EDUC 308 – Instruction and Assessment in Elementary Social Studies[1]
Spring 2025: 1 unit

Course Description: In-depth examination of fundamental social studies concepts and subject-specific pedagogy, focusing on history, geography, economics, and civics. Course content emphasizes instructional design and integrates state and national standards, project-based learning approaches, curriculum integration strategies, content area literacy, and current research.

General Course Information
CRN: 20967
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
The following texts are required for class.

> Campbell, B. (2012). *Richmond's unhealed history*. Brandylane Publishers.

> Carbone, E. (2007). *Blood on the river: James Town 1607*. Puffin Books.

> Hattie, J., Fisher, D., Frey, N., & Stern, J.H. (2020). *Visible learning® for social studies, grades K-12: Designing student learning for conceptual understanding*. 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 through VPN to access it.
> https://ebookcentral.proquest.com/lib/richmond/detail.action?docID=6261699&query=visible%20learning%20for%20social%20studies

> Luqman-Dawson, A. (2022). *Freewater*. Little, Brown and Company.

We will also be reading the following book, which can be borrowed from the Education Studio or your local library.

> Stokes, J.A., Wolfe, L., & Viola, H.J. (2008). *Students on strike: Jim Crow, civil rights, Brown, and me*. National Geographic.

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

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[1]**Copyright Information** - The materials provided by the instructor in this course are for the use of the students enrolled in the course. Copyrighted course materials may not be further disseminated. Selling or distributing course materials may violate the Honor Code at the University of Richmond. Learn more about copyright law and restrictions at: http://libguides.richmond.edu/copyright

Additional resources to support you work in this class can be found at the course Google site.
https://sites.google.com/site/urelemsocial/

Introduction
Social studies crosses disciplinary boundaries. Its content is anchored by themes, generalizations, and concepts drawn from the foundational disciplines, supplemented by ideas drawn from the arts, sciences, and humanities; from current events and local examples; and from students' own experiences. Social studies provides opportunities for students to read and study text materials, appreciate art and literature, communicate orally and in writing, make observations and take measurements, develop and display data, and conduct inquiry and synthesize findings using knowledge and skills taught in multiple school subjects.[2] Viewing social studies through this lens, this course will be your guide to developing instruction that will enhance the skills of preK-6 students in critical thinking and problem solving, collaboration, communication, and creativity, through inquiry in social studies.

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

Goals/Competencies
The goals of this course are focused on helping candidates develop their skills and abilities in the licensure 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 ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
● 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;
● Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in *Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines,* and the *Virginia Standards of Learning* and how the standards provide the necessary foundation for teaching history and social sciences, including in:
  (a) History.
      (i) The contributions of ancient civilizations to modern social and political institutions;
      (ii) Major events in Virginia history from 1607 to the present;
      (iii) Key individuals, documents, and events in United States history; and
      (iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.
  (b) Geography.
      (i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;

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[2] From *Expectations of Excellence: Curriculum Standards for Social Studies,* by the Task Force of the National Council for the Social Studies, 1994.

   (ii) The relationship between human activity and the physical environment in the community and the world; and

   (iii) Physical processes that shape the surface of the earth.

  (c) Civics.

   (i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;

   (ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;

   (iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and

   (iv) Local government and civics instruction specific to Virginia.

  (d) Economics.

   (i) The basic economic principles that underlie the United States market economy;

   (ii) The role of the individual and how economic decisions are made in the market place; and

   (iii) The role of government in the structure of the United States economy.

- Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:

  (a) Using artifacts and primary and secondary sources to understand events in history;

  (b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;

  (c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;

  (d) Asking appropriate questions and summarizing points to answer a question;

  (e) Comparing and contrasting people, places, and events in history;

  (f) Recognizing direct cause and effect relationships in history;

  (g) Explaining connections across time and place;

  (h) Using a decision-making model to identify costs and benefits of a specific choice made;

  (i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and

  (j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.

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 assignments designed to develop and demonstrate basic competencies in the planning and designing of elementary social studies instruction. Please see the course calendar and outline that follows for specific information on due dates.

Blog Posts and Responses
Candidates will post to the class blog reflections on class activities and discussion, current events related to social studies content or pedagogy, or questions related to the teaching of social studies. See **Blog Post Guidelines** for more information.

Civics Module
Regulations governing approved programs require that all education endorsement programs in early/primary education preK-3, elementary education preK-6, middle education 6-8, and history and social sciences include local government and civics instruction specific to Virginia. To fulfill this requirement, you must complete the Virginia State and Local Civic Education Module. Candidates must save a PDF copy of the certificate of completion and email it to the instructor to receive credit for this assignment. This free module can be found at: http://www.civiceducationva.org/

Author Talk Reflective Essay
Candidates will attend a guest lecture by the author S.K. Ali. Before the talk, candidates will select and read one of her books that would be appropriate for the social studies classroom. After attending the event, candidates will write a reflective essay on the author's talk, her work, and the importance of diverse voices and characters in children's literature.

TPS Teachers Network Album
Candidates will create an account in the TPS Teacher Network and will develop an album to support their multigenre research project. This album will allow you to store and curate primary and secondary sources of every media type, along with their bibliographic information. The album will also include lesson ideas and teaching notes. See **TPS Teacher Network Album Guidelines** for more information.

Multigenre Research Project and Project Reflection
Candidates will select a topic in the Standards of Learning (Virginia Studies, US History to 1865, or US History 1865 to Present) that strongly connects to Richmond or Virginia history. They will conduct research as if preparing to write a traditional research paper: collecting information and recording it, synthesizing the information, then presenting it through writing. However, instead of a single, extended prose paper, the multigenre research project will consist of a cohesive collection of pieces in various genres—poetry, advice columns, diary entries, letters, news articles, lists, artwork, graphics, etc.—all imaginative writing based on fact. This project will be contained in a book candidates create in the Book Arts Studio. See **Multigenre Research Project Guidelines** for more information.

Final Reflective Essay
Candidates will write a paper that synthesizes what they have learned, experienced, and felt over the course of the semester. Looking back on information learned from class activities, discussions, readings, and videos, candidates will write a longer essay (3-5 pages) in which they outline their guiding principles for the teaching of elementary social studies, cite the reasons for their choices, and how these guiding principles might be implemented in their future classrooms.

Grading

You will be assessed on multiple measures over the course of the semester. Assignments range from brief essays and reflections, 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 (Includes author talk and field trip)	15 pts
Blog Posts and Responses (1 post/weekly responses)	15 pts
Civics Module	5 pts
Author Talk Reflective Essay	10 pts
TPS Teachers Network Album	40 pts
Multigenre Research Project (50 pts) and Project Reflection (5 pts)	55 pts
Final Reflective Essay	10 pts
Total	**150 pts**

You must earn at least 80% of the points on **both** the TPS Teachers Network Album (32/40) and the Multigenre Research Project (40/50) 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	**Readings and Assignments** All readings and most assignments should be completed **before** coming to class. Blog posts and responses will be completed after class sessions.
Class 1 (1-13)	**Introduction to Teaching Social Studies** ● Introductions and Community Building ● Course Overview ● Setting Classroom Norms	
Martin Luther King Day – No class on 1-20		
Class 2 (1-27)	**Book Arts Studio Session** ● TPS Teachers Network Album ● Multigenre Research Project	● Allen & Swistak – Multigenre Research: The Power of Choice and Interpretation **Civics Module**
Class 3 (2-3)	**Disciplinary Literacy** ● Reading Nonfiction and Notetaking ● Reading, Writing, Speaking and Critical Thinking in Social Studies	● Hattie – *Visible Learning for Social Studies*, Chapters 2-3 **Blog Post or Response** **Set up TPS Teacher Network Account**
Class 4 (2-10)	**17th-18th Century US and Virginia History** ● Interpreting primary and secondary sources	● Campbell - *Richmond's Unhealed History*, Chapters 1-3 **Blog Post or Response** **Multigenre Research Project Planning Page**
Class 5 (2-17)	**Blood on the River - History, Geography, Economics, and Civics** ● Model lessons and strategies	● Carbone – *Blood on the River: James Town 1607* **Blog Post or Response**
Class 6 (2-24)	**Planning Social Studies Instruction** **World History/Ancient Civilizations** ● Lesson Planning ● Assessment	● Virginia Standards of Learning and Curriculum Framework Documents ● Duckor – Formative Assessment in Seven Good Moves **Blog Post or Response**
S.K. Ali Author Visit – 2-26		
Class 7 (3-3)	**Teaching Sensitive Topics** ● Facts First! ● Primary Sources	● SPLC – Teaching Hard History: American Slavery ● Derman-Sparks - Guide for Selecting Anti-Bias Children's Books **Blog Post or Response** **Author Talk Reflective Essay**
Spring Break – No class on 3-10		
Class 8 (3-17)	**19th Century US/Virginia History** ● Interpreting primary and secondary sources ● Selecting and evaluating children's books for instruction	● Campbell - *Richmond's Unhealed History*, Chapters 4-6 **Blog Post or Response**

Dates	Session Content	**Readings and Assignments** All readings and most assignments should be completed **before** coming to class. Blog posts and responses will be completed after class sessions.
Class 9 (3-24)	**Freewater – History, Geography, Economics, and Civics** • Model lessons and strategies	• Luqman-Dawson – *Freewater* **Blog Post or Response**
Class 10 (3-31)	**Valentine Museum Visit, Richmond History Walking Tour, and Dinner**	• Baron – Every Place an Historic Place: A Primer **Blog Post or Response** **TPS Teacher Network Album**
Class 11 (4-7)	**20th Century US/Virginia History** • Interpreting primary and secondary sources	• Campbell – *Richmond's Unhealed History*, Chapters 7-9 and Epilogue **Blog Post or Response**
Class 12 (4-14)	**Students on Strike – History, Geography, Economics, and Civics** • Model lessons and strategies	• Stokes, Wolfe, & Viola – *Students on Strike: Jim Crow, Civil Rights, Brown, and Me* **Blog Post or Response**
Class 13 (4-21)	**Project Sharing** **Course Reflection**	**Multigenre Research Project and Project Reflection**
Exam Week	Final assignment must be submitted by the end of the day on 4-28.	**Final Reflective Essay**

**Please note that the date of the museum visit and walking tour is tentative and may change. The course map will be adjusted should it be scheduled for a different date.

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.