

Antioch University Seattle

School of Applied Psychology, Counseling, and Family Therapy

COUN 7200: Advanced Clinical Counseling Theories
Credits: 3
Prerequisite: Open only to CES/Ph.D. students
Day/Date & Time: Mondays, 11am – 2pm; **date range**
Quarter: Spring, **year**
Location: Antioch University Seattle 2400 3rd Avenue, Suite200
Seattle, WA 98121

Instructor: Colin C. Ward, Ph.D.
Contact Info: cward@antioch.edu
Office Hours: By appointment
Faculty Teaching Liaison: **Name**

Contact Info: [University email address](#)

COURSE DESCRIPTION:

Studies major theories and cultural discourses used by supervisors, counselors, and clients, with an emphasis on understandings of problem formation and change. Assumptions about normal behavior and pathology will be examined, and theories will be compared for their applicability to a variety of client groups, community needs, presenting problems and practice settings.

PROGRAM COMPETENCIES AND OUTCOMES

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas: Teaching, Supervision, Research, Counseling, and Leadership & Advocacy. As such, the AUS CES program is designed with curricula that specifically addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES program specifically addresses expectations for student learning and competency via the following program objectives:

Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters-level instruction as well as student assessment and program evaluation.

Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.

Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Objective 7: Creative Arts Cognate. Students in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists

COURSE AND STUDENT LEARNING OBJECTIVES

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that, for doctoral students, learning experiences related to the professional role of Counseling (CACREP Standards 6.B.1.). In the AUS PhD/CES program, there are two required counseling practice courses. In this first course, all standards are addressed:

6.B.1. COUNSELING

- a. scholarly examination of theories relevant to counseling
- b. integration of theories relevant to counseling
- c. conceptualization of clients from multiple theoretical perspectives
- d. evidence-based counseling practices
- e. methods for evaluating counseling effectiveness
- f. ethical and culturally relevant counseling in multiple settings

STUDENT LEARNING OUTCOMES & KEY PERFORMANCE INDICATORS

CES Program Outcomes	Course Outcomes	Professional Standards (CACREP)	Key Performance Indicators
<p>Advanced Practice</p> <p>Develop advanced professional competency with emphasis on evidence-based practice in</p>	<p>Develop an integrated Counseling Theory model based on core principles of change with theoretical and outcome research support at the doctoral level.</p>	<p>A scholarly examination of theories relevant to Counseling that demonstrates both conceptual synthesis and applied integration (Section 6.B.1.a.b)</p>	<ul style="list-style-type: none"> • <i>Advanced Seminar & Forums</i> • <i>Conceptual Paper</i>

<p>counseling theory and assessment practices.</p>	<p>Deconstruct current models of counseling practice from a multicultural perspective providing a critical analysis across theories for increasing cultural sensitivity.</p> <p>Critique current trends in the design and methodology for measuring the outcomes of counseling practice and implications for practicing professionals and the field of counselor education and supervision.</p> <p>Analyze evidence-based research in the practice and training of professional counselors and implications for counselor educators and supervisors.</p>	<p>A critical analysis of counseling theories culture and ethics from multiple and evidence-based perspective (Section 6.B.1.c.d.f)</p> <p>Considering the process of theoretical integration within the training of clinical mental health counselors (Section 6.B.3.a.e)</p> <p>Understanding of methods for evaluating counseling effectiveness (Section 6.B.1.e)</p>	<ul style="list-style-type: none"> • <i>Integrative Theory Paper</i> • <i>Conceptual Paper</i> • <i>Integrative Theory Paper</i> • <i>Advanced Seminar & Forums</i>
<p><u>Diversity and Change</u></p> <p><i>Demonstrate knowledge, skills, and attitudes that support engaging with, and appropriately responding to the needs of a constantly changing population of clients and students whose cultures, experiences, and personal characteristics that may be marginalized in the mainstream society.</i></p>	<p>A scholarly analysis to the legal and ethical issues as well as the administrative responsibilities related to counseling and supervision</p>	<p>Conceptualizing clients from multiple theoretical perspectives that is both ethically and culturally relevant (Section 6.B.1.f)</p>	<ul style="list-style-type: none"> • <i>Advanced Seminar & Forums</i>

Required Text

- Jones-Smith, E. (2016). *Theories of counseling and psychotherapy* (3rd Edition). Sage Publications

Signature Assignment (Overall Competency)

- *Integrative Counseling Theory Paper*

Learning Context and Stance

This course is not based on a set of absolute truths, but rather founded on the idea that personal meaning is constructed in proximity with other committed learners. Given that the world around is always in flux, students (and instructors) are encourage to keep an open mind about the contexts in which new information (novelty) may be useful, with an alertness to distinction, awareness to multiple perspectives, and an awareness to the present. It is expected that all members of this learning community will embrace both knowledge and uncertainty with

curiosity, openness, acceptance, and kind regard. These are essential learning competencies of multicultural counseling and supervision as well as advocating for social justice.

Performance Assessment

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals at the doctoral level. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual evaluations are *subjectively* assigned by your instructor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the supervisory learning process. Students will also be assessed on:

- The knowledge obtained through the application of their readings and research within class and on-line discussions, and course assignments;
- Demonstrating competence toward the understanding and application of a counselor education and supervision perspective in relation to the various roles and complex tasks of counseling supervisors.

Electronic and Social Media Protocol

You are welcome to use laptops/ipads in class as long as the only open windows are a word processing document used to take notes and/or a copy of the PowerPoint presentation for the day. The only exception is before class or during a break at which time you are welcome to use your laptop for other uses.

Please turn your cell phones off or set to an inaudible alert during class time to avoid distracting others. If you have a personal situation (e.g., a sick child) that may lead to you accepting a call during class time, please let me know in advance.

COURSE REQUIREMENTS

1. Regular attendance to class lectures and discussions. Students are expected to attend all classes as well as arrange and complete three individual counseling supervision sessions with a master level counseling intern. Missing classes/appointments will impact the students' evaluation, and missing the equivalent of more than two classes will result in a No Credit evaluation.
2. Active participation in class discussions and exercises at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners).
3. Completion of assigned readings (see Course Outline).
4. Completion of written assignments with intermediate competency or above (see Appendix A: Graduate Writing Rubric). Students may submit papers electronically through Moodle or via email (preferred).
5. Students are expected to demonstrate advanced graduate level analytical thinking as well as self-reflection and self-critique. Advanced competency is achieved with scholarship that demonstrates a synthetic analysis expanding on a given assignment this is relevant to both the learner/student and the field of counselor education and supervision.
6. Assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. Students will have the opportunity for one revision. Further revisions are at the discretion of the instructor.
7. Course Evaluations: The final course evaluation is required for all students in all courses.

Assignments

Two Advanced Seminars in Clinical Counseling Theory

Defined as an “exchange of ideas” facilitated by “advanced graduates” engaged in “intensive study”, candidates will facilitate a 75-90 minute discussion and critical analysis on, a) one of the 5 Forces as reviewed in the Jones-Smith course text (second course weekend), and b) an under investigated (or gaps) in counseling theory development and the potential contribution to field (third course weekend). An instructional lesson plan designed for master level trainees in the application of theory to specific skill set will be required for posting and peer review/discussion one week following the initial seminar discussion (second weekend). A discussion post is not required following the second seminar discussion (third weekend)

Advanced Seminars: The seminar is designed to promote lively discourse within a community of fellow learners that are academic in nature and require a scholarly orientation (based on chapter readings, related course text, and assigned article readings from the facilitators), with candidates supporting their perspectives while facilitating multiple points of view that considers the following:

- A description of *Key Ideas, Principles, and Goals* of the force/topic and how they have *evolved over time* (past to present)
- *Evidence Based and Outcome related research and Implications* (although the emphasis will be on research within the past 10 years, seminal studies can be included)
- A discussion to how *multicultural and social justice* dynamics addressed
- *Theory driven clinical skill sets and or component skills* of a *Key Idea* to the application of theory to counseling practice.
- A reflection on how this force/topic has *influenced* the field of professional counseling as well as *future directions* as it relates to counselors, counselor educators, and supervisors.

Seminar leaders will have approximately 75 minutes and will need to provide the following to peers (and instructor) **PRIOR** to the seminar experience:

- a) A list of focus questions to assist peers with a context to the discussion
- b) 2-3 additional resources posted for peer review to assist with the discussion

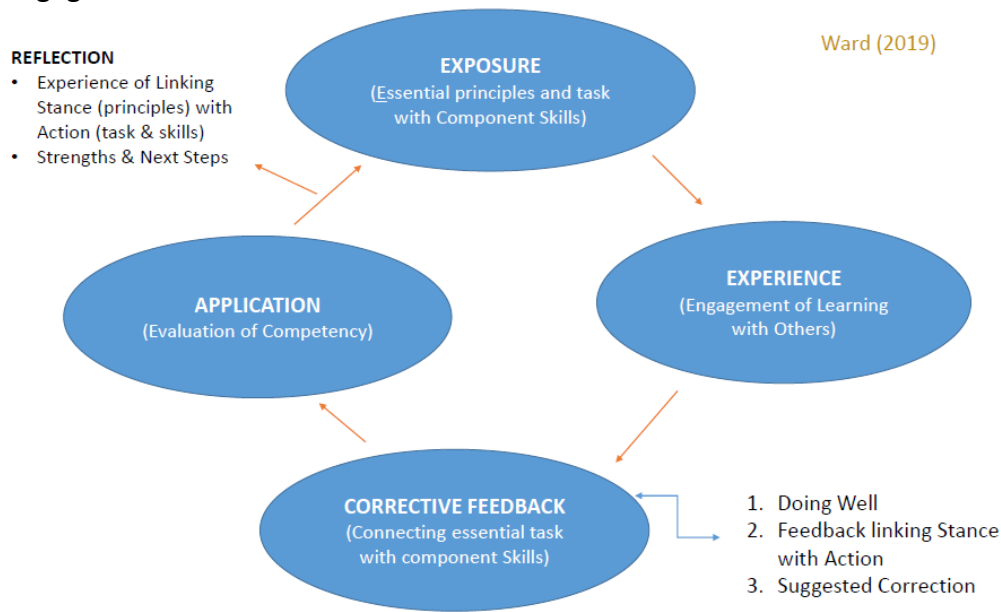
Seminar leaders will provide the following **DURING** the seminar experience:

- a) A summary handout to the points as outlined above
- b) A resource page and related seminar discussion materials (e.g. power-point)

Seminar leaders are encouraged to design learning experiences that actively and creatively, engage peers in the application of knowledge to the role of counselor education and supervision. Furthermore, all candidates will be evaluated on their preparation for class discussion (e.g. readings) and the ability to hold difficult class dialogues respectfully, humility, and cultural responsiveness.

Instructional Lesson Plan: Students will design and post an instructional module translating an aspect of counseling theory (force) to the application of component skills (see figure 1) relevant to the training and supervision of master level counseling trainees. Students are required to post a lesson plan that minimally highlights the purpose of the module, student learning objectives (SLO), instructional intent, sequence of activities, and student assessment of competency on the day of their demonstration for peer review and discussion.

Figure 1: Cycle of Engagement



Teaching the knowledge and skill competencies of clinical theory is an essential task for counselor educators and supervisors. It can be challenging and anxiety-provoking, providing opportunities to the enhancement of the six professional dispositions of advanced counseling professionals (Lambie, 2016):

<i>Multicultural Competence in the Counseling Relationship</i>	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.
<i>Emotional Stability & Self Control</i>	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.
<i>Motivated to Learn & Grow</i>	Demonstrates engagement in learning & development of their counseling competencies.
<i>Openness to Feedback</i>	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.
<i>Flexibility & Adaptability</i>	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.
<i>Congruence & Genuineness</i>	Demonstrates ability to be present and “be true to oneself”, especially in the face of internal or external conflict.

Assigned Forum Discussions

Periodically throughout the quarter, forum discussions will be assigned. These are designed as an opportunity to reflect on course readings, discussions with peers and implications in our roles as counselor educators and supervisors. It is expected that students will hold the same level of respect for diverse perspectives and

ownership for their learning as they would in F2F discussions. Remember: As counselor educators the way we present, facilitate, and instruct are far more impactful than the information or skills being presented.

Counseling Related Conceptual Synthesis Paper

Candidates will select a counseling related dynamic or common factor and provide a critical analysis of the topic (e.g. therapeutic alliance), accentuating key ideas and principles across a variety of theoretical perspectives. This is a brief synopsis that provides an evolution of progression (e.g. historical, social-political factors), related outcome research, and multicultural and social justice implications.

This is not expected to be a fully formed literature review that one might complete for a thesis or dissertation but rather an abbreviated version. Thus, you only need to include a minimum of 6-8 sources. The paper should be appropriately reflective of APA style

Advanced Integrative Theory Paper

Candidates will provide an integrative theoretical paper that brings together theoretical concepts from disparate theoretical approaches that entails a synthesis of different models of personality functioning, psychopathology, and psychological change (see Chapter 22 in Jones-Smith text for details) as applied to specific case example. You will need a minimum of 10-12 sources and the paper should be appropriately reflective of APA style and adhere to the Doctoral Level Writing Rubric (see attached). Further details will be discussed on class.

COURSE POLICIES & PROCEDURES

1. Netiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please write your name at the end of discussion postings and email messages so we know who has contributed to the learning process.
2. AUS E-mail: It is very important that you access your university e-mail often as all the email messages sent from this class will go to this account. This email account is HIPPA compliant and I will seek to respond to course related questions within 24–48 hours.
3. Online Discussion Postings: There are discussion forums providing an opportunity to share your reflections on the case study, readings, and course materials with other members of the class. You are required to post and respond to at least one of your classmate's postings. With respect and an appreciation for diverse ideas and perspectives, take this opportunity to learn from each other.

Note. All of the above requirements must be satisfactorily fulfilled by the proscribed deadline in order to receive credit for this course. Students are to either email their assignments as attachments to my email address (cward@antioch.edu) or upload into the respective "Assignment" section in the Sakai classroom.

PROFESSIONAL COMPETENCY LEVELS

Required Competency: Demonstrates a basic understanding of Advanced Counseling Theory as outlined above, and by meeting all of the minimum requirements for the class, as outlined in the syllabus.

Intermediate Competency: Meets Required Competency as well as demonstrating an ability to think critically in terms of theoretical and multicultural perspectives in relation to Advanced Counseling Theory. This includes attention to strengths, limitations, contraindications, and multicultural implications.

Advanced Competency: Exceeds intermediate competency with advanced scholarship and synthetic thinking expanding on a given assignment that is relevant to both the learner/student and the field of counselor education and supervision

Furthermore, advanced/intermediate Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.

CONFIDENTIALITY

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the session. Do not discuss supervisees in public places where your conversation could be overheard. Do not discuss your supervisees with persons outside the class such as spouses, family members, etc. Do not play your tape recorder when audio privacy is not possible. A private earphone is recommended when listening to tapes, even at home where family members might overhear.

In all your materials and class discussions it is essential that you protect the confidentiality of the clients with whom you have contact as well as with peers. Therefore, you **MUST** avoid using the actual names or initials of clients on logs, case summaries, etc., and you should further disguise actual identities by altering client data in such a way that the nature of the case is not materially changed (e.g. alternate names or numbers).

SCHEDULE OF COURSE ACTIVITIES

CLASS	TOPIC & ASSIGNMENTS	READING
Weekend One 9/27-28/19 On Campus	Introduction to Course and Syllabus <u>Topics:</u> <ul style="list-style-type: none"> ○ Counseling & Integrative Theory ○ Counseling Effectiveness ○ An Integrative Theory: SJ Counseling <u>Tasks:</u> <ul style="list-style-type: none"> ○ Assign Seminar Forces and Dates ○ Review Dynamic Assignment ○ Prepare for Forum Discussions 	<u>Jones-Smith</u> : Ch.1, 22 <u>SAKAI</u> : <ul style="list-style-type: none"> ○ Reflective Practice Folder ○ Integrative Theory Folder
Week Two 9/30-10/6 Online	Reading and Reflection	<u>Jones-Smith</u> : Part I & II <u>SAKAI</u> : <ul style="list-style-type: none"> ○ Integrative Theory Folder ○ Dynamic Theory Folder ○ Related Force Folders
Week Three 10/7-10/13 Online	Reading and Reflection DUE: <i>Online Forum: Integrative Theory</i> (See Moodle for details)	<u>Jones-Smith</u> : Part III <u>SAKAI</u> : Related Force Folder

Weekend Two 10/25-26 On Campus	DUE: Seminar Discussions (Forces) <u>Friday Seminars</u> <u>Saturday Seminars</u>	<u>Jones-Smith</u> : Part IV & V <u>SAKAI</u> : Related Force Folders <u>Facilitator Readings & Questions</u>
Week Five 10/28-11/3 Online	Reading and Reflection DUE: Online Posting: Instructional Lesson Plan (See Moodle for details)	<u>Jones-Smith</u> : Ch. 21 <u>SAKAI</u> : <ul style="list-style-type: none"> ○ Foundational Folder ○ Handouts & PP ○ Related Force Folders
Week Six 11/4-10 Online	Reading and Reflection	
Week Seven 11/11-17 Online	Reading and Reflection DUE: Dynamic Paper (11/17)	
Weekend Three 11/22-23 On Campus	DUE: Seminar Discussions (Gaps in Theory Development)	<u>Jones-Smith</u> : Review <u>SAKAI</u> : Review
Week Nine & Ten 11/25-12/8 Online	OPEN	
Eleven (Finals Week) 12/9-15	DUE: Integrative Theory Paper (12/9)	

ASSESSMENT CRITERIA FOR Ph.D./CES STUDENTS

Students are assessed in 9 areas across 5 competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall **minimum level of competency** (i.e., required or intermediate competency). In order to successfully move into the internship year, students must demonstrate an overall 50% **competency level** (required or intermediate) in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency (required or intermediate) level in at least 75% of course/learning assessments for their program.

Definitions of Competency Areas

Critical Thinking – shows ability to think abstractly, recognize multiple sides of an issue and generate

creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

Verbal Communication - articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

Oral Presentation – able to present ideas in a well-organized format; open and able to respond to questions.

Written Communication – writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotation, grammar, and APA style.

Cultural Awareness and Responsiveness – understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

Social Responsibility – aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

Emotional Maturity – willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

Ethical Conduct – demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

Interpersonal Skills – demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

Definitions of Competency Levels

“Below Competency” Failed to meet minimum graduate-level competency in terms of course attendance, scholarship, and performance standards

“Required Competency” Met minimum graduate-level competency in terms of course attendance, scholarship, and performance standards (include specifics to this course content)

“Intermediate Competency” Achieved “Required Competency” plus demonstrated mastery of identified course knowledge and/or skills areas. (include specifics to this course content)

“Advanced Competency: Achieved “Intermediate Competency” plus demonstrated a level of expertise in course knowledge and/or skills areas expected of entry-level counselor educators, that is, knowledge and skills that would be expected of a beginning-level counselor educator. (include specifics to this course content)

COUNSELOR COMPETENCY & FITNESS

Antioch University Seattle is obligated to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association Code of Ethics, in Section F.5.b, states in part, *Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. (ACA, 2014, p. 13).*

Section F.9.b states in part, *Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: assist students in securing remedial assistance when needed, seek professional consultation and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (ACA, 2014, p.15)*

Counseling not only demands the highest levels of performance; it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your supervisor if you feel that your work is being compromised.

Doctoral Level Writing Rubric

The Evaluation Rubric has three sections that seeks to evaluate your demonstration of Thinking, Communication of Ideas, and categories associated with research, evaluation, synthesis, analysis, application, comprehension, knowledge, content and focus; analysis and critical thinking; logic and flow; structure and organization; writing style; APA conventions; and grammar/usage/mechanics. Each area provides a description to the four levels of professional competency applied to the evaluation of submitted doctoral level writing and research (see attached)

ANTIOCH UNIVERSITY EVALUATION PROCEDURES

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail

communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students. Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

AUDIO- OR VIDEO-RECORDING OF CLASSES

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course.

Students may not share or transfer the recordings to third parties outside the class under any circumstances.

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term. For more information, please contact: Jill Haddaway, Disability Support Services Coordinator, 206.268.4151, dss.aus@antioch.edu.

LIBRARY SERVICES AND RESEARCH SUPPORT

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206.268.4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206.268.4507 or bstuart@antioch.edu.

WRITING SUPPORT AT ANTIOCH UNIVERSITY

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

- **AUS Writing Lab (room 323 Library/CTL):** Formerly the Academic Support Lab. The Writing Lab offers *free* peer-based writing consultation, both in-person and via webcam, phone, or messaging. Students can schedule directly online at www.antiochseattle.edu/tutoring, call: 206.268.4416 or email: writinglab.aus@antioch.edu. We offer drop-in hours as well as workshops and other resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check the website for future workshops on topics related to academic writing.
- **The Virtual Writing Center (VWC):** The VWC is located on the AU Drive at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.
- **The Writers' Exchange (WEX): Fee-based writing support:** The **Writers' Exchange** (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.