

SOWK 4321 Writing for Social Work Research

Spring 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

CLASS MEETING: Monday and Wednesday 7:30 PM to 8:45 PM

LOCATION: Warrior Hall Room 312

MODALITY: This course is web-enhanced meaning that it will combine a variety of online components, mostly through the use of canvas. In addition, we will be meeting in person campus weekly for lectures.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Andreja Lukic
Professor

Office: Warrior Hall 4th Floor.

Phone & E-Mail: alukic@tamuct.edu

Office Hours: Tuesday and Thursdays 5:00PM-7:00 PM (or by appointment via WebEx)

Student-instructor interaction

Canvas

Portions of this course are delivered via Canvas. Please ensure you have access to Canvas. For concerns, please contact the Online Learning department at <http://www.ct.tamus.edu/departments/online/learners.php> (Links to an external site.)

Email

The social work program, as well at TAMU-CT, corresponds frequently with students via your student email. Personal email addresses should be connected to your TAMUCT email address.

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - Android Phone / Tablet
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University website [<https://www.tamuct.edu/covid19/>]

COURSE INFORMATION

This writing intensive course builds on the conceptual knowledge of SOWK Research Statistics. This course focuses on the application of these concepts to social work research. Students will develop a **SOCIAL WORK** research topic, develop a related literature review, research question, and develop these into a research proposal with **appropriate methods and analytic tools** (statistics). Student will also learn the purpose and methods of evaluation research. Students should learn and be prepared to apply ethical principles of social work research and evaluation of practice, broadly defined. **This is a writing intensive course. Students will be expected to write drafts of their work, and sound writing is an important part of the grade . The product should be original work.**

Prerequisites: SOWK 4300 & SOWK 4320

Nature of Course

Writing for Social Work Research serves as a follow-up to SOWK 4320 Research Methods & Statistics with a focus on the professional writing for social work research. Specifically, this is a writing intensive course that **builds on the conceptual knowledge of SOWK 4320** and the rest of the social work curriculum by having students apply that knowledge to facilitate their understanding, interpretation, and application of research. The focus in this course is on the evaluation of practice, critical evaluation of published research, and the design and completion of a professional social work research proposal. Program evaluation in social work, a form of applied research, will also be covered. **Drafting of sections for the research proposal is required. Failure to submit drafts in a timely way will negatively affect your grade.**

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR 1356.60 Title IV-E Training Program.

Program Mission

The mission of the Bachelor of Social Work Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education through education that is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies in support of the college and university missions.

The social work program at TAMUCT uses a generalist framework for practice. The program definition of generalist practice as:

Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (Source: BPD web page)

Program Framework

Competency Goals Statements (Certification or Standards)

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers that promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found by reviewing the student handbook.

Course Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life

experiences in practice at the micro, mezzo, and macro levels

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3.1 Apply their understanding of social, economic, and environmental justice to advocate for human

rights at the individual and system levels

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery,

and access to social services

5.2 Assess how social welfare and economic policies impact the delivery of and access to social

services

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. The complete list of practice behaviors can be found on the CSWE website and in the TAMUCT student handbook.

Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

The objectives for this course, that support the CSWE related practice behaviors, are:

1.1 Students will be able to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

1.3 Students will be able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1.4 Students will be able to demonstrate use supervision and consultation to guide professional judgment and behavior in research.

4.1 Students will be able to demonstrate the use of practice experience and theory to inform scientific inquiry and research.

4.2 Students will be able to demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

4.3 Students will demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery. Students will demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

8.1 Students will demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

9.1 Students will demonstrate the ability to select and use appropriate methods for evaluation of outcomes;

9.2 Students will demonstrate the ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

9.3 Students will demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

9.4 Students will demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The following table shows the relationship between: A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

<p>A. Objectives</p> <p><i>(By the completion of the course, it is expected that you will be able to...)</i></p>	<p>B. CSWE Related Practice Behaviors</p> <p><i>(This is the practice behavior that objective supports)</i></p>	<p>C. Course Assignments</p> <p><i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i></p>
<p>1. Demonstrate Ethical and Professional Behavior</p>	<p>1.1 Students will be able to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p> <p>1.3 Students will be able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<ul style="list-style-type: none"> · Research proposal · Presentation · Class Discussion
<p>2. Engage In Practice-informed Research and Research-informed Practice</p>	<p>1.4 Students will be able to demonstrate use supervision and consultation to guide professional judgment and behavior in research.</p>	<ul style="list-style-type: none"> · Research Proposal · Drafts of research proposal sections · Presentation · Class Discussion

4.1 Students will be able to demonstrate the use of practice experience and theory to inform scientific inquiry and research.

4.2 Students will be able to demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

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3. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

4.3 Students will demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery. Students will demonstrate the ability to collect and organize data, and apply critical thinking to

interpret information from clients and constituencies.

8.1 Students will demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

9.1 Students will demonstrate the ability to select and use appropriate methods for evaluation of outcomes;

9.2 Students will demonstrate the ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

9.3 Students will demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

9.4 Students will demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Required Reading and Textbook(s)

[For WI Courses] This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills. For this course, you will work on a sequence of writing tasks that lead to a final research analysis paper.

- American Psychological Association (2019). *Publication manual of the American Psychological Association (7th)*. Washington D. C.: Author. – Recommended (Reference)
- Your research text from SOWK 4320 (if you still have access to it). Recommended as a reference/resource.
- Society for Social Work and Research homepage (On-line, as a reference)

COURSE REQUIREMENTS

COURSE ASSIGNMENTS

The following activities will be completed during the semester:

1. **Research Proposal:** Students are expected to complete a professional research proposal as a process for evaluating the relevant course competencies demonstrated by the student. The proposal should be professionally written (this is a writing intensive course) and follow APA format. The final research proposal in its entirety is generally **between 16-25 pages in length**– which, when complete, includes the following:
 - *Cover page*
 - *Abstract*
 - *List of appendices (if included)*
 - *Introduction/statement of problem and purpose of research*
 - *Literature review*
 - *Clear Statement of the Research Question*
 - *Methods (measures, design, & statistics)*
 - *Discussion*
 - *References, and*
 - *Appendix (or appendices)*

Note: References must include a minimum of 12 professional references (total – entire paper) – 10 of which must be peer-reviewed articles. A minimum of 8 sources must be from social work (excluding course texts). **US sources are generally preferred unless there is a specific reason to add International sources.** Electronic versions of professional journal articles are acceptable

are part of the 10 journal articles. The remainder may be online resources (except Wikipedia), books, etc. **Generally accepted practice is to use primarily articles 10 or less years old and use quotations sparingly.** Your textbooks do not count as sources, but they may be used.

Part I: Introduction/Statement of the Problem: Every good piece of research or research proposal begins with a clear statement of the problem and why this is an important topic to study. To a considerable degree making this case clearly depends on a prior review of the literature in the area. This is where you must lay out the what, why, and how of what you are proposing. This piece will help to frame your proposal. You will also need to include the significance of what you are proposing, **especially as it relates to social work**. In other words, why is this important for anyone to know and what is its relevance to social work? You need to consider your audience in this section. Who will be the primary readers of this (other than the instructor). This section needs to be clear, target your audience, and precede your literature review. This section needs to indicate the purpose of your research. Ultimately you must answer the – So What? – question here. **This should clearly identify a connection to social work and what you propose to do.**

Part II: Literature Review: This portion of the research proposal introduces the audience to the proposed topic in depth and explains what is known and not known about the topic at hand. Key terms should be clearly defined. Questions like what purpose will it serve the field of social work and/or Society may be addressed. What gap in the knowledge and/or practice will this study serve to fill? To answer these questions, the literature review should include a comprehensive and balanced review of the available literature on the student's research topic. It should begin with a description of the prevalence of the problem and include literature that positively and negatively relates to the student's topic of research. It may, depending on the type of research include at least one theory or perspective that is related to the student's topic. This is important since your methods will need to connect to the literature and prevailing theories or perspectives. The review should conclude with statement summarizing the purpose, research or guiding questions, and hypothesis (es) or research questions. If you are doing program evaluation, at least part of this review must be to describe the program and its objectives. The literature review should serve as the foundation to the structure of the entire proposal, and variables that are to be operationalized should be connected to the review. In this you should demonstrate that you are familiar with your topic. Extensive quotations are to be avoided as they affect the flow. Use paraphrasing – not quotes. **The literature review also needs to include a summary of the review tells us – not just a description of articles.**

Literature Review Submission Requirements: A draft of the Literature review is required before the final version is submitted. The completed literature review must be typed with 12-point, Times New Roman font, double-spaced and 1-inch margins. Citations should be used appropriately. Excessive quotations may not be used in the literature review (**no more than 2**). Any quotations should be short, essential to make a point, and succinct. A completed reference list following APA 6th edition guidelines must also be submitted with the completed Literature Review. An abstract must also be included along with an APA 6th edition cover page. The introduction should be included before the literature review and a clear transition should be provided between the two. The body of the Literature Review should be roughly 8-10 pages in

length (this is only a guide).

Part III: Methods Section Review: A draft of the methods section is required before submitting the final methods section. Where the literature review serves to express to the audience *why* you are proposing to conduct the planned research, the methods section serves to provide the *how*. It is the frame to your proposal structure. **Here you have some flexibility in designing your study. You may choose to follow the traditional empirical model, a qualitative approach, mixed methods, evaluation of practice or program, or even historical research. Whatever methods you choose, they must conform to professional models for that type of research.** In this regard, the methods section should include a description of the intended methods, relevant participants in the study, inclusion and exclusion criteria for the participants, and the intended sampling or data collection method. It should include a description of any measures that are going to be used and the established reliability and validity of these measures. It should include the study design and the procedures for the study. **The proposal must also include proposed method(s) for analyzing your data (yes statistics is included!).** While the methods section generally does not include a description of the present study and hypothesis or research question, for the purposes of this paper, this information should be restated at the beginning of the section. You will need to address how you get your sample population for the research. You will have to address IRB approval and if you are using an established measure, you may have to purchase the measures from a company or request permission to use them. So how will you get your measures? You should also identify any limitations that affect the generalizability of your research. Note: if you are doing research that directly affects human subjects you must reference the IRB process (although you don't need to make an application).

Methodology Submission Requirements: Completed Methods Section must be typed with 12 point, Times New Roman font, 1-inch margins and double spaced. Citations should be used appropriately and follow APA 6th edition guidelines. Excessive quotations may not be used (**no more than 2**). A completed reference list following APA guidelines must also be submitted with the Methods Section. An APA 6th edition cover page must be included. The Methods Section should be about 5 pages in length.

Parts IV & V: Discussion Section Review and Expected Findings: A draft of the methods section is required as a part of submitting the final paper. The discussion section of the research proposal follows the methodology section and serves to summarize for your audience *what* was done. It includes suggestions for future studies as well as limitations of the proposed study. The discussion section puts the finishing touches to the proposal structure. Included in this section should be a brief restatement of some of the relevant literature on the research topic to demonstrate again the need for the research. It should include any ethical issues or implications of your research. It should include the strengths and limitations of your study. It should include implications for social work practice, policy, research, and education that can be anticipated as a result of your study's completion. Also, while in reality the discussion section generally does not explicitly state a description of the present study, for the purposes of this paper, the student will briefly summarize this information. This section should also be thoroughly referenced according to APA 6th edition style. Generally there should not be much new literature here.

Discussion Section Submission Requirements: Completed Discussion Section must be typed

with 12 point, Times New Roman font, 1-inch margins and double-spaced. Citations should be used appropriately and follow APA 6th edition guidelines. Excessive quotations may not be used (**no more than 1**). A completed reference list following APA guidelines must also be submitted with the Methods Section. An APA 6th edition cover page must be included. The Discussion Section should be approximately 2-3 pages in length.

Part VI: Full Research Proposal: Part four of the research proposal includes a revision to the Literature Review, Methodology and Discussion sections, based on draft comments. The purpose of this submission is to allow students the opportunity to make corrections to the submitted components, fine tune writing skills, and create a clean, revised copy of the proposal that can be used in writing sample requests in future academic and professional pursuits.

***Please note:** If your schedule is such that you find it consistently difficult to arrive to class on time, remain for the full class, or arrive to class at all, it is advised that you find a course that would best meet your scheduling needs.*

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Posting of Grades

All grades will be posted in the Canvas grade book. No other posting method is used. Please allow up to 10 days for grades to be entered.

Grading Policies

Each assignment is evaluated on the basis of points and the points are added to determine your grade. Grades for individual assignments and the overall total can be found in your on-line grade book. The maximum percentage a student can obtain is 100%. Students must obtain a grade of C (70%) or higher to pass this course. (*Note: This instructor does not provide “make up” or “extra credit” work.) Point and weight distinctions for assignments follows.

Grade Break Down:

Draft Proposal Part I: Sections Research Question 5 Introduction 10, Problem Statement 5.	20
Part II MIDTERM Research Proposal Part II: Lit Review	25
Research Proposal Part III: Methods	10
Research Proposal Part IV: Expected Findings and Discussion	10
Research Proposal Part V: Abstract	5
FINAL: Research Proposal Part VI: Full Paper with Ethical/SW Implications, Conclusion, Full References & Appendices	30
Total Points:	100 Points

Points and Corresponding

Grades:

A =	90-100
B =	80-89
C =	70-79
D =	60-69
F =	59 or less

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that

students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion Canvas page](https://tamuct.instructure.com/courses/717) (log-in required) [https://tamuct.instructure.com/courses/717]

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request Dynamic Form](#) through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may

also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here [<https://tamuct.libcal.com/appointments/?g=6956>]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website

[<http://tamuct.libguides.com/index>]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WConline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a

concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.
