Playbook: Running a High School Course with the National Education Opportunity Network

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Background

This playbook provides a comprehensive overview of how Stanford Digital Education (SDE) offered Stanford courses to high school students in partnership with the National Education Opportunity Network, then called the National Education Equity Lab. It presents a record of the steps SDE took to prepare and run courses, certain best practices, and lessons learned from prior collaborations.

The following pages are not intended to be a strict prescription for how Stanford could offer Ed Opportunity Network courses in the future, but rather to be read as a starting point for the next iteration of this work. There are many ways to streamline, reorient, and strengthen this program. This playbook should allow Stanford educators to make a fresh assessment of what to continue and what to leave behind. The goal is to lay the foundation for the next story in the collaboration between Stanford and Ed Opportunity Network.

Program Goals and Impacts

Stanford Digital Education (SDE) aimed to bring the benefits of a Stanford education to a wider community of learners beyond the Stanford campus. SDE's work in high schools serving low-income communities nationwide provided hundreds of young students with life-changing experiences: they were exposed to new subjects, they discovered new ways to learn, and they became aware of their own potential to pursue more challenging educational opportunities.

These high school students were not the only ones transformed by the program. It opened the eyes of the Stanford students and alumni who taught these high school classes. They became more aware of the vast hunger for education in our nation, the hurdles many face in trying to advance their education, and the personal actions that they can take as teachers to make higher education available to all. In addition to helping high school students, this teaching experience was also life changing for Stanford students.

In creating this playbook, SDE hopes to facilitate others who wish to continue this mission. We know that the demand for this work will continue into the future, and we are confident that there are many at Stanford who will welcome the chance to meet that need.

About the Program

Since September 2021, Stanford Digital Education (SDE) has pioneered a dual-credit course program in which students from high schools in low-income communities can earn Stanford credits, as well as credits from their high schools. The courses give students unique learning opportunities to master Stanford's college-level material. The experience not only provides students with new subject matter but also boosts their confidence that they could thrive at Stanford and other selective colleges and universities. The courses are generally offered in collaboration with the nonprofit [National Education Opportunity Network](), which also partners with a dozen or so other universities offering high school courses.

Our dual-credit model is based in the high school classroom with a teacher at the school, who leads the course in tandem with at least one Stanford teaching fellow. Students watch lectures from a Stanford faculty member asynchronously and engage in the same assignments as students in schools nationwide. They can also attend weekly office hours with teaching fellows via Zoom. The courses offer college-level rigor, covering the same material being taken by Stanford undergraduates, with the extra scaffolding needed by high school students.

From our launch in fall 2021 through winter/spring 2025, this program has served 2,418 students across 96 schools in 19 states and Washington DC. We have offered six courses, with additional courses in development as of SDE's closure.

Courses to Date

Launched

Between Malcolm X and Martin Luther King, Jr.: Race, Religion, and the Politics of Freedom
Instructor: Lerone A. Martin, professor of religious studies and director of the Martin Luther King, Jr. Research and Education Institute
Run in spring 2022-2025
Students learn about the political and spiritual lives of Malcolm X and Martin Luther King, Jr., and explore how they offer important religious, political, and intellectual models for understanding the past and the present.

Black Life, Culture, and the Emergence of the Field from Emancipation to the Present
Instructor: Kimberly Thomas McNair, lecturer in African and African American Studies
Piloted in Spring 2025; scaled to 12 classrooms in fall 2025
This course introduces students to the intellectual history of African American Studies as a field of study — its genealogy, development, major debates, and global context. Texts include the writings of W.E.B. Du Bois, Zora Neale Hurston, Ida B. Wells-Barnett, James Baldwin, and others, as well as film, music, and new media.

CS105: Introduction to Computers
Instructor: Patrick Young, lecturer in computer science
Run in fall 2021-2025
Students gain an in-depth understanding of how the internet and computers work. They receive an introduction to CSS and HTML, gain practical skills in website design, and explore computer security, privacy, and the Internet of Things. In partnership with Code in Place, the course includes a custom coding platform, making writing and grading code within the course site easier.

Introduction to Bioengineering
Instructors: Drew Endy, associate professor of bioengineering, and Jenn Brophy, assistant professor of bioengineering
Run in spring 2022-2025
This course aims to give students a working understanding of how to approach the engineering of living systems to benefit all people and the planet. This course's teaching team has a mission to bring bioengineering to all and has developed a website to support that mission. The site includes innovative learning games, AI chatbots, and interviews: https://introbioe.stanford.edu/lectures-interviews-digital-ta.

Searching Together for the Common Good
Instructor: Greg Watkins, lecturer and former resident fellow
Run in spring 2022-2025
Through texts ranging from the writings of Confucius and Sophocles to Spike Lee's film Do the Right Thing, this ethics course brings students into conversation with moral philosophers seeking to describe the common good. This course is run with additional support and staff thanks to independent funding. The course lecturers run discussion sections in partnership with course assistants. Undergraduate teaching fellows provide online discussion and grading support. In addition, teachers in high schools attend funded professional development sessions.

In development

ETHICSOC 131X: Ethics in Bioengineering (BIOE 131)
Instructors: Russ Altman, professor of bioengineering, and David Magnus, professor of pediatrics
Status: Bianca Edozie (BioE PhD student) and Ryan Ariel Kashanchi (alumnus) reached out in September 2025 on behalf of the professors to discuss how the Ethics in Bioengineering course could reach new audiences. They are interested in (among other ideas) developing a high school course, and would like to stay up-to-date with what happens next with the program.
Bioengineering focuses on the development and application of new technologies in biology and medicine. These technologies often have powerful effects on living systems at the microscopic and macroscopic level. They can provide great benefit to society, but they also can be used in dangerous or damaging ways. It is critical that bioengineers understand the basic principles of ethics when thinking about how the technologies they develop can and should be applied. On a personal level, every bioengineer should understand the basic principles of ethical behavior in the professional setting. This course will involve substantial writing and will use case-study methodology to introduce both societal and personal ethical principles, with a focus on practical applications.

Creative Hustle

Instructors: sam seidel, director of K12 strategy and research at the Stanford d.school, and Olatunde Sobomehin, founder and CEO of StreetCode Academy
Status: Outline and content development plan complete; video recording had been scheduled for July. A shortened version of the course is under development for a non-credit audience.
Based in part on a book co-authored by the two instructors, this course is designed to empower high school students to chart their own creative paths, with a special focus on envisioning what they would like to do after graduating. Through hands-on exercises, spirited discussion, real-world case studies, and a dynamic online format, students identify their unique gifts, set meaningful goals, and take actionable steps toward a fulfilling career.

CS 106EA: Introduction to Artificial Intelligence
Instructor: Patrick Young, lecturer in computer science
Status: taught on campus; course syllabus and outline complete, need to create materials for the hybrid high school version.
This course will provide a broad overview of artificial intelligence, with an emphasis on systems based on neural networks. It will focus on how AI works at a conceptual level while also providing hands-on practice with AI systems using Google Colab, a platform widely used by AI researchers and data scientists.

Reporting, Writing, and Understanding the News
Instructor: Janine Zacharia, lecturer in communications
Status: taught on campus; course syllabus and outline complete; materials for the hybrid high school version approximately halfway completed.
This course serves as a gateway to journalism, providing lessons in journalism practice along with study of the value and role of news in democratic societies. Students learn beat reporting and writing skills, including source development, interviewing, story structure for news and feature articles, and the ability to deliver stories on deadline. Throughout the course, students consider how news is defined and think critically about the way stories are covered.

Understand Energy
Instructor: Diana Gragg, lecturer in the Civil & Environmental Engineering Department and managing director, Precourt Institute for Energy
Status: Robust multimedia course content library at https://understand-energy-course.stanford.edu/resources; teacher guides and resources under development, set to be completed at the end of 2025.
Energy use is the number one contributor to climate change, and new technologies, policies, and behaviors — from rooftop solar to batteries to hydraulic fracturing — are changing the way we use energy. Understand Energy aims to improve a student's ability to think critically and make decisions around the energy resources that keep our showers hot and drinks cold.Energy touches everyone — all professions, all races, all people. Understanding the U.S. and global energy systems will give students the knowledge to address climate change and other environmental issues, personally and professionally; to help with justice, equity, and human

development challenges:and to participate in the energy industry through understanding the technology and markets.

Retired courses

Raise Your Voice: Learn to Write Successfully for College and Beyond
In partnership with Online High School
Run in spring 2021, 2022

This course prepares students to use writing as a tool for understanding and analyzing the world and for making arguments about ideas. Through a series of increasingly complex writing challenges, culminating in an extended essay, students will engage in college-level coursework in the humanities and social sciences. Students will read and parse across several genres, learning academic style, tone, and structure, with attention to their purposes. They will develop their voices and skills as creatively analytical academic writer

Program Administration and Logistics

Ed Opportunity Network Partnership

Partnership with the Ed Opportunity Network is a crucial foundation upon which this work rests. Ed Opportunity Network manages much of the relationship between Stanford and the school where the course will take place. They also provide course design, build, and troubleshooting services and support the teachers and students in the course. For further role details, see Course-level Roles and Responsibilities.

For FY26, Stanford only has an agreement with Ed Opportunity Network to run the courses through the Fall Quarter. Future partnership agreements must be negotiated at the University level through the Provost's office.

First steps:

- For new courses, contact Ed Opportunity Network to express interest and discuss course suitability.
- For existing courses, create a plan for course scheduling and enrollment numbers. Also, clarify roles, expectations, and communication protocols with Ed Opportunity Network staff prior to course launch.

Course Scheduling

High schools operate on academic calendars that differ from Stanford's quarterly schedule. In addition to these structural differences, high schools observe extra breaks for teacher professional development, standardized testing, and school-specific events. To account for this, we have adjusted our course length and dates accordingly.

Ed Opportunity Network provides course start and end dates, which we have largely adopted. However, we supplemented these timelines with some preparatory activities before the official start of instruction, including setting up SUNet IDs and familiarizing students with the Stanford and Ed Opportunity Network systems.

In the fall, the high school and Stanford calendars align reasonably well, with courses beginning a few weeks earlier and concluding at the same time as Stanford's fall quarter. Alignment is more challenging in the winter and spring. Many high schools begin their spring term in February and conclude in May, while Stanford's spring quarter runs later. To bridge this gap, we have typically started our courses in early February but awarded students Stanford spring-quarter credit, even though a portion of the coursework occurred before the official quarter start. Ed Opportunity Network and participating faculty can provide further details on how this structure has worked in practice.

Registration and Enrollment

- Work with home departments to create a course listing specifically for the high school students (typically with a -888 suffix), hidden from residential Stanford students to avoid confusion.
- Work with Ed Opportunity Network and school partners to gather student information.
- Set clear enrollment deadlines to avoid late additions and streamline onboarding.
- SDE was given access to admit and enroll students and work to trouble-shoot student grades/transcripts. We coordinated with the Stanford Registrar as needed.

Required enrollment information field can be found here:NEEL Enrollment Information Template.xlsx

Course Transcripts

As part of their first week, students set up a SUNet ID once they have been admitted and enrolled as nonmatriculated students. We provide detailed instructions for teachers and teaching fellows/section leaders to guide students through this process in the classroom. After registration, students submit their SUNet ID to us, which is then used for Canvas administration and other program needs.

At the conclusion of each quarter, Ed Opportunity Network provides students with instructions on how to access their transcripts. Transcripts are delivered through the Parchment portal, consistent with Stanford's process for all students. For privacy, students' Social Security Numbers remain listed as "XXXX," as this information is not collected. Transcripts are issued once students' identifying information (such as email, date of birth, and full name) is verified.

SDE has historically offered transcript support and troubleshooting to students. A process for providing support will need to be established following SDE's closure.

Project Management

Timeline Stage	Key Activities
4–6 Months Before Launch	Partnership, course design*, staffing, tech planning
2–3 Months Before Launch	Content finalization*, platform setup, pre-course materials
1 Month Before Launch	Enrollment, TF/teacher onboarding, PD
During Course	Weekly lectures, assignments, sections, support
Post-Course	Surveys, retrospectives, documentation

*These activities are lighter in courses that have already run previously. Expect to still conduct some course improvements, iteration work, and QA, but this will require far less time.

Copy of Course Dev Roadmap - new course development timeline
For more details on new course development, see Course Development.

Course-level Roles and Responsibilities

Note that these role definitions explain the current staffing and course structure under SDE. Additional conversations with the Ed Opportunity Network will hopefully uncover approaches for streamlining roles on the Stanford side, particularly in the project management area.

Stanford Faculty

- Lead course development, design, content creation and course build (lectures, assignments, syllabi, section work, exams, etc.)
- Run three synchronous sessions with all students and teachers (kick-off, mid quarter, closing ceremony)
- Establish hiring criteria for Teaching Fellow Coordinators (TFCs), and Teaching Fellows (TFs)
- Lead teaching team, approve any changes to course design or run throughout the course

Project Manager

- Project management
  - Manage course logistics, coordinate team meetings, develop agendas
  - Keep course deadlines and notify stakeholders (manage adjustments in calendar if needed)
  - Set up communication plans for the course (Slack, meeting structures, etc.)
- Relationship management
  - Faculty onboarding
  - Serve as liaison between Ed Opportunity Network and faculty/teaching team
  - Facilitate recruitment of teaching team and teaching fellows
  - Manage TFCs
  - Manage personnel issues
- Course support
  - Troubleshoot with teaching team and Ed Opportunity Network (course content, calendaring issues, technical issues)
  - Provide student support and registrar functions (admissions, enrollment, transcripts, grades)
  - Manage instructional design, Canvas building, course video uploads and transcripting
  - Help manage relationships with classroom teachers and high school administrators
  - Help to handle cases involving academic integrity issues or student performance issues

National Ed Opportunity Network

- Recruit school districts and individual schools to join the dual enrollment program
- Manage school/classroom relationships (MOUs, student recruitment, student data, class scheduling)
- Synchronous event management/logistics (kick off, mid quarter, closing sessions, honor society ceremonies)
- Troubleshoot teacher/school issues, policies, concerns

High School Teacher

- Serve as the main instructor in the classroom with the students
- Work with TF on curriculum delivery, schedule, assignment preparation, sharing information about students' needs, etc.
- Assist students with assignment deadlines and work with TF on retakes/extensions
- Administer exams, facilitate discussion, co-lead weekly synchronous session with TF
- Provide college-readiness support and flag policy issues to TFs

Head Teaching Fellow (TF) / TF Coordinator (TFC) / Course Coordinator (CC)

The exact nature of these roles varies depending on the particular needs of a course, and on the size of the student cohort. Defined roles for each is crucial if hiring more than one person for this leadership position.

- Content support
    - Support faculty in course development, LMS build, and material preparation
    - Manage LMS (Canvas) setup and maintenance
    - Produce section curriculum and teaching plans
    - Develop grading rubrics
- Course support
    - Teach selected lectures and sections
    - Track and escalate any issues from TFs
    - Maintain accurate grading records; follow up with TFs on grading issues
- TF management
    - May recruit, hire, and train TFs
    - Lead weekly TF meetings on section plans
    - In partnership with Project Manager, resolve staffing issues

Teaching Fellows

- Collaborate with high school classroom teacher to plan sections, schedules, exams, and IT needs
- Lead weekly synchronous section(s)
- Attend TF trainings, weekly meetings, etc.
- Administer and grade assignments and exams in a timely manner

- Hold office hours and provide direct student support in class and via messaging/email to answer questions about material, provide feedback about work, and handle requests for extensions

Advisory Groups

Student Advisory Group

The Student Advisory Group (SAG) project was a year-long initiative designed to engage high school students as active partners in shaping the Ed Opportunity Network program. Grounded in research on student advisory best practices, the project brought in 13 student representatives primarily from Ed Opportunity Network-affiliated courses. The goals were to gather student feedback through one-on-one interviews and group sessions, to allow them to contribute to curriculum design and revision, and to provide educational experiences for advisory members. Throughout the project, regular updates and recommendations were shared with SDE leadership and collaborators to inform program development and enhance student-centered learning.

2024 High School Student Advisory Group | Digital Education

Teacher + Administrator Advisory Group

We established a Teacher and Administrator Advisory Group to serve as a collaborative forum for feedback and innovation. This group provides critical insights into course development and ensures that new initiatives are informed by the perspectives of both classroom educators and school leaders. In addition to advisory discussions, we invited teachers and partner schools to pilot newly developed courses and to contribute structured design feedback, creating an iterative process that strengthens both content quality and classroom relevance.

2024-25 Teacher and Administrator Advisory Group

Professional Development

- The GSE provided PD for high school teachers in the first two years of the program. The office that provided this support with SDE no longer exists at the GSE.
- Structured Liberal Education (SLE) offers teacher professional development independently for teachers in Searching Together for the Common Good. The course has independent funding that allows for providing teacher stipends for participation.

Teaching Fellows

Background

The Stanford Digital Education dual-enrollment program hired and managed Teaching Fellows (TFs) and Teaching Fellow Coordinators (TFCs) to deliver course curriculum and support students. TFs co-taught with high school teachers, many of whom were not subject matter experts, making TF expertise critical during synchronous sessions. (See Course-level Roles and Responsibilities.)

Staffing aimed to maintain approximately one TF to every 12 students for effective engagement and student support. TFs generally work 8-10 hours per week at a rate of $27/hr. An exception was TFs in the course Searching Together for the Common Good, who had the option of receiving course credit rather than pay.

Stanford has hired 301 total temporary staff to support the courses of which 253 were Stanford affiliates. 32 were TFCs, 260 TFs, and 9 other support staff. 55% (167) were Stanford Undergraduates, 11% (33) were Stanford Masters/PhD students, and 18% (53) were Stanford Alumni. Of all the Stanford folks across all courses and years who responded to the survey (125) the average Net Promoter Score is 8.7.

For more information about the teaching fellow role and their impact, see the below stories:

> Easing the 'jump' from high school to college: how teaching fellows support a Stanford course | Digital Education
>
> What I learned teaching a Stanford computer science class to high school students
>
> 'An amazing opportunity for us to reach beyond campus.' Stanford brings CS 105 to high schools | Digital Education
>
> Teaching computer science in high schools in low-income communities | Digital Education
>
> Malcolm and Martin, a dual credit course for high school students | Digital Education
>
> For high schools in low-income communities, a new way for students to get a Stanford education

Hiring

Course instructors developed hiring rubrics in partnership with SDE project managers. Instructors also provided connections with students and Stanford alumni who had the required skills and knowledge, typically from having taken the course at Stanford or from being a student in the program.

TF recruitment begins early, in particular for fall quarter courses, to ensure timely onboarding despite disruptions from summer break. For fall, hiring should begin in April; for winter-spring, hiring should begin in October.

Hiring Documents and Templates

Position Descriptions (samples)

- Section Leader/Teaching Fellow Coordinator
- Teaching Fellow
- Stanford University: Teaching Fellow Role & Accountability Guidelines (from Ed Opportunity Network)

Application Template
Hiring Rubric Template

Onboarding

Structured TF training sessions are held regularly before and during the course, covering instructional content, teaching techniques, information about Title 1 High Schools, and grading standards.

TFs were encouraged to engage with supportive resources and complete training modules that helped orient them to program tools and expectations. In addition, they went through Stanford's required trainings on sexual harassment, mandated reporting, and working with minors.

Onboarding Resources

General program onboarding
Teaching Fellow Toolkit (Canvas course; SUNet login required)

Course-specific onboarding/resources (samples)
CS 105 Teaching Fellow Guide
Copy of BioE 80 2025 TF Training Slides
2025 TF Resources Guide for BioE 80

Ongoing Support

Weekly TF meetings provided opportunities to review teaching plans, address questions, and share best practices. Check-in documents, such as the spreadsheet linked below, help identify challenges and ensure that they are escalated efficiently to TFCs, project managers, faculty, and Ed Opportunity Network staff, as appropriate.

Lead teaching fellows or coordinators mentored TFs, led meetings, and assisted with Canvas course management and grading timeline adherence.

Course Resources for TFs

Copy of TF Check in Black Studies '25: weekly check-in document

Copy of Weekly TF Meeting Slides : weekly TF meeting slides from BIOE 80

Course Launch and Delivery

Pre-Course Preparation

- Share all materials (syllabus, schedule, assignments) with Ed Opportunity Network and teachers in advance.
- Hold kickoff meetings with all stakeholders to align on expectations and logistics.
- Provide supplemental pre-course content if needed (to help students prepare or fill knowledge gaps).

Weekly Operations

- Lecture videos, assignments and other activities are managed asynchronously via Canvas LMS and synchronously by the classroom teacher and TF.
- At least one synchronous section per week is led by a TF, usually in a format that is discussion-driven and highly interactive. Office hours are also offered weekly.
- Regular communication between faculty, project managers, TFCs, TFs, teachers, and Ed Opportunity Network is maintained via weekly meetings, email, and Slack messages.

Classroom Support

High School Student Supports

- Plan for at least one Canvas assignment or Canvas discussion post per week as regular pulse checks. It can be hard to check for course participation in the asynchronous, remote modality.
- Include opportunities for rough draft submissions and feedback before final deadlines.
- Consider any aspects of the course that may be a particular challenge for a high school student (volume of reading or writing, complexity of assessments, etc) and develop how-tos or scaffolding opportunities within the course.
- Provide one-page takeaway docs, practice questions/exams ahead of major assessments, and other summarizing docs and study helpers.

Student Resources
Copy of Success Guide: Major Writing & Discussion Assignments for High School Students in a College-Level Course

Classroom Teachers

Prepare teacher guides with weekly goals, discussion prompts, and facilitation tips. They will be delivering the bulk of course content, so clear guides are very important.

Example lesson plans:

[Copy of MX/MLK Week 1 Co-Teacher Lesson Plan]

[Copy of Week 3: Reconstruction, the Nadir, and AfAm Education]

Assessment, Feedback, and Iteration

An example of a course evaluation process can be found here: Copy of NEEL Eval Deck Template
While Ed Opportunity Network conducts evaluations of all courses offered by Stanford and its other higher ed partners, SDE developed its own system for evaluating and reviewing its courses.

Ongoing Evaluation

- Conduct regular "temperature checks" via surveys or check-ins with students, teachers, and TFs during the run of the course.
- Hold project team meetings to address issues and share feedback. TF feedback can also be collected in the quick check-in spreadsheet linked in this section: Teaching Fellow Onboarding and Support

Post-Course Review

- Administer post-course surveys for all participants.
- Hold retrospectives with Ed Opportunity Network, faculty, TFs, and teachers to identify improvements.
    - Retrospective template:
        - TFs and larger teaching team - COPY of TF Retrospective
- Document lessons learned and update course materials for future iterations.
    - Evaluation presentation example: Copy of Copy of MX/MLK AY '23 - 24 Year in Review
    - Copy of SDE Team Eval Presentation 9.24
- Ensure any action items based on stakeholder feedback are catalogued and prioritized for follow up. For an example, see the Action Plan slide here:Copy of Copy of MX/MLK AY '23 - 24 Year in Review

Program Best Practices & Lessons Learned

- **Advance Planning:**
  - Course design and development will take longer if there isn't existing course content in an online or hybrid format.
  - For new courses, begin course design, staffing, and registration processes as early as possible.
  - For existing courses, course selection and scheduling should be done with the Ed Opportunity Network in February prior to the academic year.
- **Centralized Information:** Maintain a single, accessible location for all course documents, schedules, and contacts.
- **Clear Communication:** Set expectations early and keep all stakeholders informed throughout the process.
- **Flexibility:** Build in buffer weeks and optional content to accommodate school schedules and student needs.
- **Teacher Empowerment:**
  - Treat high school teachers as co-learners and co-teachers; involve them in curriculum delivery and adaptation.
  - When possible, work with Ed Opportunity Network to choose teachers who have previously taught the course at their school, and who have interest and time to teach the course.
  - Avoid scheduling courses during teachers' prep periods, or running the course as an after-school program; this program works best when courses are a part of the school day and a part of the teachers' regular teaching load.
- **Sustainability:** Consider the time and resources required for ongoing support, and plan for sustainable staffing and processes.

Appendix - New Courses: Design and Development

Background

Many members of the faculty are interested in offering courses as part of the Ed Opportunity Network program. This section of the guide is intended to provide guidance in taking on new courses, should that be something that is aligned with Stanford's goals. Note that any new course should be presented to the Ed Opportunity Network for feedback on its alignment with their goals and with the needs of the high schools we serve.

Designing and launching new courses within this program is one of the most resource-intensive and complex areas of work. It requires balancing academic integrity, hybrid/online design principles, and the practical realities of high school implementation. The work can be divided into three areas of focus:

> Instructional design: In close partnership with faculty, defining course goals, learning outcomes, schedule, and weekly structure. This step ensures academic rigor while adapting college-level content to high school pacing and scaffolding.
>
> Project management: Coordinating development timelines, templates, and milestones across teams. A clear plan helps ensure consistency and clarity in the development pipeline.
>
> Technology and delivery: Building course shells in Canvas (potentially in partnership with the Ed Opportunity Network), integrating any specialized tools, documentation and testing.

The templates and linked examples provided here are intended to provide support in taking on this work.

Define Course Goals and Structure

It can be helpful in the design process to articulate course objectives and learning outcomes. This makes the work of converting the content to a hybrid modality far easier, and streamlines decision-making about schedule and pace.

Tasks for this step:

- Decide on course schedule and pace (typically 10-12 weeks of content, plus 2 buffer/flex weeks for flexibility).
- Determine weekly content and flow (for a 3-credit course, estimate ~9 hours/week of work for students, including lectures, assignments, and discussions).

Related templates:

Copy of NEEL Outline.docx: This document is an example of a template used for drafting a course outline, learning goals, and weekly plan.

Copy of Copy of Template. 5 day - Week 1-4 Class & HW Schedule | Westchester Enriched Sciences Magnets: This document is an example of migrating content to a 5-day-a-week schedule; that task is one of the larger challenges of translating college courses to high school classrooms.

Course Outline Example: This document is an example of a course outline, including example text from Comm 104.

Course Development Planning

Develop an overall plan and timeline for getting the course development work done. See our template below:

Course development dashboard template

Course Technology

Courses are built in Canvas. We used Stanford's Canvas instance initially, and began largely using Ed Opportunity Network's Canvas instance in 2025. This addressed issues with Stanford's quarters not aligning with high school semesters, and solved challenges related to SUNet login.

Some courses use additional plug-ins to Canvas. CS 105, in particular, uses an adapted version of Code in Place's code emulator. Course videos are housed in YouTube and transcribed using 3Play. School firewall issues necessitate frequently having to migrate course videos to Sprout in Ed Opportunity Network's Canvas instance.

For any other integrations or technology needs, work with the Ed Opportunity Network team to ensure integration into their Canvas instance and whitelisting by schools' IT departments.

SDE Course Build Checklist.xlsx - useful for Canvas setup in cases where Ed Opportunity Network is not managing the Canvas build