Written Communication at Missouri Western State University. This new program just welcomed its first students in August 2009; thus the showcase emphasizes the process of proposing and developing the programmatic context within which those students will work. Key to the design are the twin demands that the MAA in Written Communication be interdisciplinary and that it serve a body of developing professionals who bring workplace experience with them.

In the editorial for this issue, Karla Kitalong reflects upon the mentoring and collaboration philosophy that informs the editorial decision-making process of *Programmatic Perspectives*. Although the editorial values she describes may result in some measure of seeming chaos, it must be viewed through the lens of *chaos theory*, where order is evident at both the microscopic and macroscopic levels, and ultimately engages in pattern building that draws in the whole community.

We close issue two in celebration of two colleagues—Vickie Mikelonis and David Morgan—with memorials from Constance Kamp and TyAnna Harrington.

With that, please dive in. Enjoy. Engage. Exchange. We'll see you in the blog.