

Dear Colleagues,

Following President Lieberman's email yesterday about moving all classes online through at least April 12, I am sure you are already beginning to think about how this will affect your community service course. As the COVID-19 circumstances evolve, I am writing to offer some guidance and options for you to consider based on what we know now and what we can reasonably anticipate for the coming weeks ahead.

First, please inform and reassure your students that **we currently have NO confirmed cases of novel coronavirus at the University of La Verne**. Ongoing updates will be provided at laverne.edu/coronavirus.

To reiterate the President's message, **classes will remain online only through at least April 12**. We will continuously monitor the situation and guidance from the CDC and public health officials and will notify campus community members about whether we will extend the online-only precaution or resume in-person instruction. There are no changes to spring break schedules.

Staff from Academic and Student Affairs, the Center for Teaching and Learning (CTL), and the Office of Information Technology (OIT) are assisting faculty with the transition to online-only instruction. The library will provide Blackboard assistance to students. Encourage your students to check their Laverne Email for information and updates.

We are asking CS 305 Instructors to guide students with flexibility to accommodate change and that decisions be based upon impartiality and what is supportive of students. With that said, below you will find the University of La Verne's Office of Civic and Community Engagement recommendations for Community Service 305 instructors, community partners and students.

- **No service hours will be required during spring break.**
- **For this spring 2020 semester only, students will be allowed to complete 15 hours of unpaid service, instead of the 20 hours of service.**

Students should be given alternative assignments to provide them the option of avoiding their community partner site.

- **Conduct research** on the history of service-learning, write to local politicians and elected officials about homeless issues, etc.
- **Compare & Contract Research Paper – 3 hours of service** – Difference between charity, volunteerism and civic engagement. Write about the assets of the organization they will serve and how applying ABCD to the organization's mission and service likely demonstrates going beyond charity and volunteerism. Conclude with how Asset Based Community Development contributes to better understanding social responsibility, civic engagement, and community building.

- **Reciprocity with Family & Friends – 3 hours of service** - can be completed at home with family, friends and neighbors. Examples, students will perform task-oriented projects such as painting, garage cleaning, trimming plants and yardwork. Anything that contributes to the well-being of the family member or neighborhood. Take before and after pictures. Write a brief reflection. What were your thoughts when approaching the task? What significant moments while accomplishing the goal? What was the response of the recipient, once the task was completed? How did accomplishing this assignment contribute to your understanding of what it means to serve others? In what way was the experience reciprocal? Post on Blackboard.
- **Rock & Paint – 2 hours of service** – paint four rocks with an inspirational or encouraging message. Draw from what inspires or motivates you. Students may also search the web for inspirational or motivating phrases. Take pictures of the rocks. Carry these small decorated rocks with you. When you see someone who looks like he/she needs a bit of kindness, hand them one of the rocks. Then, take a moment to reflect on what it meant to give the rock. What led you to take that step? What was the response? What did it mean to pass the rock on to another? Students can likely find a rock in the yard, or purchase a few at Michaels. The cost will be about \$3.00 dollars. If interested, the rocks can be painted on top. Use a Sharpie to write the inspirational words.
- **Resource Bank Assignment – 2 hours of service** – Students will use web-based resources to prepare a Resource Bank paper on topics that are relevant to the course. *If you are interested in offering this assignment, please email Julissa to get copies of the assignment.*
- **Generation Z connection with Grassroots and Social Change - 3 hours of service** – We often come across the inspiring message, be the change you want to see in the world. Generation Z, and to some degree Millennials, are known as having an entrepreneur and grassroots mind-set. They tend toward leadership roles. As a result, this assignment offers students the opportunity to create a grassroots organization of their dreams. First, research social change as related to grassroots organizations, such as women’s movement or civil rights, because research tells us the greatest changes in the U.S. has come from grassroots groups. Watch a TED talk, Eric Liu, whose message is addresses democracy and social change. Write a reflection addressing what you see in society that needs changing. Where would you begin to address the issue? What steps would your grassroots organization take? What do these steps reveal about your values and ability to impact the surrounding community? (this assignment relates to place-based development strategies and community building) *If you are interested in this assignment, email Julissa for the Power Point that will get students started.*

Reach out to your community partner(s) to explore the possibility that they could identify project assignments or research that would advance the organization's work, but would not require the students to be on site.

- **Virtual Engagement Ideas:** In some cases, student's community engaged work might be able to shift in ways that still meet the community needs and learning outcomes. For example:
 - conducting background research or gathering best practices or other information requested by the partner(s)
 - taping, recording, or streaming performances or workshops to benefit community partner(s)
 - creating digital and other social media content, print program materials, or other methods for information-sharing
 - undertaking assessment, evaluation, or feedback via phone or web-based services;
 - offering (or compiling, researching, or brainstorming) strategies that provide indirect support from volunteers as a result of coronavirus
 - conducting virtual or phone-based educational supports for youth and adults

If virtual work with an existing partner is not possible at all, here is appropriate opportunities through these channels:

- [How to Get Involved with Virtual Volunteering](#)
- [VolunteerMatch](#)
- [AllForGood](#)
- [9 PLACES TO VOLUNTEER ONLINE \(AND MAKE A REAL IMPACT\)](#)
- [Center for Civic Reflection](#) - use one of the discussion plans, facilitator summaries and additional resources available to engage students in reflective dialogue on a range of topics with the current crisis as the source of experience. Below are some examples:
 - [Fear and leadership](#)
 - [What are responsibilities as citizens? Who or what are we responsible for?](#)
 - [How should we respond in a crisis?](#)
 - [Is crisis a destructive force or an opportunity for renewal?](#)

Thank you for your time and support as we use precaution for the wellbeing of not only our campus community, but also our entire community. Please stay in touch with us at the Office of Civic and Community Engagement. I will continue to share ideas with you as they pour in. The entire community-engaged professionals and scholars are sharing their creative ideas in this time of crisis. Let me know what questions you have. We want to be a resource and thinking partner,

as well as a clearinghouse of good ideas and best practices to adapt community-engaged pedagogy in this challenging public health context.

Sincerely,

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