The University of Texas at El Paso
Department of Social Work
BSW Program
Fall 2020

SOWK 2320 – Social Policy and Social Welfare

Instructor: Irene Arlette Werthmann, LCSW-S   On line Class
Term: Fall 2020   E-mail: iwerthmann@utep.edu
Class: TBD   Office: 915-747-8382
                                                            Mobile: 214-335-5022

I.   COURSE DESCRIPTION

Social Welfare Policy and Services I: Examination of the historical evolution of social welfare and the social work profession, with focus on the social policies which comprise the foundation of the welfare state in the United States. Present patterns of social welfare services will also be examined. Emphasis on the historical evolution of contemporary social problems in the borderlands region. Oppression, discrimination, justice, immigration issues and policies, and their impact on diverse populations at risk will be explored.

II.   COURSE OBJECTIVES

By the end of the course the students will gain understanding of the Social Work

Values:
• Develop an understanding of social policy and social welfare. (EPAS-Comp.3)
• Recognize the dignity and worth of individuals in need. (EPAS-Comp.3)
• Understand the diversity of people with respect to nationality, race, ethnicity, sexual orientation, age, disability, illness and gender. (EPAS-Comp.2)

Skills:
• Demonstrate the ability to analyze history of social welfare policies and current impace. (EPAS-Comp.5)
• Develop familiarity with how social workers can have in addressing oppression with a focus on the borderland region (EPAS-Comp.6)
• Demonstrate an understanding of the role social work and social workers can have on social policy and social welfare of the oppressed or underserved populations (EPAS-Comp.6)
• Be able to apply the NASW Code of Ethics to social welfare scenarios. (EPAS-Comp.1)

III. COURSE COMPETENCIES

Upon completion of this course the students will demonstrate knowledge of:

Key historical trends and philosophies that influence the development of social policy and social welfare. (EPAS- Comp. 3)

Basic elements of social welfare policies and laws in the United States.
 (EPAS-Comp. 5)

Know about the economic and social environment of the U.S. Mexico Border region.
(EPAS-Comp. 3)

How the diversity of America impacts social policy and social welfare. (EPAS- Comp.2)

Gain an understanding of social policy and social welfare in a Global context, human
rights, and distributive justice. (EPAS- Comp.3)

III. REQUIRED TEXTBOOK

Ambrosino, R., Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (2016). Social work and
social welfare. Belmont, CA: Brooks/Cole

Note: This textbook is often used in classroom activities and discussion and needs to be brought
to scheduled virtual meetings.

RECOMMENDED

American Psychological Association (2012). Publication manual of the American Psychological
            Association, (6th Edition). American Psychological Association: Washington, DC.

NASW Code of Ethics: https://www.socialworkers.org

IV.   COURSE ASSIGNMENTS and GRADING

		Points
1)	Individual Project	15
2)	Self Pace Project (2 parts)	30
3)	High Impact Presentation	15
4)	Final Paper and Presentation	30
5)	Participation, Activities and Quizzes	10
		100

90-100 points = A
80-89 points = B
70-79 points = C
60-69 points = D
59 points & below = F

Important Dates:
Monday, September 7th

, 2020 – Labor Day (University Closed)
Drop Deadline: October 30, 2020
November 26th-27th, 2020: Thanksgiving Holiday – University Closed
December 3rd, 2020 last day of Class
December 7th-11th, 2020 Finals Week

Valuable resources:
1) APA Format: Title Page, Running Head, and Section Headings --
http://www.youtube.com/watch?v=VKWKswH29kM

UTEP Writing Center: *If you know writing is not your strongest skill, take your draft to the writing center, have them edit it, correct it and turn in a) your draft with their edits, b) the sheet of paper they provide to demonstrate you've been there, and c) your final paper. I will take this extra effort into consideration when grading your assignments.*

You are hereby advised that this syllabus is subject to change at the instructor's discretion during the course of the fall semester.

ASSIGNMENTS

The five assignments for this class are as follows:

1. Participation, Activities and Quizzes:
Participation credit is based on attending the five virtual meetings. The first virtual meeting has been set and the date and time can be found in the Course schedule part of your syllabus. The remaining for Virtual meetings have been identified by the week they will occur but the dates and times will be set during first virtual meeting.

Quizzes and Activities will be graded starting the following Monday they are due. Please note that all quizzes and Activities will be available from Sunday to Sunday and will not reopen if you miss the week.

2. Individual Project: (15 pts)
Each student will write a four-page paper regarding the impact a Social Worker can have regarding a current issue a historical social agency is facing. The paper will be written in APA style and your perspective is to be validated by five peer review articles. A rubric will be provided.

Each Student will present their paper in a round table discussion via virtual learning meeting.

3. High Impact Presentation: (15pts)
Students are to interview someone they know who has been/is an employee or recipient of a social agency addressing social welfare. During the interview the student will develop an interview process that answers the following questions:
   ❖   What is the mission of the agency? How does the mission match the social policy it is addressing?
   ❖   As an employee or recipient, how did the person feel the agency met their mission?

❖   Did they work with a social worker if so what was the interaction like, did they see the social worker as an advocate?

Students will present the interviews via a ten-minute oral presentation and cannot use identify information of the interviewee.

4. Self Pace Activity (30 pts.)

Part 1: Each student is to identify who their local representative is for the district of their current residence. Each student is to review their representative's platform and current rating of approval. The student will identify the social services branches the representative will be working with based on their platform. The Student will write an analysis paper supported by facts as to the causes and possible outcomes for one of the following Scenarios:

-      the probability of winning the vote in the Senate and Congress to bring about effective change
-      the probability of the constituents needs being met based on the representative's platform

Part 2: Each student will write a one page paper describing the "aha" moment they had as a member of this activity.

5. Final Paper and Presentation: (20pts)

Assignment:

The class will be divided into four groups of five students per group and one group of six. Each group will look at the current status of a historical social agency assigned by the professor. The students will write a paper that depicts the mission of the social policy initially and currently, how well the agency is meeting the goal of its mission, the public's opinion of the agency and predict changes that may come about over the next five years (6-8 pages). Attached to the paper will be an exhibit that includes current budget and funding for that agency and what funding and resources will be needed to address the predictions over the next five year.

The group will develop a power point highlighting the paper and exhibit to present in virtual meeting date and time TBD.

Instructions:

Each group paper must include a minimum of five <u>scholarly resources</u> to support your paper and presentation. No WIKI!   Academic journal articles (prefer NASW Journal of Social Work)/books/documentaries only) seek assistance from library staff if needed. You may use the textbook as one of the five sources. Paper must be formatted and written in APA style (Cite and list your sources utilizing APA guidelines).

Power Point Presentation must include a Resource page

Presentation-Specific Instructions:
- You have 10 minutes to present your research paper on power point.
- Describe the topic

- o Share how it affects people/society
- o Describe the costs related to addressing this problem
- o Describe how society and/or helping professionals address this issue
- Discuss your five year projection.

Make-up presentations *will be allowed with a doctor's note or a conversation with the instructor about the reason for your absence*. You may arrange to "trade" presentation dates with a fellow student -- you must inform the instructor.

PLEASE SEE ABSENCE PENALTIES FOR THE DATES STUDENTS ARE PRESENTING

Course Outline

Please Note: *This Syllabus Is subject to change at the discretion of the professor during the course of the Fall semester.*

Week of	Topic & Chapter	EPAS	Assignment
1 **08/24**	**Review Syllabus** **Chapter 1 Social Welfare Past and Present** **Chapter 2 Social Work and Other Helping Professionals** **Objective 1: Establish Class Structure; Professor's style of teaching and create working dialog; define student's expectations of class** **Objective 2: Define Social Welfare; Why Social Welfare History is important and establish working relationships**	**5** **6**	**8/24 Review Syllabus Participate in setting class expectations Virtual class from noon to 1:30 p.m. on Monday, 8/24/2020** **Read Chapter 1 Answer critical thinking questions for chapter (response no longer than a page)**
2 **8/31/2020**	**Chapters 2**	**1**	**Print out a copy of the Code** **https://www.socialworkers.org** **Read and write 5 questions you have about Code of ethics and send to professor for feedback** **Read Chapter 2 and complete**

			quiz and assigned activity.
3 09/08/2020	**Chapter 3 The Ecological/Systems Perspective** **Chapter 4 Diversity and Social Justice** **Objective 09/10: Identify and define the career opportunities offered with a degree in social work. Understand and learn the variety of theoretical frameworks used in the field of social work** **Objective 09/12: The role of Diversity in the field of Social Work past and present.** **Examine your own prejudice and biases.**	**1, 2, 3, 4, 5, 6, 7, 8, 9** **8**	**Read Chapter 3 and complete quiz and assigned activity.** **Read Chapter 4 and complete quiz and assigned activity.**
4 09/14/2020	**Chapter 5 Social Work Practice with Individuals, Family and Groups** **Chapter 6 Social Work Practice with Agencies and the Community** **Objective 09/17: Students will become familiar with ways to work with Individuals, Family and Group** **Objective 09/19: Students will develop a community resource book based on example provided**	**6, 8** **5, 6, 8**	**9/17Read Chapter 5 complete quiz and assigned activity.** **9/19Read Chapter 6 complete quiz and assigned activity.**
5 09/21/2020	**Individual Project Presentations**	**6, 8**	**Be ready to present your individual presentations** <mark>**Virtual class time and day of week TBD**</mark>
6 09/28/2020	**Chapter 7 Poverty, Income Assistance and Homelessness and Chapter 8 Health Care** **Objective:** **Understand definition of poverty and the history of this social**	**2, 3, 4, 5, 6, 8**	**Read Chapter 7 complete quiz and assigned activity.** **Read Chapter 8 complete quiz and assigned activity.**

	concern. Familiarize yourself with how issue being addressed locally, in the USA and globally. Objective 10/10:Be able to recognize what the past and present health care issues are in the USA. Recognize the progress or lack of progress on this issue and what the future holds.		
7 10/05/2020	Chapter 9 Mental Health, Substance Use and Disability Objective : Familiarize with Mental Health services and how USA has responded to mental health needs in the past, presently and in the future.	6	Read Chapter 9 complete quiz and assigned activity.
8 10/12/2020	Chapter 10 The Needs of Children, Youth, and Families Objective: Identify the Needs of Children Youth and Family and programs addressing those needs and current status, locally, state, and country.	6, 8	Read Chapter 10 complete quiz and assigned activity.

Week	Topic	EPAS	Assignment
9 10/19/2020	Chapter 11 Services to Children, Youth and Families Guest Speaker –"Working with Youth"	6 2, 3, 4, 5, 6, 8	Read Chapter 11 complete quiz and assigned activity. Virtual Class Meeting Day of week and time TBD

10 10/26/2020	**Chapter 12 Adults Needs and Services**	**2, 3, 4, 5, 6, 8**	**Read Chapter 12 complete quiz and assigned activity.**
11 11/02/202-	**Chapter 13 Criminal Justice**	**2, 3, 4, 5, 6**	**Read Chapter 13 complete quiz and assigned activity.**
12 11/09/2020	**Chapter 14 Social Work Contexts: Rural and Urban Settings and Environmentalism**	**6**	**Read Chapter 14 complete quiz and assigned activity.**
13 11/16/2020	**Chapter 15 Social Work in the Work Place**	**2, 3, 4, 5, 6**	**Read Chapter 15complete quiz and assigned activity. Virtual Class Meeting Day of week and time TBD**
14 11/23/2020	**Chapter 16 The Globalization of Social Work**	**2, 3, 4, 5, 6**	**Read Chapter 16 complete quiz and assigned activity.**
15 11/30/2020	**Group Presentations**		**Group Presentations Virtual Class Meeting Day of week and time TBD**
12/07/2020	**FINAL**		**FINAL PAPERS DUE**

V. TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours**: I have arranged to have office hours on campus as well as virtual hours for your questions and comments about the course. My office hours will be held on Zoom using this link: [insert link] and during the following times:

  Tuesdays: 9:00 a.m. -1: 00 p.m. a.m. Mountain Time by scheduling a meeting time with the instructor prior to the Tuesday you wish to meet.

  My office hours will be held on campus at the HSSN BLDG rm. 431 during the following times:

  Wednesdays: 9:00 a.m. -1: 00 p.m . Mountain Time by scheduling a meeting time with the instructor by the Monday before each Wednesday so that the student can be mailed the safety guidelines they are to follow if they choose to meet with the professor on campus and register to be on campus. Students are to bring a signed copy of the safety guidelines by signing this document you are confirming that you have read, understood and agree to comply with the guidelines while on campus. A new form must be brought and signed for each meeting.

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- **Email**: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Discussion Board**: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.

- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the "grading information" area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

BLACKBOARD COLLABORATE SESSIONS

This class requires that you participate in scheduled Blackboard Collaborate sessions. The purpose of these sessions are for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. These sessions will be held at the following dates from 10:30-11:50.

Group A: August 27, September 24, October 15, November 12
Group B: September 3, October 1, October 22, November 19

Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard.

If you are unable to attend a Collaborate session, please let me know as soon as possible so that accommodations can be made when appropriate.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Major Writing Assignments

- Major writing assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

Quiz and Blog/Discussion Assignments

- All quiz, blog, and discussion board assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

(*classes with on-campus meetings*) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class

session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

TEST PROCTORING SOFTWARE

Two course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- You may take the test at any time during the 24-hour window.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- You have 2 attempts to take the test. Once the window closes, your answers will be saved, and no changes can be made. The higher score will be recorded.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(*classes with on-campus meetings*) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:
Technology Resources
- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources
- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.