Dear Cardinal Course instructors,

We hope you, your families, and your extended networks are healthy and managing well through this crisis. We know many of you are preparing for Spring Cardinal Courses and are working with your partners to see how you might shift the community engagement online. We have been working with colleagues at other institutions to gather information, resources, and recommendations, and wanted to share our best thinking with you here. We also encourage you all to share any resources, questions, or needs with us at cardinalcourses@lists.stanford.edu.

Adapting your Cardinal Course

Current Stanford guidance and the shelter-in-place orders across the Bay Area prohibit in-person service and community engagement. As you shift your course online, we encourage you to consider alternative, virtual community engagement projects and partnerships. There are many ways you can continue to partner with a community organization while enhancing student learning. For example, in place of in-person experiences, explore with your partners whether students could:

- Write research summaries or case studies on evidence-based practices relevant to the organization;
- Create annotated bibliographies with links to accessible articles and papers
- Record or stream workshops, trainings, or performances for partners and/or their clients
- Analyze data and produce reports or program assessments
- Develop curricula
- Create communication materials for an organization’s website or social media platforms

In some cases, students can simply carry out their planned project by connecting with their partners via Zoom and phone, since many of our partners will also be working remotely. As you plan:

**Be creative.** COVID-19 has already had a profound impact on the organizations and communities we serve, with disproportionate effects on the most vulnerable. While our instinct might be to withdraw, given the complexities involved, we encourage you to be creative in considering how your course and your students can lean in and stay engaged. We are eager to help you think creatively about an alternative, virtual partnership – let us know how we can support you.
**Be flexible.** Community engaged projects require flexibility under normal circumstances, but instructors should be prepared to modify and adapt even more given the rapid changes we’re experiencing. Prepare your students to adapt as needs and capacities change, cultivate open lines of communication with students and partners, and build in flexibility with assignments, deadlines, and deliverables.

**Be considerate.** Many of our partners are working around the clock to support their clients and adapt to these new restrictions, and may not be well-positioned to respond. Be prepared for delayed communication and adjustments to your planning. Recognizing this limited bandwidth, consider delaying any non-essential communications for a few weeks until partners have had time to adjust their programming and staffing.

**Resources for online teaching**
In addition to Stanford’s Teach Anywhere site, which is a great first stop for support, we wanted to share a few additional resources as you make this transition:

- Stanford’s Center for Teaching and Learning has curated a very thorough set of resources [here](#).
- Our colleagues in Stanford Introductory Studies also created a helpful guide to *Teaching Effectively During Times of Disruption*.
- As you may be aware, Stanford has operated an online high school since 2006. They recently posted [videos and trainings](#) to share their approach.
- Various units are offering trainings to support instructors in migrating their courses online. You can see them all at a glance [here](#).

**Creating opportunities for reflection**
As in-person engagements shift online, critical reflection will be even more important for your students. We encourage you to build in opportunities for reflection throughout your course—not just at the end. Particularly now, students will need structured and guided opportunities to make sense of their community engagement experiences and build connections to course content. Also consider incorporating a variety of formats, such as breakout conversations on Zoom, written reflections, and canvas posts. If you are interested in connecting your course to the COVID-19 crisis, see [this set of reflection questions](#) developed by our colleagues at Loyola University Chicago. For general reflection questions and prompts, the Center for Civic Reflection has curated a set of questions with readings [here](#).

**Accessibility and inclusion**
Not all students will be able to access online content in the same way, and not all partners will have equal connectivity or capacity. Consider these Ten Steps Toward Universal Design of Online Courses to ensure that course content is accessible to students with disabilities (you might also refer to this resource at the University of Wisconsin). We also found these tips helpful—including the suggestion of empowering students to propose solutions through a syllabus design charrette.

**Supporting your students**
We know many of you are concerned about the well-being of your students, especially those who are particularly vulnerable during this time. In addition to supports available through undergraduate advising, community centers, and others, ASSU has set up a resource page here. Other Stanford students have set up a mutual aid effort - you can learn more and volunteer here. Please share these resources with students as needed. We also encourage you to think about how you can build in moments of pause together – consider incorporating a 5-10 minute check in or contemplative practice at the beginning of your class to help students re-center.

In the coming days, a member of our team will be in touch with each of our spring instructors individually, but please don’t hesitate to reach out with any needs or questions. We also know that many of you are juggling additional responsibilities and challenges during this time, including caring for young children and other family members. Please let us know how we can support you.

Best,

Luke Terra
Director of Community Engaged Learning and Research
Associate Director, Haas Center for Public Service

Cardinal Courses FAQs

- **My class relies on a direct service partnership. What are my options moving forward?**
  As you shift your course online, we encourage you to consider alternative, virtual community engagement projects and partnerships. There are many ways you can continue to partner with a community organization while enhancing student learning. For example, in place of in-person experiences, explore with your partners whether students could write research summaries, conduct literature reviews, or analyze data on program outcomes. You might start by asking your partner questions such as: What do you wish you could do but do not have the resources to do? What research or literature would be helpful to have summarized? Are there stories you wish you could capture but do not have the time or capacity to write up?

  In some cases, students can simply carry out their planned project by connecting with their partners via Zoom and phone, since many of our partners will also be working remotely. For example, a Spanish language class partnership with East Palo Alto Academy will continue to experience a co-learning model using Zoom.
• **Can I still hire a Community Engaged Learning Coordinator (CELC)?**
  Yes, CELCs can provide support with organizing Zoom sessions, working with partners to ensure strong online options and collaboration, and facilitating ongoing communication with students. Please contact our program manager, Sarah McShea, for information on hiring a CELC. In addition to the normal hiring process, we will need a completed and signed telecommuting agreement since they will be working remotely. CELC training will be provided online.

• **If I have a technology need in order to successfully implement my online course, what kind of support can I receive?**
  Visit the Teach Anywhere website for assistance in delivering your class online. If you or your partners need additional software or hardware to facilitate your partnership, please let us know. We welcome additional course grant requests to facilitate online projects/partnerships.

• **Is there special guidance for implementing the *Principles of Ethical and Effective Service*, or holding an ethics training session?**
  The Directors of Community Engaged Learning are available to provide online training sessions on the Principles and ethics during your class meetings. Please send a note to cardinalcourses@lists.stanford.edu to request a session.

• **I will most likely spend my grant budget differently from originally conceived (e.g., I will not use my food budget). Can I repurpose my Cardinal Course grant funding?**
  Yes, we understand that many Cardinal Courses will need to repurpose course grant funds. Once you have clarity on the changes you would like to make, please reach out to your DCEL or the full team at cardinalcourses@lists.stanford.edu.

• **Are non-profit organizations allowed to continue operating in Santa Clara County?**
  Non-profits that provide essential services as described in the Order of the Health Officer of the County of Santa Clara may remain open. Other community organizations may shift some/all of their staff to remote work. Still others may close entirely. Check their websites for any updates before reaching out to them. Note that Stanford guidance and the shelter in place order prohibits instructors from assigning in-person contact with community organizations.

• **How do I organize student reflection in an online format?**
  As in-person engagements shift online, critical reflection will be even more important for your students. We encourage you to build in opportunities for reflection throughout your course – not just at the end. Particularly now, students will need structured and guided opportunities to make sense of their community engagement experiences and connections to course content. Also consider incorporating a variety of formats – breakout conversations on Zoom, written reflections, and Canvas posts. If you are interested in connecting your course to the COVID-19 crisis, see this set of reflection.
questions developed by our colleagues at Loyola University Chicago. For general reflection questions and prompts, the Center for Civic Reflection has curated a set of questions with readings here.

**Quick Links**

- Latest information about Stanford’s response to COVID-19 *(Health Alerts)*
- Reflection questions to address COVID-19 in your classroom (developed by Loyola University Chicago)
- Teaching effectively during times of disruption (developed by SIS/PWR)
- Stanford Principles in Action: Reflection *(Cardinal Courses Workbook, pg. 53)*
- Service-Learning Alternatives *(Newcomb Tulane College and the Center for Public Service)*
- Cardinal Course Grant Application
- Community Engaged Learning and Research team contact information
- Use Zoom Breakout Rooms feature to host small group reflections online *(Zoom)*

**Announcements**

- We have postponed our annual Community Partner Celebration, originally scheduled for April 23, 4:30–7:00pm

**Questions about your Cardinal Course?**

We encourage instructors who have questions about their Cardinal Courses to notify us individually or at our team email address: cardinalcourses@lists.stanford.edu.