EDUC 507U – Instruction and Assessment in Elementary Science[1]
Spring 2025: 3 credit hours

Course Description: In-depth examination of fundamental science concepts and subject-specific pedagogy, focusing on Earth, life, and physical sciences, the nature of science and scientific inquiry, the social and cultural significance of science, the relationship of science to technology, and the historical development of scientific concepts and scientific reasoning. Course content emphasizes and integrates state and national standards, problem-solving approaches, curriculum integration strategies, content area literacy, and current research.

General Course Information

CRN:	20948		
Class Sessions:	Monday, 4:20-6:50 pm	*Location:*	Fountain Hall, G21

Instructor Information

Instructor:	Dr. Patricia Stohr-Hunt	*Email:*	pstohrhu@richmond.edu
Office:	Fountain Hall, G36	*Telephone:*	(804) 289-8432 (office)
Office Hours:	Monday: 1:00-3:00 pm		(804) 690-2696 (cell)
	Tuesday: 1:00-3:00 pm		
	Other hours by appointment. Meetings can be in person or on Zoom.		

Course Materials

You will be keeping a scientist's notebook for class. The notebook you need should have a soft cover, plain binding (no spirals), and at least 100 UNRULED or BLANK pages (no lines). Here is an example:
https://www.amazon.com/Unruled-Composition-Notebook-unruled-sheets/dp/164118003X/

There is one book required for class.
Almarode, J., Fisher, D., Frey, N. & Hattie, J. (2018). *Visible learning for science, grades K-12: What works best to optimize student learning*. Corwin.
NOTE: This book is available for purchase in the bookstore and online, but it is also available for free through BML. You must be on campus or logged in using VPN to access it.
https://ebookcentral.proquest.com/lib/richmond/detail.action?pq-origsite=primo&docID=6261817

Slides from class sessions, assignment guidelines, and links to videos and readings can be found on the course blog .
https://blog.richmond.edu/elemscisoc/

Additional resources to support you in completing course assignments can found on the Teaching preK-6 Science website.
https://sites.google.com/site/urelemscience/

Introduction

How do we engage preschool, elementary, and middle school students in meaningful and enduring science learning? How do help students construct science understandings? What teaching strategies engage students in doing and understanding science? What classroom environments foster opportunities for students to learn and find joy science? To answer these questions, this course will examine educational theory and research on the teaching and learning of elementary science and model ways to translate these ideas into effective, engaging classroom practice.

**Note – In order to distinguish between you (my students) and the children you will one day teach (elementary students), you will be referred to in this syllabus as candidates.

Goals/Competencies

The goal of this course is to develop candidate knowledge and skills in preK-6 science instruction. Through successfully completing course readings assignments, and participating in and reflecting on class sessions, candidates will meet the competencies outlined below.

- The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve;
- The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.
- The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve.
- The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs.
- The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress.
- The ability to analyze, evaluate, and apply quantitative and qualitative research.
- Understanding of the *Virginia Standards of Learning for Digital Learning Integration* and the ability to use technology as a tool for teaching, learning, research, and communication;
- Be proficient in strategies to increase vocabulary and concept development;
- Demonstrate the ability to develop comprehension skills in all content areas;
- Understanding of the knowledge, skills, and practices of the four core science disciplines of Earth science, biology, chemistry, and physics as defined in *Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines*, the *Virginia Science Standards of Learning* and how these standards provide a sound foundation for teaching science in the elementary grades.
- Understanding of the nature of science and scientific inquiry, including the following:
  (a) Function of research design and experimentation;
  (b) Role and nature of the theory in explaining and predicting events and phenomena;
  (c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;
  (d) Reliability of scientific knowledge and its constant scrutiny and refinement;
  (e) Self-checking mechanisms used by science to increase objectivity, including peer review; and
  (f) Assumptions, influencing conditions, and limits of empirical knowledge.

- Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:
  (a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;
  (b) Implement classroom, field, and laboratory safety rules and procedures and ensure that students take appropriate safety precautions;
  (c) Conduct research projects and experiments, including applications of the design process and technology;
  (d) Conduct systematic field investigations using the school grounds, the community, and regional resources;
  (e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;
  (f) Design instruction to meet the needs of diverse learners using a variety of techniques;
  (g) Evaluate instructional materials, technologies, and teaching practices;
  (h) Conduct formative and summative assessments of student learning;
  (i) Incorporate instructional technology to enhance student performance in science; and
  (j) Ensure student competence in science.
- Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.
- Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:
  (a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;
  (b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;
  (c) The application of key science principles to solve practical problems; and
  (d) A "systems" understanding of the natural world.
- Understanding of the contributions and significance of science including:
  (a) Its social, cultural, and economic significance;
  (b) The relationship of science to mathematics, the design process, and technology; and
  (c) The historical development of scientific concepts and scientific reasoning.

Pedagogical Framework

This course will be taught using a variety of instructional and assessment models, each designed to help you develop a deep understanding of the topics of study and improve your critical-thinking abilities. These strategies are all grounded in cognitive learning theory and are based on the premise that students learn more when they are active participants in class than when they listen passively to teachers.

To be successful in this course, you should expect to spend ***an average of 10-14 hours each week*** preparing for class, participating in class sessions, studying course-related materials, and completing assignments and projects.

Professionalism

As a part of your preparation for becoming a teacher, you are expected to meet the professional standards outlined below and in the Professional Behaviors and Dispositions form. In this course, you are expected to:

- Approach each class session and your work with curiosity, flexibility, patience, and care.
- Show respect for others.
- Arrive on time and participate fully in every class session.
- Contribute to class discussions in both small and whole group settings, ask questions, and actively engage with your classmates.
- Know due dates for work and turn assignments in on time.
- Communicate your needs, questions, and concerns to your instructor in a timely manner.

Attendance

It is the position of the university that students are expected to attend all meetings of all classes in which they are enrolled. Regulations governing licensure for school personnel and education programs in Virginia determine much of what we teach. Upon completion of the teacher education program, we certify to the Virginia Department of Education that each candidate seeking licensure has met the required competencies for their endorsement area. Because of the sheer quantity of skills and knowledge required for licensure, we not only teach a breadth of concepts and topics in class but also model different instructional strategies. When candidates are not in class, it is impossible to determine whether they adequately have mastered the objectives for that session. Further, when candidates miss class, they not only deprive themselves of a learning opportunity, but they also deprive their future students of a completely prepared teacher. Consequently, attendance at every class session is **ESSENTIAL** and **REQUIRED**. While we recognize that sometimes circumstances arise that make it difficult to attend class, it is vital that candidates make every effort to attend each class on time and in full.

In the case where you cannot make it to class, you must do the following:

- Notify your instructor as soon as possible, preferably before the class you will be missing.
- Pick up any handouts and review the slides from the class session.
- Connect with a classmate before the next scheduled class session to meet to review the content that was missed.
- If you still have questions after reviewing the materials on your own and with a classmate, email your instructor.
- Submit any assignments that were due by the posted due date.

Please remember that your presence in class is always the best way to learn the content and no one can recreate the full class experience whenever time is missed.

Absences for Religious Observances and Holidays

The University is a secular institution that values a diversity of religious expression. Any student may be excused from class or other assignments because of religious observance. A student who will miss an academic obligation because of religious observance is responsible for contacting his or her professor within the first two weeks of the semester. The student is responsible for completing missed work in a timely manner. The entire religious observance policy may be found at:
https://registrar.richmond.edu/services/policies/index.html

Inclement Weather and Other Emergencies
As a residential institution, the University is committed to a year-round operating schedule. It is the intent of the University to remain open and adhere to full operations, including normal class schedules, whenever possible. Commuting students, faculty, and staff should always exercise their best judgment regarding road conditions and other safety concerns. If weather conditions make it impossible to maintain a reasonable level of academic activity and business functions, the University may alter the daily schedule. Weather-related closings and delays for the University of Richmond are broadcast by local radio and television stations. Faculty, staff, and students will receive weather and delay or cancellation information through text, email, and at online at: https://alert.richmond.edu. Information can also be found by calling the Weather Hotline at (804)-289-8760.

If classes are delayed or canceled for any reason, students will receive an email from their instructor with further instructions.

Student Safety and Support
Emergencies
During an emergency impacting campus, the University of Richmond will use UR Alert to provide critical, safety information via one or more of the following channels: text messages, email, phone calls, digital signs, a banner across the top of the University website, and posts to Facebook and Twitter. UR Alert is dependent on an individual "opt-in" registration to receive text messages and phone calls. Students, faculty and staff are encouraged to sign up for this service at: https://preparedness.richmond.edu/notification/uralert.html.
Important contact numbers are:

- UR Police, emergency: (804) 289-8911 (911 on campus)
- UR Police, non-emergency: (804) 289-8715
- UR Switchboard: (804) 289-8000
- UR Hotline: (804) 289-8760

Student Disability Services
The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting: https://disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

Once accommodations have been approved, students must 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be; and 2) Request a meeting with each professor to create an accommodation implementation plan. It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Disability Services is available to assist, as needed.

Academic and Personal Support Services
There are numerous resources across campus that can support you academically, personally, and professionally as you navigate the university and endeavor to successfully complete courses and your program of study. The final page in this syllabus describes the services available from a range of units

on campus. If you have difficulties this semester, either academic or personal, please don't hesitate to take advantage of the resources available.

Technology, Computers, and Phones

Technology is an important tool in this course. It is used for communication, collaboration, delivery of instruction, and development of assignments. Course resources are made available, and files are exchanged using UR blogs, Google Drive, and email.

Students are welcome to bring electronic devices (iPad/tablet, laptop, etc.) to capture notes during class sessions. These devices should be used for learning purposes only when in class, not for checking email, sending text messages, online shopping/browsing, looking at social media, or other non-course-related purposes. Your cell phone should off or set to vibrate during class and stowed in your bag or backpack. Please refrain from taking or making calls or texting during class. If you have a personal situation that requires you to take a call during class time, please step outside the classroom and keep the call as brief as possible.

Course Work

Honor Code

It is expected that all candidates will adhere to the honor system. Unless otherwise instructed, all work in this course should be completed independently. Any collaborative exercises will be clearly explained and defined. Assignments require the written pledge of adherence to the honor code, stated as follows:

> *"I pledge that I have neither given nor received unauthorized assistance during the completion of this work."*

**Note - Even though work is submitted electronically, you must still pledge your assignments.

Policy on Use of AI Tools

You have permission to use AI tools (such as ChatGPT, Bing chat, and others) for assignments in this course. However, you must use your best judgment to determine if/where/when to use these tools, understanding that AI is not appropriate for all situations and contexts. Be thoughtful in how you use it. AI is not a replacement for knowing and understanding course content, but it can be helpful in getting you started, learning the information more deeply, and maybe even proof-reading and improving your work.

AI is a tool just like a pencil or a computer, but you need to acknowledge using it. It is recommended that you screenshot and save everything (i.e., what prompts you used, what answers were produced, etc.). If you use AI on an assignment, you must cite your use of AI using APA guidelines. You must also include a short paragraph at the end of your work that explains which AI tool you used and how you used it. Also include the prompts you used to get the results. For more details on how to cite ChatGPT and other generative AI tools, see this resource from Boatwright Memorial Library.
https://libguides.richmond.edu/citingsources/ai

Preparing Assignments

All written work must be completed electronically and should meet the high-quality standards expected of a career teacher. Present your assignments as you would if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students.

Please use the **Seventh Edition of the APA Manual** as the guide for writing and referencing your work. For help with citation formats, see the following resources:

APA Style Blog: https://blog.apastyle.org/
Purdue OWL APA Formatting and Style Guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Deadlines and Late Work

All assignments for this course are outlined in the syllabus and presented on the first day of class. Candidates are expected to plan and work ahead so that assignments will be turned in on time. Late assignments will be penalized 10% of the total point value each 24-hour period after the date/time due and no assignment will be accepted more than 72 hours beyond the assigned due date/time. Even though computers crash, wifi/servers go down, and technology otherwise fails at times, you are still responsible for turning in work by the date and time listed.

Knowing that sometimes unforeseen circumstances arise, you have at your disposal at a **48-hour time bank** to use, as needed, for course assignments. You can use this time bank as a 48-hour extension on one assignment, or a 24-hour extension on two different assignments. You do not need to request to use your time bank. It will automatically be applied if/when an assignment is not submitted by the date/time outlined in the syllabus. Once your time bank is depleted, the late policy will take effect for all remaining assignments. Note that your time bank cannot be used for Microteaching or the Interactive Notebook Project, as these are time sensitive and must be submitted by the date/time indicated.

All coursework must be completed in full on or before the last day of class. A grade of incomplete (Y or I) will be given only if a candidate has met with the instructor and is making regular and reasonable progress toward mastering the appropriate criteria for a grade AND if advance arrangements have been made for completing the course requirements within a specified period.

Revisions

In teaching this course, my goal is to help you move beyond basic comprehension of the ideas and strategies presented to a deeper understanding of the topics. I will provide you with many opportunities to practice new skills and will offer regular feedback on your performance until those skills become automatic and habitual. Such understanding typically requires continuous interaction with the ideas and strategies in a manner that allows you to be reflective and self-critical of your work while presenting you with the option to revise and make changes to this work before receiving a final grade.

Assignments

Candidates will complete the following requirements and assignments designed to develop and demonstrate basic competencies in the planning and design of elementary science instruction. Please see the course map that follows for specific information on due dates, and the course blog for detailed instructions on each assignment.

Scientist's Notebook

Candidates will keep a scientist's notebook that will include field notes, observational drawing, wonder log, experimental data, responses to current science events/articles, weekly modules, and more. This

notebook will help you understand how a science notebook promotes the inquiry process when used by students. It will also serve to illustrate your deliberations, reflections, work, and learning of the semester. See **Scientist's Notebook Guidelines** for more information.

Lesson Plans
Candidates will adapt THREE science lesson plans across a range of disciplines (life science, Earth science, physical science) and grade levels from a bank of pre-selected lessons. Lessons must be written to the 2018 Science SOL and follow the format provided in the UR Lesson Plan Template. See **Lesson Plan Guidelines** for more information.

Diagnostic Content Assessment and Learning Plan
Candidates will take a practice assessment of 50 questions to evaluate their understanding of science content in Earth and Space Science, Life Science, and Physical Science. Upon completion of the exam, candidates will review the results, analyze their performance, identify areas of strength and weakness, write goals for increasing their content knowledge in one area of weakness, and identify resources for further study. After outlining and completing this study, candidates will write a brief narrative reflection on the process and what they have learned. See **Diagnostic Content Assessment and Learning Plan Guidelines** for more information.

Research Paper
Candidates will choose one influence from Hattie's list of influences and effect sizes related to student achievement and read THREE relevant research articles on the topic. Research articles chosen should be focused on the science classroom. Candidates will then write a brief paper (3-5 pages) that describes the influence and related effect size and analyzes the impact of the influence on classroom instruction in science. See **Research Paper Guidelines** for more information.

Digital Toolbox
Candidates will assemble a digital toolbox containing resources related to teaching science in a grade selected from K-6. This toolbox will be created in Google sites and must include background information on the science concepts taught in the selected grade, as well as a series of annotated bibliographies of children's books, digital resources, and teacher resources. See **Digital Toolbox Guidelines** for more information.

Microteaching
Candidates will prepare and teach a short lesson to a small group of peers. Known as microteaching, this is "a technique that affords both beginning and advanced opportunities to plan and practice a wide array of new instructional strategies" (Orlich et al., 1990, p. 169). Each candidate will lead their peer "students" through each of the following three elements of a science lesson: engage with an investigation question, experience the scientific phenomenon associated with the investigation, and explain the phenomenon with evidence. Peer and self-evaluations will be completed for the microteaching session. Upon completion of the experience, candidates will turn in their lesson plan and a narrative reflection. See **Microteaching Guidelines** for more information.

Grading

You will be assessed on multiple measures over the course of the semester. Assignments range from notebook entries and lesson plans, which are designed to help you think through course ideas, to large projects where you will apply the content you are learning and the skills you must master. Because class sessions provide opportunities to develop and practice these skills, attendance and participation are components of your final grade.

Assignments	Points
Attendance and Participation	15 pts
Scientist's Notebook (15 @ 4 pts each)	60 pts
Lesson Plans (3 @ 10 pts each)	30 pts
Diagnostic Content Assessment and Learning Plan	20 pts
Research Paper	20 pts
Digital Toolbox	100 pts
Microteaching Lesson (10 pts) and Reflection (5 pts)	15 pts
Total	**260 pts**

You must earn at least 80% of the points on **both** the Scientist's Notebook (48/60) and the Digital Toolbox (80/100) to receive a grade of B- or better. If you do this, your grade for the course will be assigned based on the percentage of total points earned. If you do not, the highest grade you can earn in the course is a C+.

Grade	Percent of Points Earned	Grade	Percent Achieved	Grade	Percent of Points Earned
A+	99-100	B+	88-89	C+	78-79
A	94-98	B	84-87	C	74-77
A-	90-93	B-	80-83	C-	70-73

Note Regarding Graduate Course Credit

Graduate credit is allowed only for courses approved for graduate credit in which grades of 'B-' (2.7) or better are received. No credit toward graduation will be given for a graduate course in which the student earns a grade lower than a 'B-' (2.7). Students enrolled in graduate programs must maintain a 'B' (3.0) average to remain in the program. A student who earns less than a 'B-' (2.7) in two graduate courses will not be permitted to continue in the degree program.

Course Map

Dates	Session Content	Modules and Assignments All assignments should be completed **before** coming to class. All modules will be completed **after** class sessions.
Class 1 (1-14)	**Introduction to the Teaching of Science** • What is Science and STEM/STEAM? Why Teach it? • Who is a Scientist? • What Science Do We Teach? **Course Requirements and Expectations**	
Class 2 (1-21)	**Working and Thinking Like Scientists** • Safety in the Science Classroom • Engaging Students in Science and Engineering Practices • Keeping a Scientist's Notebook	Safety module Notebooks and Drawing module
Class 3 (1-28)	**Working and Thinking Like Scientists** • Engaging Students in Science and Engineering Practices • Focusing on the Nature of Science	Science and Engineering Practices module **Set up and share Digital Toolbox**
Class 4 (2-4)	**Literacy in Science** • Strategies for Teaching Vocabulary • Children's Literature and Other Print Materials • Nonfiction Text Structures and Features • Five Kinds of Nonfiction	Literacy module

Class 5
(2-11)
	Cognition and Learning Science
	Lesson Planning
	• Backwards Design for Instruction
	• Unpacking the Standards
	  o VA Standards of Learning
	  o Next Generation Science Standards
	• Developing Learning Targets
	• Lesson Strategies
		Introduction to Teaching module
		Planning for Instruction module

Class 6 (2-18)	**Assessment in Science** • Aligning Objectives and Assessment • Determining Acceptable Evidence • Learning Outcomes • Designing Quality Assessments • Using Rubrics	Assessment module
Class 7 (2-25)	**Focus on Physical Science** • Inquiry • Learning Cycle and 5E's • Role of Questioning	Physical Science module Inquiry and the Learning Cycle module **Research Paper**
Class 8 (3-4)	**Focus on Earth Science** • Model and Simulations • Using Google Earth in Science • Learning Centers	Earth Science module Simulations and Models module **Physical Science Lesson Plan**
Spring Break – No class on 3-11		

Dates	Session Content	Modules and Assignments All assignments should be completed **before** coming to class. All modules will be completed **after** class sessions.
Class 9 (3-18)	**AITC Workshop**	**Diagnostic Content Assessment and Learning Plan Report**
Class 10 (3-25)	**Focus on Life Science** • Observational Drawing • Plant Dissection • Animals in the Classroom	Life Science module **Earth and Space Science Lesson Plan**
Class 11 (4-1)	**Focus on Science Outside the Classroom** • Environmental/Outdoor Education • Citizen Science	Environmental/Outdoor Education module Citizen Science module
Class 12 (4-8)	**Population Connection Workshop**	**Life Science Lesson Plan**
Class 13 (4-15)	**Focus on STEM** • Understanding STEM • Childhood Engineering • K-5 Digital Learning Integration Standards • Coding	STEM module Technology and Coding module **Digital Toolbox**
Class 14 (4-22)	**Microteaching** **Course Reflection**	**Scientist's Notebook**
Exam Week	Final assignment must be submitted by the end of the day on 4-29.	**Microteaching Lesson and Reflection**

Academic and Personal Support Services

Weinstein Learning Center
The Weinstein Learning Center is your go-to destination for academic support. Our services are tailored to help you achieve your academic goals throughout your time at University of Richmond. To learn more and view service schedules and appointment times, visit wlc.richmond.edu. Available services include:

- **Academic Skills Coaching -** Meet with a professional staff member who will collaborate with you to assess and develop your academic and life skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, and more).
- **Content Tutoring -** Peer consultants offer assistance in specific courses and subject areas. They are available for appointments (in-person and virtual) and drop-in sessions. See schedules at wlc.richmond.edu for supported courses and drop-in times.
- **English Language Learning -** Attend one-on-one or group consultations, workshops, and other services focused on English, academic, and/or intercultural skills.
- **Quantitative and Programming Resources -** Peer consultants and professional staff offer workshops or one-on-one appointments to build quantitative and programming skills and provide statistical assistance for research projects.
- **Speech and Communication -** Prepare and practice for academic presentations, speaking engagements, and other occasions of public expression. Peer consultants offer recording, playback, and coaching for both individual and group presentations. Students can expect recommendations regarding clarity, organization, style, and delivery.
- **Technology Learning -** Visit our student lab dedicated to supporting digital media projects. Services include camera checkout, video/audio recording assistance, use of virtual reality equipment, poster printing, 3D printing and modeling, and consultation services on a variety of software.
- **Writing -** Assists student writers at all levels of experience, across all majors. Meet with peer consultants who can offer feedback on written work and suggest pre-writing, drafting, and revision strategies.

Boatwright Library Research Librarians (http://library.richmond.edu/help/ask/ or 289 8876): Assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also assist students with questions about evaluating and citing sources. Students can email, text or IM a librarian, or schedule a personal research appointment to meet with a librarian in the first floor Research and Collaborative Study area.

Career Services (http://careerservices.richmond.edu/ or 289-8547): Can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

Counseling and Psychological Services (http://caps.richmond.edu or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

Disability Services (http://disability.richmond.edu/ or disability@richmond.edu or 804-662-5001): The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting: disability.richmond.edu

Education Studio (https://education.richmond.edu/cmc/ 804-289-8433): The Education Studio supports students and faculty in Teacher Education by providing an assortment of print, instructional, and technology resources for exploration, use, and evaluation.

SPCS Student Government Association (spcs.richmond.edu/sga): You are encouraged to join and support the SPCS Student Government Association (SGA). The mission of SGA is to promote and organize events and activities throughout the academic year designed to engage SPCS students with each other as well as with the campus community.