



Official Syllabus, Schedule and Assignments  
EDUC 630U: School Technology  
Fall 2024

## Syllabus

**Class Meetings:** Most Tuesdays from 5:30 – 8:00 PM, Carole Weinstein International Center 229

**Instructor:** Karen Work Richardson, PhD

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**Phone:** 757 870 9852

**Office Hours:** Before and After Class on Tuesdays or virtually almost any time

This course lies squarely at the intersection of educational technology and school leadership. It is designed to advance technological literacy for school leaders. We will explore a range of issues, from pedagogical considerations and associated tool choices to more pragmatic leadership issues of planning, funding, and faculty development.

### LEARNING OBJECTIVES

There are a wide variety of learning objectives, but I have summarized them in a few categories:

**Technical literacy:** SWBAT to describe and use a variety of software and web-based programs. In addition, they will have developed adaptive capacity skills to help them learn and troubleshoot technology in the future.

**Pedagogical literacy:** SWBAT discuss how schools should utilize technology to improve student learning and teacher creativity and expression. SWBAT to describe and apply instructional technology integration models for use in designing and assessing technology enhanced instruction and professional development.

**Professional growth:** SWBAT use tools for enhancing professional growth and productivity. SWBAT to use technology in communicating, collaborating, conducting research, and solving problems.

**Equity and access:** SWBAT evaluate issues related to equitable, ethical, and legal use of computer/technology resources (ie, digital citizenship). SWBAT demonstrate the ability to apply these lessons in the course of using technology.

**Data literacy:** SWBAT locate, download, manipulate, analyze and present data available on the Internet, in particular related to equity and access.

***Students will be asked to reflect on the class through 10 hours of embedded field experience. Please see the embedded activities explanation for further information.***

Course content and activities are organized around the ISTE Standards for Leaders and Virginia's Uniform Performance Standards for Principals\* which are listed below:

1. Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

2. School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

3. Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

4. Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

5. Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

6. Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

7. Student Academic Progress

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

\*Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents, approved by the Virginia Board of Education February 23, 2012.

Your coursework and the program's required 320 hour internship experience will address Virginia's seven Uniform Performance Standards for Principals (UPSP), which are listed above and can be found in greater detail on the VDOE website.

## **Course Guidelines and Expectations:**

We will meet on Tuesdays from 5:30 to 8:00 PM in the Carole Weinstein International Center, Room 229. You should bring a laptop with you and you are encouraged to bring other devices as well. This is a VERY active class: you'll be creating and collaborating both during and in between class. Come prepared to be involved.

## **Communication Guidelines:**

I will use email extensively to communicate with you about the course so it is essential that you check your preferred email on a daily basis. I will send group email reminders as well as personal emails providing feedback on your progress in the course. You can expect me to reply to email questions within 24 hours although I will often do so much more quickly. However, I am not a night owl so if you send an email at 11 PM on Sunday evening asking about that week's assignments, you cannot expect an answer until Monday morning. Hence, waiting until the last minute to even look at assignments is not a good idea. I have also provided my phone number and, while I encourage you to use it, my preferred times for contacting me are 9 AM to 7 PM.

## **Deadlines**

Readings and activities are expected to be completed before the class as indicated on the schedule. I will assume that this is the case as I design class activities.

Major assignment deadlines have been set at the beginning of the semester to make you make plans. If you need additional time to complete a project, please contact me well in advance so we can make arrangements for an alternative deadline. The final project, which you will be working on through the semester, must be turned in on time. No additional time can be given due to grade submission deadlines.

### **Grading Scale and Policy:**

If I had my choice, I would not award grades for this class. I share much of Alfie Kohn's ideas about the way grades inversely affect learning. I will say to you what Kohn said to his high school students:

When I was teaching high school, I did a lot of things I now regret. But one policy that still seems sensible to me was saying to students on the first day of class that, while I was compelled to give them a grade at the end of the term, I could not in good conscience ever put a letter or number on anything they did during the term – and I would not do so. I would, however, write a comment – or, better, sit down and talk with them – as often as possible to give them feedback.

You will receive lots of feedback from me and your classmates and you will be reflecting on your learning throughout the semester in a variety of ways.

I simply begin with the assumption that everyone is aiming to do his or her best work. If you choose to skip an assignment or simply “phone it in” I will follow up with you to see what we can do to get it done or make it better. If, for whatever reason, you choose not to do these things, then there will be some discussion of that final grade, but in the many years of teaching both online and face-to-face courses using this assessment philosophy, I have only had to have that conversation one or two times.

There are a variety of ways to participate in this course, and I believe that all of them are of equal importance. While I encourage you to experience all of them, you will probably find that some are more comfortable for you. Therefore, I have weighted the various assignments equally.

My colleague at Virginia Commonwealth University, Dr. Jon Becker, uses the following scale that he borrowed from Dr. Gary Stager:

I did not participate  
I phoned-it in  
I impressed my colleagues  
I impressed my friends and neighbors  
I impressed my family  
I impressed Dr. Richardson  
I impressed myself

From time-to-time, I will ask you to assess your own learning. Also, while I believe the degree to which you impressed yourself should be the ultimate assessment in this and all doctoral courses, you will get feedback from me throughout this semester and you will get a final letter grade using the University of Richmond scale:

Grading Scale (from the SPCS Catalog)

Grade Points: Given for each semester hour's grade according to the following scale:

A+ 4.0  
B+ 3.3  
C+ 2.3  
D+ 1.3  
A 4.0  
B 3.0  
C 2.0  
D 1.0  
A- 3.7  
B- 2.7

C- 1.7

D- 0.7

**\*\*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 SPCS graduate course in which the student earns a grade lower than 'B-' (2.7). Students enrolled in graduate programs in the School are expected to maintain at least a 'B' (3.0) average to remain in the program. A student who earns less than 'B-' (2.7) in two graduate courses will not be permitted to continue in the degree program.

## **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 in class. 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."

## **Artificial Intelligence**

Generative AI tools are authorized for use in this class for all the activities in class. Here are a few ways you might use it:

- Summarize the readings
- Generate the first draft of your reflection
- Generate the first draft text for your professional development assignment
- Generate the first draft text for your final assignment

In all cases, if you use AI to draft text, images or video, include a brief description of which tool you used and how you used it in the final draft. In addition, save your prompts and responses to a google doc, including the link in your final draft.

All use of AI tools must be properly cited. Please consult the library resource on how to cite generative AI in one's work and use the APA format.

We will be exploring AI together.

## **Embedded Internship Hours**

State regulation language notes that all internship students will have completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited nonpublic school.

***In this course, you will be required to complete a minimum of ten hours of embedded field activities.***

Syllabi and course assignments are purposefully planned to allow students to experience the required five areas of concentration at all levels and with diverse student populations. Course instructors will confer with students throughout each semester to review and discuss embedded hours, activities and work sites. Each embedded core course activity will tie to a minimum of one of the seven Virginia Uniform Performance Standards for Principals (UPSP). Embedded course activities will be required course assignments for all students and will be present in all required program classes. Students will utilize the Course Embedded Field Experiences Activity Log to track UPSP activities, hours and work sites. The completed embedded activity log, signed by the student and instructor, must be provided to the ELPS program's administrative coordinator for placement in the student's file. Blank embedded hours logs and a sample completed embedded hours log are found in your Leadership Seminar and Internship Handbook and on the Internship Blackboard site.

# Schedule

## Fall Schedule: Topics, Preparation & Classwork

Fall 2024 630U

Big Questions:

- What does transformation & innovation look like in contemporary K-12 schools?
- What role does technology play? What role could it play?
- How do we help educators use digital technologies for teaching, learning and professional development?
- How do we tackle digital equity?
- What big questions do you have?

Schedule Overview:

August 27, 2024, 5:30 - 8:00 PM: On Campus  
September 3, 2024, 5:30 - 8:00 PM: On Campus  
September 10, 2024, 5:30 - 8:00 PM: On Campus  
September 17, 2024, 5:30 - 8:00 PM: On Campus  
September 24, 2024, 5:30 - 8:00 PM: On Campus  
October 1, 2024, 5:30 - 8:00 PM: On Campus  
October 8, 2024, 5:30 - 8:00 PM: On Campus  
October 15, 2024: NO CLASS: Fall Break  
October 22, 2024: NO CLASS: Individual Work  
October 29, 2024: NO CLASS: Individual Work  
November 5, 2024, 5:30 - 8:00 PM: On Campus  
November 12, 2024, 5:30 - 8:00 PM: On Campus  
November 19, 2024, 5:30 - 8:00 PM: On Campus  
November 26, 2024: NO CLASS: Thanksgiving  
December 3, 2024: 5:30 - 8:00 PM: On Campus

Weekly Schedule:

Items in the right column should be completed prior to class.

A note about blog posts:

- These are meant to be drafts of your thinking about the topics. My preference would be that you write/record them without help of AI as I want to hear your voice. Feel free to use AI to check grammar and punctuation. (It's mostly built in anyway.)

- I have provided some guiding questions to help organize your thoughts but you are not obligated to answer all of them, just try to address the general theme (ie, your vision, your PD experiences, etc.). If it makes sense, you may wish to reference the course materials.
- You may use text or video to publish your thoughts. For text, think 250 - 500 words. Videos should be 1 - 3 minutes. You are also welcome to embed media into your posts.
- You may use whatever tags you wish. Please choose the category listed.

Date	General Topics	Complete Before Class
8/27/2024	BIG, BIG Picture of the world of edtech and the course	<p>Confirm your ability to get into the course Wordpress site</p> <p>Confirm you can connect to UR secure wifi</p> <p>Think about what you know about edtech and what you want to learn: This will be the icebreaker question during introductions.</p> <p>Review the course</p>
9/3/2024	<p>Adopting an Equity Lens</p> <p>Looking Backward to Look Forward</p>	<p>Blog Post: Draft your technology autobiography Think about what the tech world looked like when you were born, when you were in high school/college/first job, and now. What kinds of technology did you see and/or use as a student? What has your relationship been to technology, especially related to education? I'm also happy to hear about your favorite video games or fan fiction websites.</p> <p>Category: Technology Autobiography</p> <p><a href="#">Read the National Educational Technology Plan</a> (Feel free to use AI to summarize)</p> <p><a href="#">Read Poor Students Face Digital Divide in How Teachers Learn to Use Tech</a>: Seven years old and still an important article about the digital divide</p> <p><a href="#">The 2024 Divide</a></p> <p>Browse the <a href="#">Digital Promise Digital Equity Website</a></p> <p>Install <a href="#">Mersive Solstice</a> on your laptop if possible</p>
9/10/2024	Moving into the school	Browse the Edutopia email to get a sense of the wide range of edtech topics. Read one or two articles of

	<p>Defining Innovation and Transformation: What's Your Vision?</p> <p>Using AI to Explore the Standards</p>	<p>interest. This would be a good starting point for thinking about your problem of practice.</p> <p>Paired Texts:</p> <p>Larry Cuban:  <a href="#">Review of Oversold &amp; Underused</a> (2002)  <a href="#">Ed-Tech Skeptic Finds New Perspective</a> (2017)  <a href="#">Cuban Blog</a> (15 years!)</p> <p>Seymour Papert  <a href="#">Twenty Things To Do With a Computer</a> (Read pp. 1-2 then browse the rest)</p> <p>Get Nosy: What, if any, vision does your school have for technology? Did it once have one? Check out your school's website on the Internet Archive. Look for a technology plan.</p>
<p>9/17/2024</p>	<p>Modeling Technology Integration</p>	<p><a href="#">Twenty Five Stupid Uses of Technology</a></p> <p>Hyperdocs on frameworks</p> <p>Review classroom uses:</p> <p><a href="#">Goochland County from Tech Plan</a></p> <p>Get Nosy: Do some informal observations about how technology is being used in your school/workplace. Are any particularly innovative?</p> <p>Blog Post: Think about the vision for edtech that seems to be coming out of the various documents we have explored: Tech Plan, Cuban, Papert, Standards. What is YOUR vision for education in general and how does ed tech fit into that vision?</p> <p>Category: Ed Tech Vision</p>
<p>9/24/2024</p>	<p>Professional Development</p>	<p>Blog Post: Describe your good/bad/ugly experiences with PD, especially edtech if possible.</p> <p>Tag: #edtechPD  Is This Innovative? <a href="#">From Edutopia</a></p>

		<p>Jones &amp; Dexter, How Teachers Learn: The Roles of informal, formal, and independent learning. <a href="#">Link</a></p> <p>Judi Harris on different models of PD: Four Parts  <a href="#">Part One: Goals</a>  <a href="#">Part Two: Models</a>  <a href="#">Part Three: Combining Goals and Models</a>  <a href="#">Part Four: Evaluating</a></p> <p>Trends in PD:  Badging &amp; Microcredentialing from Digital Promise: <a href="#">Link</a>  Edcamps: The Not So New Professional Development <a href="#">Link</a></p>
10/1/2024	<p>Fun with AI</p> <p>Workshopping Models</p>	<p><a href="#">Browse Education Week articles about AI</a></p> <p>Set the timer for 45 minutes and have some fun with AI</p> <p>Keep working on your model and PD plan</p>
10/8/2024	<p>Demo Slam</p> <p>More on Models</p> <p>Accessibility</p>	<p><b>Prep for Demo Slam</b></p> <p>Exploring Accessibility:</p> <ul style="list-style-type: none"> <li>• Explore <a href="#">Prince William's YouTube Accessibility Playlist</a></li> <li>• Watch: <a href="#">Chris Bugaj</a> on captioning videos</li> </ul> <p>Review the accessibility information for your platform or device:</p> <ul style="list-style-type: none"> <li>• Review the Microsoft module <a href="#">Creating Accessible Content with Microsoft 365</a>.</li> <li>• Review <a href="#">Google's information</a> about making documents accessible.</li> <li>• <a href="#">Apple</a></li> </ul>
10/15/2024	Fall Break	<b>PD Project Due 10/11/2024 as a blog post</b>
10/22/2024	<p>How do you learn something new in 2024?</p> <p>Tools/Tips/Using AI</p>	<p>Blog Post: What are your thoughts about your problem of practice?</p> <p>Category: Problem of Practice</p>
10/29/2024	NO CLASS	Spend time researching your problem of practice: the content is important but also keep track of your process and think about how you would support other leaders
11/5/2024	NO CLASS	Blog Post: Report from last week: Describe your learning and research process. What tools do you use? Do you automatically start with Google? How do you



		<p>save things? Share things? What tips would you have for others like you who need to learn something new, particularly ed tech related.</p> <p>Category: Ed Tech Learning</p> <p>Going forward, you should be working on your POP</p> <p>Work on the introduction to your section of the guide</p>
11/12/2024	<p>STEM</p> <p>Collaboration Time</p>	<p><a href="#">Browse the resources from Invent to Learn</a></p> <p><a href="#">Browse Education Week articles on STEM</a></p> <p>Get Nosy: What are you and your colleagues doing with STEM and CS?</p> <p>Blog Post: STEM and CS are hot topics in education. What do you think? What have you seen? Are these fads that will fade? Or will they find themselves integrated into the current structure? What are you seeing/doing?</p> <p>Category: STEM &amp; CS</p>
11/19/2024	<p>STEM</p> <p>Collaboration Time</p>	
11/26/2024	NO CLASS: Happy Thanksgiving!	
12/3/2024	<p>Sharing your POP Draft</p> <p>Words of Wisdom</p>	

## Assignments

### Demo Slam:

Demo Slams continue to be popular activities, often held at gatherings of tech enthusiasts. Most slams focus on tools, focusing on how they will transform education.

You have 3 minutes to make your case for your tool. You may use media (slides, website) if you wish. You should focus on how the tool is used by administrators, teachers or students.

You will do your presentations in class on October 8, 2024. I hope to video them to share as part of our guide.

Due October 8, 2024

## PD Plan and Model:

Here's your chance to outline the perfect professional development. Keeping in mind the standards for professional learning, Harris's examples and your own model for technology integration, create a yearlong, educational technology professional development plan.

A few guiding questions:

How will you incorporate formal and informal learning? What expectations will be built around the PD? How will you support teacher learning and risk taking? This goes beyond individual workshops to the larger scope and theme of the learning. You can include details about specific workshops but this is more about the general timeline and types of activities.

Outline:

- Title of PD Initiative
- Topic/Focus
- Goals/Objectives
- General Overview:
  - general rationale for the PD
  - Include your model with description of how it informs the PD
  - 2 – 3 ISTE Standards
- # of Hours
- Plan for Delivery (hybrid, ftf, online)
- Plan for Evaluation (How will you know you accomplished your objectives?)
- Create a 3 – 5 minute multimedia presentation you will show to teachers at the beginning of the year.

Due October 11, 2024

## Problem of Practice

The nature of this course means that we cover lots of topics in a sometimes superficial way. The final project gives you an opportunity to explore a topic that interests you in more depth and, as you do the exploration, you'll be using technology to complete the research, curation, and final presentation.

I had the opportunity to hear [Jaime Casap, the then Google Evangelist](#), speak at a conference. One idea that really stuck with me was his comment that rather than asking students what they want to be when they grow up, instead we ask them what problem they want to solve. That's the question that will form the basis of your individual project this semester: what educational technology problem in your school, school division, or larger community do you want to solve?

***You've been invited to write an article and produce a short video for Edutopia, a website that focuses on innovative educational techniques.***

The problem will be presented as a question:

- What steps can our school take to ensure digital equity for all students?
- How can we implement a BYOD program?
- What issues do we need to consider as teachers begin using open education resources?
- We've heard a lot about gamification. What does it mean and how is it being used in the classroom? Is it the right "fit" for our school? (You can change to gamification to lots of other words: personalized learning, blended learning, flipped learning, and so forth).

***For the final project, you will create a web-based resource that will help with the solution to that problem. In essence, you will become an expert in some facet of educational technology and create a resource to demonstrate your learning as well as your ideas for solving this particular educational technology problem.***

This web-based resource should include:

- a definition of the problem with appropriate links
- examples of ways that other organizations have addressed the problem
- your solution
- annotated resource list: 3 – 5 links with brief descriptions
- a 3 – 5 minute narrated multimedia presentation that could be used to introduce the problem and possible solutions to your faculty, school board, or state board of education

During the last class session, you will do a 3 – 5 minute presentation about your project.

A few examples (most of these don't include videos but you can explore Edutopia videos at the site.)

- [Technology, PBL and Place Based Education](#)
- [3 Ways Coding and Gaming Can Enhance Learning](#)
- [How To Use Social-Networking Technology in the Classroom](#)
- [Looking At Ed Tech Through an Equity Lens](#)

## Guide for Admins

School administrators are often overlooked when it comes to educational technology. They need to be generalists who know a little about a lot of topics. Just take a look at the ISTE Standards for Leaders: they cover everything from vision to integration to privacy. They are often responsible for planning professional development. They are also responsible for evaluating teachers, including their technology use.

As we work together this semester, we are going to use our time and learning to create a guide to educational technology for school administrators. Much of the content will come from the work you already do for the course. We will also create some resources in class.

This is a truly collaborative assignment: I have a few ideas about how to put it together but really want to get your input. I do know that each of us will be responsible for organizing/editing one section of the guide.

### **Official Attendance Policy**

State licensure regulations determine much of what we teach. At the completion of the program, we certify to the Virginia Department of Education that each candidate seeking licensure has met the required competencies for his/her endorsement area. Because of the sheer quantity of skills and knowledge required for licensure, we not only teach a variety of ideas in class, but also model different instructional approaches. 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, they deprive their students of a completely prepared teacher. Consequently, attendance at EVERY class session is critical and therefore REQUIRED. Regardless of the reason for an absence, candidates are responsible for the content of the class and any related assignments.

### **Excessive Absences:**

If a student meets academic requirements but is absent for 25% (or more) of class meetings, a grade of V (failure due to excessive absences) will be recorded. A grade of “F” will be assigned if the student misses excessive classes and has not met the academic requirements to pass the class.

Please note: Area K-12 school calendars do not coincide with the University’s calendar, therefore, class may be in session even if the public independent schools are not.

## **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: <http://registrar.richmond.edu/planning/religious-observance.html>

## **Student With DisAbilities**

Students with disAbilities must apply for accommodations through the Student Development Office as soon as possible. The following link provides information and required forms: [disability.richmond.edu](http://disability.richmond.edu).

The main purpose of the University Disability Coordinator’s office is to make sure students with disabilities have the same chance for success (defined as average performance or better) as students who do not have disabilities. The designated disability advisors do this by making sure that students with disabilities are able to access learning material, buildings, services, and programs at the University of Richmond. Once reasonable access is provided, it is up to the student to do the necessary work-the disability advisors and accommodations help make sure that students have the chance to do it.

University Disability Coordinator:  
Office of Associate Vice President for Student Development  
Tina Cade, Associate Vice President  
28 Westhampton Way  
University of Richmond, 23173  
(804) 289-8032  
[tcade@richmond.edu](mailto:tcade@richmond.edu)

## **Inclement Weather or Other Emergency Closings**

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 with regard to 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, including public radio station WCVE (88.9). Faculty, staff and students will receive weather and delay or cancellation information through email and at [alert.richmond.edu](http://alert.richmond.edu). Information can also be found by calling the Weather Hotline at 804.289.8760.

In the event that classes are canceled due to inclement weather, students should check Blackboard for further instructions.

***We will meet virtually starting at 5:30 PM. I will send connectivity information.***

## **Student Safety**

A clear expectation exists that students, in all academic interactions, will behave in a manner that promotes an emotionally and physically safe learning environment. Behaviors that interrupt the learning environment will be addressed as necessary.

You are urged to sign up for the UR Alert System. In the event of an emergency requiring immediate campus-wide communication, the University of Richmond has a comprehensive system in place—called UR Alert—to send emergency updates and instructions via voice, text, and e-mail messages to faculty, staff, and students. For more information and sign-up instructions, visit the UR Alert page at:  
<http://preparedness.richmond.edu/notification/uralert.html>

- 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

## OWL – Online Writing Lab

Take advantage of “OWL.” It is an email administered tutoring service exclusively for students in the School of Professional and Continuing Studies. Students can submit a paper via email and receive feedback by return mail within 48 hours. This is the site: <http://spcs.richmond.edu/degrees/students/academics/owl-instructions.html>

## SPCS Librarians

Boatwright Library resources and support are available to you. Please see list below of liaison contact information.

Carol Wittig  
804-289-8459  
[cwittig@richmond.edu](mailto:cwittig@richmond.edu)

Journalism, Philosophy, Religious  
Studies, School of Professional and  
Continuing

## ACADEMIC AND PERSONAL SUPPORT SERVICES

### Hope N. Walton, Director Academic Skills

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](http://asc.richmond.edu)): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors \(https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb\)](https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb). **Email** [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hw Walton@richmond.edu\)](mailto:hw Walton@richmond.edu) **for appointments in academic and life skills to request a Zoom conference.**

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), chat, or Zoom (by appointment).

**Career Services:** ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a

- Safe Zone Ally Program. Trained faculty/staff and students who are committed to support LGBTQ members of our community
- Staff Resources. Educational resources available through SPCS for University faculty and staff
- Tuition Remission [PDF or Word]. Submit with registration to apply for Think Again tuition remission

**Credit (Degree Programs & Summer Studies) Faculty**

- Achievement & Promotion Portfolio. Document professional contributions to the School and outside the classroom for promotion
- Bookstore. Use the Faculty Textbook Adoption System to request student books for the University bookstore