Instructional
F O R U M

In This Issue, Articles Covering

Education During a Pandemic,
Education and Social Justice,
and Classroom Perspectives

PRINCE GEORGE'S
COMMUNITY COLLEGE

In This Issue

Greetings from the Editor

Welcome, and thanks for reading the 2020–2021 issue of the *Instructional Forum*! As you might imagine, the bulk of this issue features articles written about education during the ongoing COVID-19 pandemic. Like most professions, faculty and staff of community colleges had to utilize their wits and resourcefulness in trying to achieve normality in a year that's been anything but. The trials, tribulations, and successes of just a few community colleges around Maryland highlighted in this issue offer a glimpse into this historic year

2020 was also a year of social upheaval, as the Black Lives Matter protests and demonstrations around the world brought with them an opportunity for many educators to reflect on how better to connect with today's politically and socially motivated students.

As pedagogy is dynamic, the articles featured herein attempt to offer perspectives and solutions to issues that are not necessarily unique to Maryland, but serve to catalogue best practices of the community colleges across Maryland.

Cliff Starkey

2021–2022 *Instructional Forum* Call for Articles

For the 2021–2022 issue (Volume 36), the deadline to submit articles is **Tuesday, January 18.** The topic for next issue will be "Serving the Needs of Community College Students." Please consider writing an article on what you are doing to effect change, adapt your classes, and increase student success, retention, and completion in relation to the topic. Please consider writing an article on what you are doing to effect change, adapt your classes, and increase student success, retention, and completion in relation to either topic. As always, the *Instructional Forum* will consider all articles about anything related to instruction at the college level.

We also welcome articles from each college's various instructional support groups, such as the Library, the Writing and Tutoring Centers, the Honors Program, the Book Bridge Project, the Collegian Centers, and more.

We also would like articles from academic division deans, associate deans, and department chairs!

Please consider sharing your instruction-enhancing thoughts and research through the *Instructional Forum*, because the work you do encourages and inspires your colleagues.

Submit your articles to InstructionalForum@pgcc.edu, as attachments in Word (.docx). Articles could be from 500–2000 words. Refer to the end of this issue for specific submission guidelines and documentation format, or email the editor for input.

Practicing What We Preach:
A Public Safety Department Responds to a Pandemic

By Alan Lyons, Instructional Specialist, and Diana Culp, Emergency Management Program Manager, Frederick Community College

As Frederick Community College's (FCC) public safety department—the Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS)—prepared for spring 2021, its third semester since the arrival of COVID-19, our team noticed a tangible shift in the nature of those preparations. Our COVID experiences until then had mapped easily to the standard language of emergency phases. Spring 2020 had been an "incident response" phase marked by the rapid shift to primarily online education, continuous updates to suit developing science and policy response, and an "all hands on deck" effort to ensure education could endure the disruption. Fall 2020 was a "stabilization" phase: With survival managed and a summer to reset, research, and prepare, the focus had shifted from rapid response to rebuilding the infrastructure of a semester that balanced student concerns with public health needs. Ongoing COVID caseload increases remained a governing factor, but spring 2021 showed signs of the next phase, "recovery." We were no longer trying to right the ship or assess the damage; we were beginning to use what we had learned and done during crisis to address a new status quo (Federal Emergency Management Agency, 2019).

As we look back now, that makes it an interesting period to assess: Just what had we actually learned by that point? Central to the functions of our core public safety disciplines is the After-Action Report, a formalized review of actions taken in response to a disaster incident: What worked, what didn't, and how can the next response be improved? In posing similar questions of our own response, we hoped to find answers that might prove useful to ourselves and others.

A preliminary methodological note: Many of the disciplines housed in our department are, relatively speaking, very young. While criminal justice has existed since the 1910s, other areas like fire service

administration have only done so for a few decades, and academic emergency management has only been actively developed for about 20 years (Walsh, 2019). Enrollments are also likely to contain a greater than average percentage of non-traditional students, and advanced degree offerings in these fields are commonly known (and heavily advertised) to be online-accessible or online-only. Indeed, the majority of our own programs were online-accessible as of fall 2019.

As a result, our student base tends to be more familiar with—even expect—the need to "do college" in a way that involves fewer traditional classrooms. This sometimes presents challenges, but actually proved useful for our assessment. An internal FCC anonymized student survey taken around the same time indicated that overall feedback to the College's response was sometimes colored by negative reactions to the concept of an unfamiliar education modality generally, rather than the individual or collective merits of any of FCC's many response actions. Our department's specific student audience, however, baked this in: The "new normal" was for them often not new at all. Likewise, our instructors—largely current or former public safety practitioners—were familiar with adapting to unusual operations with reduced or improvised equipment. As such, we could more easily expect that our results and feedback stemmed from actual successes or failures, having been less confounded by reactions to the concept of emergency change itself.

Responses

By spring 2021, our responses to COVID-19 had included four key responses:

Instructor Support Measures

Within one day of the online shift, a "buddy system" was implemented, pairing each primarily classroom instructor with an instructor/staff member familiar with online

teaching or Learning Management System utilization. This had largely the intended result: Most online classes were running effectively by the end of the first week of remote operations. The benefits were constrained by overall College IT resource limitations; several instances of technical failure beyond the "buddy's" resolution abilities occurred. However, instructors were generally grateful for additional, on-demand technical assistance, likely improving overall morale. At least one reported a substantially improved opinion of online teaching in general because this extra support was available.

By the end of spring 2020, office hours with a MACEM&PS instructional designer were regularly held for interested instructors. Attendance was low, and the effort discontinued; however, the reminders of their availability prompted many separate, individual requests for assistance or advice. These requests allowed delivery of targeted support (e.g., videoconferencing practice, file conversion help, Blackboard setup) and early addressing of problems, despite the original idea sputtering.

Creating Familiar Spaces

Within three days of the online shift, department staff created a "team" office site within Microsoft OneDrive and provided instructions and technical support to instructors and staff. Designing this site to closely replicate existing College shared drives and file/folder structures, coupled with regularly available guidance, seemed to significantly shorten the adjustment period for both staff and instructors. The operational benefits were much more concrete: Regular functionality of most department operations was restored by the second week of remote operation, and staff were able to resume ongoing projects and provide support to other departments. Reconciling content stored in the site with older copies in the original College shared drives presented minor challenges as remote access to

those drives was expanded, but the site remained valuable and heavily utilized.

Initial attempts at regular whole-department "check-in" meetings were appreciated for their emotional value, but quickly found to be unfeasible to schedule. Recognizing and adapting to the reality of time demands in an unoptimized remote environment was a challenge. Eventually, practice settled on a weekly emailed update message from the department executive director and/or program manager(s) to all staff, instructors, and advisory council members, featuring a single-page chart of news, College updates, links to teaching resources, event invitations, and similar content. This "lower-tech" solution was quickly embraced and continued to be an appreciated ritual, even after monthly virtual departmental meetings resumed in fall 2020.

Extra Student Support

In March 2020's first days, as the crisis began to seem more likely, we had preemptively compiled a list of students at risk of being specifically impacted, based on what instructor advice could be captured, screening for all students recently receiving an "Incomplete" grade, and informal knowledge of student occupations. For us, at-risk included not only those students who might be academically displaced due to personal/family health needs or lost employment (categories each affecting roughly 40% of FCC students) but also those who might be deployed in response to the emergency itself. That list was used to coordinate check-ins and offers of academic and personal support throughout 2020, in supplementary parallel with the College's own efforts, particularly as FCC built out use of its automated "Student Success Alert" tool.

The tendency of our student audience to include those responding to the pandemic provided a unique support opportunity. Often, these students did require additional time or alternative solutions to complete their coursework under the additional burdens of deployment. Beyond working with them and connecting them to broader College resources to accomplish this, we also made a point of showcasing their efforts—highlighting their service while away, rather than just mitigating the consequences. Responder-students were thanked on departmental social media, invited to speak to classes, and consulted for input on upcoming projects relevant to their newfound experience. Some still dropped periodically out of contact, but we ended 2020 with only three formal program withdrawals. Quantifying the specific effect of this "highlighting" on retention was difficult, but the concrete results from those cases we could examine—students that still completed, reported feeling additionally valued, and possessed expanded academic resumes—seemed worthwhile regardless.

Listening to the New Environment

In some ways, the remote shift actually expanded opportunities for students and departmental resources. Remote operations across nearly all industries, alongside the rapid ubiquity of videoconferencing, permitted the acquisition of guest speakers and visiting experts who would otherwise have been inaccessible: senior state and federal U.S. Department of Homeland Security officials, representatives from state police and emergency management agencies, robotics researchers and digital privacy scholars, and more. This enabled the expansion of our usual periodic guest visits into frequent speakerships, multiple collaborative video discussion series, and a newly virtual two-day professional development conference. Similarly, as many facilities, agencies, and institutions began making their own online transitions, opportunities to expose our students to them broadened—virtual tours became more frequent and diverse than in-person field trips had ever expected to be.

Adoption of these resources into classrooms across our programs progressed somewhat unevenly, but as courses found ways to do so, student and instructor feedback was consistently positive.

Our primary stumbling block was, again, time. Despite increasingly intentional attempts to make every project multipurpose—ensuring visiting scholar research or public-facing video podcast episodes were also accessible as classroom learning objects, standardizing single Blackboard introduction videos for all courses, assessing program adaptations used as emergency student support for their potential as permanent program improvements—several goals still fell by the wayside or were only accomplished via last minute rush. A planned speaker series in response to the summer's racial equity movement started strong but was hamstrung by participant scheduling (and limited semester time) and sessions were delayed. An exploration of structural program revisions to expand VA benefit eligibility was eventually successful but proved extraordinarily difficult to track and manage in the remote environment. Program marketing efforts continued, but nearly all promotional resource development and revision had to be postponed; only edits necessary for basic accuracy made the cut.

Takeaways

Early response was definitely our strongest period relative to both anecdotal and measured FCC norms. Perhaps partly due to our existing disciplinary proximity to contingency planning and emergency concepts—some other public safety programs with early warning and/or the ability to treat the incident as a preparedness challenge also saw positive effects (Agnew & Charter, 2020)—we were able to make a remarkably quick pivot to the new

mode of operations, with seemingly minimal permanent damage. Mid-term response was productive, but it was also a learning process in terms of time and resource management. Entering spring 2021, operations were stabilized effectively enough to reintroduce some postponed projects while attempting to lock in the improvements of 2020, though the effectiveness of either effort remained to be seen. A disrupted student internship program remained a challenge, with only patchwork solutions in place.

We found our greatest successes when we openly accepted the "not-normal-ness" of the "new normal." Attempts to replicate prior project schedules, policies, or office practices typically turned into lessons in time management or digital limitation, but when we focused on thoroughly supporting specific efforts—getting instructors online-adjusted, helping students survive, adapting projects to the best set of tools and formats now available (even if it meant embracing new resources or discarding previous investments in scope or software)—we were disproportionately successful. Thus, the best advice of our experience may be to be gentle and realistic as future adaptations to pandemic education are made, recognizing that a few deliberate, thorough efforts will do more to help learning, growth, and success than a race to accomplish many. Our case suggests that bandwidth will probably only permit a few projects to get done anyway, regardless of the amount attempted or the effort and energy thrown at them. It seems better to focus intentionally on that few from the outset. After all, determining what really matters and giving it care and support is usually a good call—in education, in a pandemic, or otherwise.

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Adapting Strategies from the Train the Trainer Model to Support Faculty Transitioning to Remote Instruction

By Barb Schmitt, Program Coordinator, Continuing Education Workforce Development, Community College of Baltimore County

In 2020, the COVID-19 pandemic created an immediate need for colleges across the nation to provide remote instruction. This is a case study of the efforts of the Community College of Baltimore County's School of Continuing Education (the College) to move in-person workforce development contract training to remote/online instruction. The College's need to pivot to remote instruction revealed a deficit of online teaching experience in several content areas. Many instructors had abundant instructional experience and professional expertise developed during years in the workplace, but had limited experience providing training remotely and were not familiar with online platforms. It was clear that delivering high quality remote instruction would require developing faculty skills. The necessity for a quick response required both innovation and a consideration of existing best practices and strategies. The College constructed an approach that blended best practices for online training with strategies from the Train the Trainer Model.

Best Practices in Online Training

While course content remained the same when moved online, there were significant differences and needs between in-person and remote instruction. The efforts of the College were based on the following best practice strategies for online learning:

- Select the appropriate technology.

- Identify dynamic, enthusiastic, and skilled instructors.

- Adequately staff the training session with individuals tasked with specific roles (e.g., co-facilitator, subject matter experts, technical support) to ensure that the instructor is able to focus on teaching and that student needs for assistance receive responses.

- Build technical skill and prepare for technical difficulties.

- Create visually engaging presentation materials with an appropriate amount of text and content per slide.

- Incorporate activities and features (e.g., polling, real-world examples and stories, humor) that make the training interactive and engaging.

- Communicate with and prepare participants for successful participation including providing a preview of content.

- Include time for questions and answers.

- Collect and incorporate feedback to improve future training sessions.

The College drew on prior remote/online learning events to identify the best technical platform for the target audience and selected appropriate faculty to provide the instruction. The College also provided the necessary staffing for the events including providing technical support, managing advance communication and content previews with participants, and collecting feedback for continuous quality improvement. This included sending instructions to participants prior to each session about how to join the session and use the features of the technical platform. The instructions and available support were adapted as difficulties were encountered or reported on evaluation forms. The next challenge was how to incorporate the remaining strategies to develop the ability of faculty.

Train the Trainer Model

The Train the Trainer Model is commonly used in the workplace to develop internal talent as part of an overall training strategy. This approach utilizes the skill of an employee who is an experienced trainer as a lead trainer to coach emerging trainers on both the content of the training and how to teach the content. The process is dynamic and collaborative as the lead trainer guides the

new trainer through instruction, modeling, observation, and feedback. The model is cost effective because it uses internal resources while also creating a culture that develops and retains talent. It also results in consistent training that is customized to the needs of the program. According to the Centers for Disease Control and Prevention (2019), key features of the Train the Trainer Model are: Train Instructors, Direct Participants, Lead Discussion, Listen Effectively, Make Observations, and Support Participants.

Unlike traditional Train the Trainer programs, which focus on developing new trainers, the efforts of the College focused on coaching experienced in-person instructors to develop their ability to manage the technical tasks and master best practices for delivering remote training. Program staff with technical skills and experience delivering online instruction assumed the role of lead technical trainer to guide the technical components of online learning in a training partnership with the instructors while also mentoring them in online instruction strategies. The following is a summary of how the key components of the Train the Trainer Model were adapted into strategies to guide this process.

- *Train Instructors* Lead trainers scheduled a series of individual and group training events with instructors to demonstrate the technical platform and its features. This included rehearsals and practicing available alternatives to use in case of technical difficulties. Lead trainers also shared best practices guidelines for teaching online, guided updates to faculty PowerPoint presentations to make them suitable for online training, and worked with faculty to design and incorporate interactive activities and engagement strategies into presentations.

- *Direct Participants* Lead trainers created a step-by-step technical guide for faculty to use during training sessions. They also posted presentations and managed adherence to the agenda.

- *Lead Discussion* Lead trainers partnered with faculty during live polling and Q & A sessions.

- *Listen Effectively* Lead trainers monitored student retention, attentiveness, and the Q & A panel throughout training sessions. This provided information about whether any parts of the presentation were confusing or less relevant to the participants.

- *Make Observations* Lead trainers were able to provide feedback to faculty based on student retention, attentiveness, and comments. The use of an electronic evaluation form at the conclusion of each training session also provided rapid feedback.

- *Support Participants* As a silent partner during each training session, lead trainers were not only able to assist with troubleshooting technical difficulties, but were also able to debrief the successes and challenges of each training session and make real time suggestions for future sessions.

Conclusion

Faced with an immediate need to coordinate instructional and technical support, the College blended best practices for online learning with components adapted from the Train the Trainer Model and was able to quickly prepare faculty for the move to remote training sessions. The approach has been successful with instructors consistently receiving strong ratings and positive comments on course evaluation forms and high levels of student participation and retention during remote training sessions.

Adapting Strategies from the Train the Trainer Model to Support Faculty Transitioning to Remote Instruction

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Suddenly and All at Once:
How My Instruction Changed During the Pandemic of 2020

By Senetria Blocker, Adjunct Professor, Public Service and Business, Prince George's Community College

On March 12, 2020, Maryland and Ohio became the first states to close public schools statewide. Initially, the thought was that schools would be closed for a week or two in response to the ominously looming coronavirus, which quickly escalated into a global pandemic. At that time, I was instructing three education courses for teachers. The students in my classes were educators either pursuing or renewing their teaching certificates. One of my courses was a hybrid course, which met twice in person, with all other asynchronous self-paced classes. The other two courses were traditional, in-person classes that met weekly. Based on the swift and immediate push for all classes "to go virtual," I adapted my teaching to meet my students' needs to improve their chances of completing an online course they had not elected to take.

Some of my students in the traditional courses stated that they were unsure how to proceed in an online environment. For many, this would be their first online class. With this in mind, I changed many of my teaching practices to meet their needs. Here are a few of the instructional changes I implemented:

- *Utilization of Google Slides and Google Docs* (*a shared platform that allows multiple students to engage in one document*)—It was of utmost importance to utilize explicit instruction to introduce and teach presentation programs such as Google Slides and Google Docs. In the traditional classroom setting, we used chart paper to collaborate on various topics and create shared visions. However, in the virtual environment, I had to effectively launch new processes so that students could participate in discussions and collaborate virtually when I had not established an online discussion platform. While many of my students knew how to make a PowerPoint presentation, some were not familiar with using Google Slides. When instructing students on using this app, I started by modeling how to create documents and changing

settings to share documents. In addition, I provided multiple strategies on how to use this technology efficiently to support learning. Students that were familiar with the Google Slides assisted by offering tips and supporting new learners.

- *Introduction of Padlet* (*an online bulletin board*)—While I was familiar with Padlet and had used it in the past, I had not used it in my online classes as a collaborative platform. However, once my traditional classes switched to a virtual environment, I found Padlet to be a useful tool for sharing links, videos, pictures, having discussions, and reflecting on learning. I used Padlet as a portal to share information and create virtual bulletin boards. A virtual bulletin board functions like a traditional bulletin board, a place to display information. My students used Padlet to post writings, pictures, links, media, etc. They also used Padlet as a platform for storing information or respond to their classmates. Padlet has a "reactions" feature, allowing students to "Like" each other's posts. This feature brought a social media experience to the course content that students seemed to enjoy. Although there is a fee associated with Padlet, users are allowed three free boards.

- *Use of Feedback from Surveys*—Student surveys guided my instructional practices. During traditional classes, I had opportunities to observe my students, see their work, gauge their understanding, and ask questions that influenced my instruction. However, I found this challenging to do in a virtual setting. The implementation of questionnaires and surveys was perfect for gaining insight and developing the next steps. I used a variety of techniques to gain information about my students. These techniques included entry tickets (short student writings at the beginning of class used as an instructional tool to gauge students' understanding of information

previously taught), exit tickets, emotional (mental health) check-ins, dipsticks (rating systems where students share a number that represents their understanding), and digital journals. The data collected was instrumental in planning subsequent lessons.

- *Use of Feedback from Questionnaires*—When the fall 2020 semester started, I used a questionnaire to determine how many of my students had participated in online learning before the pandemic. I learned that 62 percent of the students in my courses had. This information let me know that my students had some experience with online learning. Based on the information I learned from the survey, I decided that instead of modeling how to use platforms during the class, I would offer to stay after class and provide instruction for students that needed additional support. The questionnaire also included questions such as "How many classes have you taken since the pandemic?" and "What do you think Ms. Blocker should know about you as an online learner?" I kept this data in mind as it was an integral part of planning and teaching.

Sample Data

Did you take online courses before the pandemic?

66 responses

- Yes
- No

37.9%

62.1%
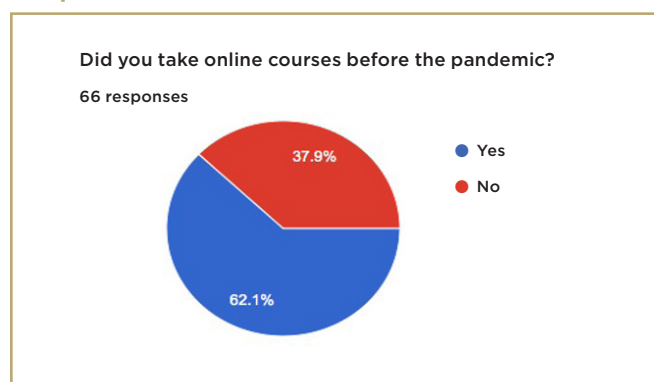
- *Implementation of After Class Support*—This has been one of my most effective instructional practices. After my traditional classes, I would stay after class to answer questions. I found that this method also proved effective for the virtual classroom. Setting aside time for anyone who wanted to stay online to ask questions was more effective than using instructional time for individual questions. I end each class by asking if there are any questions that could potentially benefit the group. Once group questions have been answered, the class is officially over, and students are welcome to leave. However, I have adopted the practice of staying online to work with students who need individual assistance or have specific questions.

- *Use of Screen Recorder*—The use of a recorder has been essential to narrate Google Slides, micro-lessons, and announcements. I created short videos designed to explain and guide students as they completed assignments. While there are many recorders on the market to choose from, Screencastify has been my screen recorder of choice. Screencastify is valuable in my opinion because it is easy to use and the platform provides a sharable link that can embed Google Slides, Google Classroom, YouTube, etc., making sharing content easy.

It is a fact that we are living in unprecedented times and an ever-changing society. Many of the adjustments I've made were the result of circumstances beyond my control. Suddenly and all at once, many of my students were pushed into taking online classes. For many, this new environment presented a legitimate fear as some deemed online classes too difficult, while others feared the inability to work independently for various of reasons. People are normally resistant to change, and this disruption forced an abrupt universal shift for teachers and students. Regardless of any fears, the choice of face-to-face, traditional learning was no longer available, and the learning curve in some cases was steep. As an educator, I am charged with making learning meaningful and accessible. The accessible part was a little tricky at first; however, with these adaptations, I and my students are moving forward.

Our Part in Moving the Needle in the Education of Future Criminal Justice System Professionals

By Melissa McDermott Lane, Professor and Department Chair, Criminal Justice Studies, Community College of Baltimore County

This summer a colleague at University of Maryland Global Campus shared Melissa Korn's article titled "Community Colleges to Take a Hard Look at How They Teach Aspiring Cops" (Wall Street Journal, 2020). It was timely not just because of what was going on nationally, but because I was in the middle of assessing my program's outcome objectives, two of which are related to ethical behaviors in the criminal justice system.

We have a course titled Ethics and Diversity in the Criminal Justice (CRJU-250) and numerous criminal justice common course outlines that include topics related to ethics. Additionally, we were trying to figure out how we could prominently display ethical practices in many of our core courses. Several of my department's faculty worked over the summer to create in-class, ethics-related activities for our Introduction to Criminal Justice, Criminal Investigation, Criminal Law, Constitutional Law, and Juvenile Delinquency courses. Similar to a Common Graded Assignment, all instructors teaching these courses are provided with the activities and encouraged to incorporate them. However, instructors are not encouraged to make them graded/outcome assessments, but rather provide them as process-oriented activities. While ethics are discussed in CRJU-101, the introduction course, and then periodically in case examples or current event discussions in other relevant courses, our hope is that by routinely placing ethical activities in front of our students through at least two structured activities delivered to students, we will be emphasizing the pervasiveness and importance of ethical behaviors throughout the system. Simply thought, repetition of the topic in all courses will equate to repetition of ethical practices in all aspects of the criminal justice system.

I felt confident that this was a decent first step and I knew our department's faculty never shied away from difficult conversations with students about ethical and unethical behaviors. However, this article made me think about what else we could do. Furthermore, I had a few students switch their major to Criminal Justice Studies following the Black Lives Matter protests of summer 2020. Their rationale was that they needed to be a part of the system to make a change rather than merely externally advocate for change. I also watched as one of the police departments with whom we have a relationship implemented a program to hold "Candid Conversations" with their sworn and civilian workforce. To facilitate the dialogue, we recruited faculty and staff from departments other than Criminal Justice Studies.

The criminal justice system is interdisciplinary. For many years prior to coming to academia, I directed child advocacy centers in two different states. These centers are a collaborative partnership between law enforcement, social services, prosecution, medical, and mental health professionals (Criminal Justice Studies, Human Counseling Services, Legal Studies, Sciences, Psychology, and Sociology Departments).

Korn (WSJ, 2020) commented about criminal justice programs having a responsibility in providing the initial training for future criminal justice professionals and being a catalyst for change by looking at what our curriculum says to students. After reflection, it became important to change how we examine and discuss crime in class. As always, the classifications of crime and the rules and theories of investigation and prosecution of those crimes is vitally important. But equally important is appreciating that the first step to de-escalating a situation is interpersonal and intercultural communication. Understanding social problems and respecting the community is the first step to community policing.

As such, I had many delightful conversations with my colleagues in complementary disciplines—Africana studies, communications, human services counseling, psychology, and sociology. I felt that merely substituting a random student's request for one of these courses to count as one of my program's required three elective courses did not say loud enough that we as a department felt these courses were of merit. I wanted to formally endorse their importance and be transparent that in order to be a well-educated criminal justice professional,

one needs criminal justice courses just as vitally as one needs communications and multicultural courses. They are all an equal part of the package and not an afterthought or a one-day in-service training. Our new electives can be seen in the accompanying chart below.

Hopefully this is a good second step towards looking at what we teach our aspiring criminal justice professionals —cops along with all the various professionals. Korn ends her article with a quote from Dr. Quentin Johnson,

president of Southside Virginia Community College, regarding making changes to curriculum: "We really want to move the needle." I hope our efforts at CCBC will contribute measurable changes in our student's journey and in the criminal justice field.

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New Electives

AREA OF INTEREST	APPROVED ELECTIVES
Law Enforcement & Public Safety	AASD 101 Introduction to Africana Studies CRJU 114 Narcotics and Dangerous Drugs CRJU 117 Criminal Justice and Technology CRJU 128 Civil Rights and Civil Liberties CRJU 139 Interviewing and Counseling Techniques CRJU 203 Victims of Crime CRJU 205 Sex Crimes CRJU 220 Criminal Justice Procedure and Evidence CMNS 250 Interpersonal Communications CMNS 252 Intercultural Communications HUSC 104 Developing Cultural Proficiency in a Diverse World GEOA 101 Introduction to Geographic Information Systems PSYC 105 Multi-Cultural Psychology SOCL 102 Social Problems SOCL 141 Racial and Cultural Minorities
Homeland Security	CRJU 117 Criminal Justice and Technology CRJU 128 Civil Rights and Civil Liberties CRJU 139 Interviewing and Counseling Techniques CRJU 160 Introduction to Homeland Security CRJU 220 Criminal Justice Procedure and Evidence CMNS 250 Interpersonal Communications CMNS 252 Intercultural Communications HUSC 104 Developing Cultural Proficiency in a Diverse World GEOA 101 Introduction to Geographic Information Systems PSYC 105 Multi-Cultural Psychology
Restorative & Community Justice	AASD 101 Introduction to Africana Studies CRJU 132 Treatment and Rehabilitation of the Adult Offender CRJU 134 Parole and Probation CRJU 139 Interviewing and Counseling Techniques CRJU 203 Victims of Crime CRJU 205 Sex Crimes CMNS 250 Interpersonal Communications CMNS 252 Intercultural Communications HUSC 104 Developing Cultural Proficiency in a Diverse World HUSC 106 Understanding and Empowering At-Risk Youth PSYC 105 Multi-Cultural Psychology SOCL 102 Social Problems SOCL 141 Racial and Cultural Minorities

AREA OF INTEREST	APPROVED ELECTIVES
Legal System	CRJU 128 Civil Rights and Civil Liberties CRJU 139 Interviewing and Counseling Techniques CRJU 220 Criminal Justice Procedure and Evidence CMNS 250 Interpersonal Communications CMNS 252 Intercultural Communications HUSC 104 Developing Cultural Proficiency in a Diverse World LGST 101 Introduction to Law LGST 103 Legal Research and Writing I
Digital Forensics	CRJU 117 Criminal Justice and Technology CRJU 220 Criminal Justice Procedure and Evidence DCOM 101 Introduction to Data Communications DCOM 150 Digital Forensics I DCOM 250 Digital Forensics II DCOM 258 Introduction to Information Security
Corrections	AASD 101 Introduction to Africana Studies CRJU 114 Narcotics and Dangerous Drugs CRJU 132 Treatment and Rehabilitation of the Adult Offender CRJU 134 Parole and Probation CRJU 139 Interviewing and Counseling Techniques CMNS 250 Interpersonal Communications CMNS 252 Intercultural Communications PSYC 105 Multi-Cultural Psychology SOCL 102 Social Problems SOCL 141 Racial and Cultural Minorities
Private Investigation	CRJU 117 Criminal Justice and Technology CRJU 128 Civil Rights and Civil Liberties CRJU 139 Interviewing and Counseling Techniques CRJU 153 Private Investigation CRJU 220 Criminal Justice Procedure and Evidence CMNS 250 Interpersonal Communications CMNS 252 Intercultural Communications HUSC 104 Developing Cultural Proficiency in a Diverse World PSYC 105 Multi-Cultural Psychology SOCL 102 Social Problems SOCL 141 Racial and Cultural Minorities

Teaching Social Justice: How to Deliver Unbiased Curriculum and Foster Discussions on Social Justice in College Courses

By LaLinda McMillan Street, Associate Professor, English, Prince George's Community College

As George Floyd lay prostrate on the ground for eight minutes and forty-six seconds with a knee upon his neck, a stream of collective consciousness was awakened not only in society, but in students from every facet of life. The rallying cries from a new generation of thinkers sprang forth like the dawn, requiring educators to rise to the occasion and introduce social justice to curricula and reassure students that their voices will be heard. Thus, educators must assert a level of intentionality and forethought that speaks to the gravity of the situation, while maintaining an unbiased continuum of engagement in the classroom. This article aims to make a case for an interdisciplinary approach to incorporating a social justice curriculum into the classroom, given its benefits to the learning experience of our diverse student population at community colleges. The article's second aim is to provide advice for teaching social justice that can serve as a framework on how to effectively teach controversial topics and create a culture of trust in the classroom when discussing divisive issues. When teaching about social justice in an era of unprecedented upheaval, there must be an awareness that higher education involvement in social development and social justice is critical. Higher education must make use of the opportunity to facilitate learning to include broad discussions on systemic racism, implicit bias, and the interconnecting systems of oppression. As our students encounter these complex topics in lived experiences, specific lessons must be driven by Malcolm Knowles' theory of andragogy, whereby learning should be guided through improved classroom management techniques—in case conflict erupts from the students' independent existential realities (Inchausti, 1988).

Initiating a conversation on such topics as the Black Lives Matter (BLM) movement, political disenfranchisement, criminal justice reform, employability, LGTBQ issues, and extreme social disadvantages underscores the importance that educators have to "get it right." Therefore, with the deliberate infusion of a potentially controversial lesson, the instructors are required to conduct thorough research, obtain quality resources, and employ a deeper understanding of social justice in a global society.

The United Nations defines social justice as "an underlying principle for peaceful and prosperous coexistence within and among nations. We uphold the principles of social justice when we promote gender equality, or the rights of indigenous peoples and migrants. We advance social justice when we remove barriers that people face because of gender, age, race, ethnicity, religion, culture or disability" ("World Day of Social," 2017, para. 1). Although social justice has been an intended narrative discussed within the classroom over the years, the global pandemic has presented a new challenge of how to facilitate complex topics without faculty having formal training in teaching social justice. These discussions can take on an even more heightened complexity in an era of virtual learning, whereby it is difficult to gauge student's emotional state when discussing critical societal issues. However, given that American community colleges were founded upon the principles of social equality, holding broad discussions on social justice in the classroom is imperative. Furthermore, the discussion should be focused on the varying perceptions and definitions of social justice to encourage intellectual freedom, provoke debate, and establish and provide students with more autonomy in how they draw a connection between the study of social inequality and their own realities. In the article "Teaching Social Justice in the Classroom," Inchausti (1988) argues, "We cannot… change other people by our convictions, stories, advice and proposals, but we can offer a space where people are encouraged to disarm themselves, lay aside their occupations and preoccupations and listen with attention and care to the voices speaking in their own center." (30). Sociology provides a window to frame social context through perspective rooted in the work of earlier sociologists such as Karl Marx, Émile Durkheim, and W.E.B. DuBois, who sought to examine the underlying issues that perpetuate social discord. The list of other notable sociologists who have tackled social justice issues

includes Heid Mirza, Tony Sewell, Dr. William Henry, Chimamanda Ngozi Adichie, and Nawal El Saadawi ("Four Ways to Approach," 2020).

As community college professors, we are not merely charged with recounting theories and empirical studies or refuting various perspectives, but with providing an unbiased approach to understanding social inequality by educating students. Thus, as I approached interjecting a social justice lesson on the Black Lives Matter movement in the fall of 2020, I had a clear vision of providing a comprehensive perspective on the movement through empirical literature, substantive scholarly resources, and media depictions of both sides of protests. To ensure a safe space in a virtual environment, students were encouraged to share their experiences and perspectives and adhere to guidelines as specified in the 2014 article "Respect Differences? Challenging the Common Guidelines in Social Justice Education," by Sensoy and DiAngelo. The authors discuss developing guidance to foster an atmosphere of respect and collaborative inquiry. Consequently, the class adopted the following guidelines:

- *Share.* Ensure that all voices are heard and identify ways to contribute to the discussion even if you rather stay quiet.

- *Listen.* Being attentive to others while speaking is critical as your comments should reflect awareness of the previous speakers.

- *Openness.* Be willing and open to new perspectives and consider various points of view.

- *Understanding.* Be keenly aware that errors may arise, but be intentional to see your mistakes and the mistakes of others as means of learning. Ask questions when clarification is warranted—don't make assumptions.

- *Collaboration.* The learning experience of your peers is based primarily on your engagement (Sensoy & DiAngelo, 2014).

To facilitate learning, students were required to read texts on police–race relations in both the United States and the United Kingdom in hope of providing a global perspective of a similar issue. Moreover, students were required to analyze media representations on ethnicity and police interactions, and link sociological principles on conflict and "consensus policing" ("Four Ways to Approach," 2020).

During the class discussions, there were guided questions and an emphasis to engage all students, as research has shown that instructors tend to focus on male voices ("How Do You Create an Unbiased," 2016). The formal written assessment was also carefully developed using an evidence-based approach to limit unconscious bias. Students were required to read scholarly material and watch five preselected videos on the Black Lives Matter protests and counter-protests, rather than participate in actual demonstrations. However, students who had previously attended a BLM protest or wanted on their own accord to engage in a protest were given the liberty to use this as an alternative to watching the protest via video, but were strongly encouraged to abide by federal, state, and local social distancing laws.

While social justice is a natural fit in a sociology course, the topic of social justice is easily transferable to other academic disciplines. In the article "The Importance of Social Justice in the Classroom and Curriculum Design," the School of Education and Social Policy at Merrimack College asserted the following:

> Social justice is more than just a single subject to be taught. It's a concept that should infuse almost every academic subject. Over time, students learn to look at current and historical events—even their own actions—through the lens of social justice. (p. 6)

The interdisciplinary approach to weaving social justice in the classroom as prescribed by Paulo Freire is key to empowerment and eliminating inequalities within society (Brown et al., 2016). For instance, Catherine Gewertz (2020) explains that the mathematical discipline may "explore analytical data from high-profile policy

practices or campaign finance and explore math concepts from place value to proportionality and algebraic functions," or "They're using math to help students understand phenomena as varied as food deserts, disaster aid, and college-admission test scores" (para. 2). English classes can continue to draw from the long-standing tradition of making connections between the study of social inequalities and the critical analysis of social justice (Alexander, 2020). Notwithstanding, there is a natural correlation of discussing social justice in other social sciences courses.

Teaching social justice content in a way is part of self-reflection. Therefore, when engaging in social justice discussions in the classroom consider the following:

Be conscious of intended and unintended bias:

Although unconscious bias is a normal cognitive process, according to Laura Hunter, Ph.D., associate diversity officer for the University of Arizona's Office of Diversity and Inclusive Excellence, the importance of educators remaining neutral is an understatement given today's climate of social unrest ("How Do You Create an Unbiased," 2016). Therefore, it takes vigilance on the part of the educator to create a learning environment where students are provided with varying perspectives and are not influenced by an instructor's personal views. There may be opportunities to grade assignments or tests while allowing students to remain anonymous. Strive to create opportunities for real-life applications that enable meaningful learning in the classroom (Dell'Angelo, 2014).

A layer of trust within the classroom:

The central tenet of building trust is getting to know your students. In addition, teachers must provide deliberate opportunities for students to get to know their peers as individuals rather than stereotypes. Furthermore, consider performing exercises that are private (shared only with the instructor) and others that are shared with the entire classroom (Hernandez, 2016). This is of particular importance if delivering content at an institution with significant diversity. Finally, never assume that people who share a similar background will share the same perspective.

Gain perspective on the topic:

Conduct extensive research to understand both sides of the issue and provide scholarly material that does the same. Be certain to organize the information logically and look for holes in arguments that may distort the objective of the discussion and/or assignment. More importantly, garner a fresh global perspective on social justice topics by utilizing resources from the United Nations.

Strive to include a diverse range of resources:

Although it is easy to include one side of an issue, use the best practices of being unbiased. For instance, if delivering a lesson on defunding the police in the United States, provide adequate resources that convey the pros and cons of this divisive topic.

Establish ground rules on complex and challenging topics:

A notable source is *Courageous Conversation about Race: A Field Guide for Achieving Equity in School* by Glen Singleton (2015), which discusses the Four Agreements of facilitating difficult conversations:

1. *Stay engaged*: Engagement in the classroom requires that social discussions involve "remaining morally, emotionally, intellectually, and socially involved in the dialogue;"

2. *Experience discomfort*: Discomfort when discussing divisive topics is natural and need not be ignored; rather, bringing it into an open forum provides a means of disarming negative viewpoints;

3. *Speak your truth*: Be open to the truth, not just your personal perspective;

4. *Expect and accept non-closure*: Agree to make certain that there is no rush to judgement. (pp. 58–85)

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Connect to students' personal experiences (lives):

It cannot be emphasized enough that our students come from all different walks of life and are able to offer unique perspectives on lived experiences as they pertain to social inequities. Thus, experience-driven dialogue is a necessary component to make progress when discussing complex subjects such as race, privilege, oppression, and discriminatory practices and policies.

Linking real-world problems with varying perspectives:

Include learning resources not merely from textbooks or scholarly materials but from real-world problems that may garner further discussion. For instance, if there was a recent event on social justice that directly addresses the lesson's objectives, bring it in to the discussion.

Anchored by these principles allows students to evaluate their emotional state and offer a means for students to respect their peers in a collegiate manner.

As Inchausti (1988) notes, the call for greater inclusion of social justice in the classroom is not a progressive trend. However, the pandemic has particularly galvanized public consciousness, creating a bridge for including social justice topics across curricula. As instructors we recognize the default of staying within the parameter of our content areas. Therefore, this article seeks in many ways to provide guidance on how to effectively incorporate social justice into classroom discussions through the creation of trust, collaboration, and through the encouragement of intellectual freedom.

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Global Perspectives in the Classroom
International Cross-Cultural Collaborative Assignments between Irish and American Business Students Using Real Time Communication

By Nancy Zimmerman, Professor, Business Studies, and Melissa Stitt, Associate Professor, Accounting, Community College of Baltimore County; David O'Hanlon, Lecturer, Business and Management, Athlone Institute of Technology, Ireland

It is nearly impossible for American citizens to be immune to the deep influence globalization has on our daily lives and in the workplace. As a result, it is essential that college students are prepared for entry into this new society with the "right *kind* and *level* of skills and attributes to succeed in a globally-competitive employment market" (Minocha et al., 2018). Pierce (2019) explains the significant mission undertaken by community colleges for addressing, educating and training students in preparation for the 21 Century global workforce. The Community College of Baltimore County (CCBC) has responded to this need by implementing Global Education (GE)

> "which introduces students to a variety of disciplines that build a common foundation of knowledge that promotes responsibility, critical thinking and lifelong independent learning. Global Education courses prepare students to meet the personal, academic and career challenges of today and tomorrow as empowered citizens of a global society" (ccbcmd.edu).

The Global Education Department established the Faculty International Travel (FIT) grant for encouraging the development of innovative and creative global learning opportunities for students. This demonstrated the college's belief in the importance of supporting faculty by providing a stipend for their international travel. "If we can get our faculty to be globally competent and experience global learning opportunities for themselves, they'll naturally bring that back to their classrooms" (Pierce 2020).

Business Studies faculty members Nancy Zimmerman and Melissa Stitt responded to this initiative by submitting: *International Cross-Cultural Collaborative Assignments between Irish and American Business Students Using Real*

Time Communication. Their proposal, which received funding, focused on real time communication to facilitate collaboration between American and Irish business students enrolled in human resources management at their respective colleges. The importance of this endeavor was to create experiential learning opportunities for their students while eliminating the burden of travel expense and disruption to their daily responsibilities. "Teaching global competence can be especially challenging for community colleges, which serve many nontraditional students who have other priorities in their lives" (Pierce 2020). Whatley and Raby further explain:

> In spite of many programmatic resources that promote access and equality at community colleges, for many community college students, access is complicated by factors external to the community college context itself, including homelessness, food insecurity, and child-care insecurity which create unequal situations in which access is compromised (2020).

Ireland was selected based upon the similarities in language allowing for an ease with exploring cultures and values. Historically, a large percent of American immigrants were from Ireland, resulting in common ancestral ties. "Between 1820 and 1860, the Irish constituted over one third of all immigrants to the United States" (loc.gov). In addition, the country's reputation for kindness and friendliness was an additional benefit. Potential partnering business schools were identified online and invited to participate with CCBC's business studies department. Athlone Institute of Technology (AIT) welcomed the opportunity to participate. The authors communicated on several occasions to develop the

collaborative project slated for spring 2020 implementation. One meeting occurred in Ireland funded by the FIT grant.

The learning outcomes consisted of the following:

- Applying course content to case studies

- Developing cultural awareness

- Nurturing virtual collaboration skills

- Developing video PowerPoint presentations

- Learning self-reflection (process, project outcome, global citizen)

Process

- An internet search was conducted for identifying potential Irish colleges and then outreach emails were sent inviting business faculty to participate. David O'Hanlon, lecturer at Athlone Institute of Technology (AIT), welcomed the opportunity to participate with his business management students.

- Zimmerman and Stitt communicated with O'Hanlon on several occasions to develop the collaborative project slated for spring 2020 implementation. One meeting occurred in person and the remaining interactions used technology to select case studies, develop grading rubrics, determine technology needs and schedule joint class meeting times.

- The learning activities (case studies) were behavioral based scenarios requiring management intervention for conflict resolution in the westernized workplace. These problem solving case studies were relevant and accommodating to the diversity of the students participating in the project. As a result, these neutral case studies were a common denominator in which the students could share their perceptions of the situations and offer their resolutions of the issues.

- AIT and CCBC students presented their analysis and recommendations by creating a video PowerPoint presentation which was uploaded for reciprocal evaluation by faculty and students abroad.

AIT and CCBC Scheduled Meetings in Computer Labs

- *Real-Time Technology Practice*
  Computer Practice (Adobe Connect). This was a significant component of the project to ensure success.

- *Real-Time Interactive Session*
  A guest presenter facilitated an interactive "Diversity in the Workplace" session between AIT and CCBC students.

- *Student Assignment*
  Groups of AIT and CCBC students submitted their case studies analysis in a PowerPoint video recorded format to the appropriate professor for grading.

- *Real-Time Interaction (Project Feedback)* Canceled
  Unfortunately the students were unable to reunite remotely to discuss their case study resolutions resulting from COVID-19 campus restrictions. Instead, AIT and CCBC students provided feedback within their respective classes.

CCBC Student Feedback

International Cross-Cultural Collaborative Assignments between Irish and American Business Students Using Real Time Communication allowed students to participate in an authentic global learning experience without leaving the classroom.

"I liked the interactions in the groups. Being able to talk to each other on different topics and seeing other perspectives is a great learning experience." (Spring 2020 CCBC student)

"Overall I liked the experience. I do wish we had more time to just talk and ask questions to the students in our groups. I do love this interaction!" (Spring 2020 CCBC student)

"This experience has benefited me greatly in particular as COVID-19 occurred…I recognize the role and effectiveness similar online platforms offer, in particular in tacking geographical or time differences issues in groups." (Spring 2020 AIT student)

"Unique to personal and professional development module was the use of online communication with Baltimore College. This was something I have never experienced before but found very useful and beneficial." (Spring 2020 AIT student)

Lessons Learned

- Challenges of scheduling live sessions with different academic calendars and time zones.

- Ensuring a computer expert is available for live communication between the countries.

- Providing several sessions for enhancing group dynamics between the students.

- Assigning country related assignments for preliminary student exposure.

- Viewing student presentations live opposed to prepared PowerPoint recordings.

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Whatever It Takes

By Koi Lin Chow-Hamm, Adjunct Faculty, Public Service and Business, Prince George's Community College

A few weeks ago, when I was thumbing through my Twitter feed, I came across a fabulous teacher determined to do anything to connect with her students. In response to low student participation, she challenged her students to say more, do more, and learn more. As a reward or perhaps even a chuckle, she put a sticker on her face each time a new student contributed to the learning conversations. Under her video was a small caption, "#whateverittakes." I don't know if I felt more of a connection to the phrase or to her putting the stickers on her face to encourage her students. Perhaps it was a little of both. But the real connection is this—I have never been more proud to be a teacher. I will do whatever it takes to see students thrive.

The fact is, this teacher is, without a doubt, like me and many teachers across the globe right now, doing much more with much less to make sure students have the best learning experience. Doing more with less is a catch-all term for a catch-all profession. Doing more with less means teaching virtually with minimal technology, creating your own teaching resources when you can't get into school, finding common household items students can use to connect to the learning, and not panicking when the Wi-Fi goes down or there is complete silence in the virtual room. Like many of our health care heroes, teachers won't take the time out, even when they are burnt out. We will keep teaching, keep planning, keep grading, and keep encouraging our students. Most teachers won't even go to the bathroom or eat a decent lunch during a school day. Instead, we will push through and get tomorrow's agenda up on the board. We will stay up all night grading papers or posting work online. We will even spend our last dollar to hang posters, borders, and adorable cutouts on our walls (whether that be in the classroom or the area behind us on the video screen) so that learning is inviting, bright and sunny even when the world is not. This is what we do.

If you asked twenty teachers how they feel about virtual learning, I am certain that all of them would tell you that they are working ten times harder in the virtual classroom than they would with a face-to-face model. As an educator, I am eager to see what changes will come about now that achievement gaps, redlining and unequal access have hit us all like a ton of bricks. Now that we have all unveiled the horrible truths about how political dollars are often promised to education, but not made due, what will we do differently when it comes to education? Will we rally for the school that doesn't have proper heating, air conditioning, and wobbly desks? Will new stadiums come after local high school bleachers and boilers are repaired? Will we rush to make all schools state-of-the-art facilities before we think of building anything else? Will we provide books and technology and access to all children in our country before we invest in wars abroad? Before we build another jail, will we build another school or community college? Will we truly think twice about how we spend our tax dollars now that we know the hard truth?

Every teacher knows that teaching is hard work, but the plight of a teacher is often misunderstood. In fact, it is a common assertion that public education is a failing system filled with achievement gaps. However, these assumptions generally come from those who have absolutely no clue about what teachers do on a regular basis. These naysayers don't know how hard it is to help a struggling learner when a parent is not present. They don't understand how difficult it is to give an amazing lesson when you don't have the proper resources, materials, or even good lighting. They couldn't even fathom the struggle of art, music, and physical education teachers who have to grade more than 100 papers per week and not miss a beat. Nor do they understand the plight of a middle or high school teacher who inspires nearly 200+ students per year, but is lucky

to meet 50 parents at the PTA meeting. They most certainly would not understand the challenges that a classroom teacher experiences in one day or one school year.

I would love to switch shoes for a day with a naysayer. I would even bet my last donut that they wouldn't last a day trying to teach a kindergarten class. Teaching is not for the faint at heart. Some will say it is easier to train for the U.S. Marines. But even though it's hard and arduous work, we will still rush to save a life. We will feed the child who comes to school hungry and wipe the tears of another.

The silver lining in this pandemic is that the soda bottle has truly been shaken. The public now knows how important teachers are. We are the front line of public education. We are fearless. We will rise to every occasion and never look for a thank you because that is who we are and what we do. This is how we contribute to society. This is how we make the world a better place. Teaching is our superpower and we will always do whatever it takes.

Instructional Forum Article Submission Guidelines

Article length is discretionary—a long article is not necessarily bad, but a long, wordy article might be. Articles can be a paragraph to several pages; accessible articles could be anywhere from 500–2000 words. Depending on the number of paragraphs there are in an article and the length of the article title, approximately 700–750 words fit per page. For specific word count questions, contact the editor.

- Keep formatting simple.

- Use Times New Roman, 12-point font.

- Use one-inch margins on all four sides (top, bottom, left, right).

- Keep things such as bold/italics to a minimum.

- Omit headers/footers, page numbers.

- Let text wrap—do not manually hyphenate words. Turn off hyphenation in Word.

- When referring to various colleagues, omit titles such as Dr., as well as Ph.D., especially if one or more do not have such a title or degree. Also, refer to people by their full name (first and last) the first time you mention them; after that, it is appropriate to refer to them by last name only.

- When mentioning a person's position, use the following standards:
  If the title is alone in a sentence, use all lower case letters, but capitalize the department:
  As the vice president for Student Affairs said, …

If the title follows the name, use all lower case letters, but capitalize the department:
Dr. Smith, vice president for Student Affairs, believes…

If the title precedes the name, use initial upper case letters:
Vice President Smith argued…

- If you have research, use the APA or MLA style for documentation, and make sure your citations are complete.

- Proofread before sending the article to the editor.

- Submit the file in Word format (.docx).

- To include illustrations, note where they appear in your article, but please save and send them as separate loose files—NOT embedded in a Word doc.

Photos should be high resolution JPEG (.jpg) files. Low resolution photos from the Web are not acceptable.

Tables, figures, and graphics should be saved as .PDF files for submission.

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