

# ANTIOCH UNIVERSITY

## SEATTLE

Antioch University Seattle/Ph.D. in Counselor Education & Supervision

### **COUN 7120**

*Research Methodology: Quantitative*

Credits:	3
Prerequisites:	Ph.D. CES Students only
Day & Dates & Time:	Mondays (Online), 3-6pm
Quarter/Year:	Winter/2020
Location:	Zoom
Faculty Member(s):	Colin C. Ward, Ph.D., LMHC
Contact information:	Antioch University Seattle e-mail address: cward@antioch.edu Cell Phone: 206-303-9932
Office Hours:	<i>By appointment</i>
Teaching Liaison:	Ned Farley, Ed.D.
Contact information:	Antioch University Seattle e-mail address: 206-268-4814 or <a href="mailto:efarley@antioch.edu">efarley@antioch.edu</a>

### **Course Description**

Focuses on the range of quantitative research methodologies used within the counseling profession, including both bivariate and multivariate statistics.

### **Program Competencies and/or 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:

Objective1: 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 in Research in Counseling and Counselor Education must not only meet the Core Research Curriculum Requirements (CACREP 2.F.8) but must also meet the following Doctoral Professional Identity Standards (CACREP 6.B.4):

- a. research designs appropriate to quantitative and qualitative research questions*
- b. univariate and multivariate research designs and data analysis methods*
- c. qualitative designs and approaches to qualitative data analysis*
- d. emergent research practices and processes*
- e. models and methods of instrument design*
- f. models and methods of program evaluation*
- g. research questions appropriate for professional research and publication*
- h. professional writing for journal and newsletter publication*
- i. professional conference proposal preparation*
- j. design and evaluation of research proposals for a human subjects/institutional review board review*
- k. grant proposals and other sources of funding*
- l. ethical and culturally relevant strategies for conducting research*

As such, the AUS Ph.D./CES Program is designed with four courses to cover the necessary research and scholarship material. In this second course, *Research Methods: Quantitative*, all areas will be introduced but with particular emphasis on parts a, b, d, e, g, h, i, and l.

<i>CACREP Standard (Doctoral Professional Identity)</i>	<i>Abbreviations</i>	<i>Key Performance Indicators</i>
Demonstrate an ability to construct research questions appropriate for quantitative research	B4 a, g	Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric <u>Assignments:</u> AA One & Modules
Demonstrate a knowledge of differences between means-comparison, correlational, and mixed-methods analyses	B4 a,d,e	Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric <u>Assignments:</u> AA Two through Four & Modules
Synthesize information from constructed research questions and analysis to infer information from quantitative data	B4 a, l	Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric <u>Assignments:</u> AA One through Three & Modules
Identify strengths and weaknesses of empirical studies utilizing quantitative analysis from a methodological standpoint	B4 a,b,d,h	Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric <u>Assignments:</u> AA Two
Demonstrate an ability to appropriately document results from quantitative analyses for dissemination (e.g., journals, conference presentations, newsletters)	B4 g,h,i	Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric <u>Assignments:</u> AA Four
Execute appropriate quantitative analyses from pre-existing datasets	B4 a,b,d,g	Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric <u>Assignments:</u> Modules
Develop an understanding of multicultural and social justice concerns in conducting quantitative research	B4 l	Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric <u>Assignments:</u> AA One through Four

### **ANDRAGOGICAL DESIGN**

This course is a mix of didactic and experiential learning. Students will learn via lecture, reading, discussion and class activities. Emphasis will be on broadening the base of understanding of to conduct quantitative analysis through hands-on experience with statistical software and real data. Class sessions will include short lectures; group discussions; individual and group presentations; and experiential activities. Emphasis will be on developing a knowledge base about the quantitative research including its evolution from research question to analysis and dissemination in scholarly work. Students will complete required readings, research, and writing assignments.

## REQUIRED TEXTS AND READING RESOURCES

Gilner, J. A., Morgan, G. A. & Leech, N. L. (2017). *Research methods in applied settings: An integrative approach to design and analysis*. 3<sup>rd</sup> Edition: Routledge, New York. (Primary Text)

Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed method approaches*. 5<sup>th</sup> Edition: Sage Publishing, Thousand Oaks, CA (Secondary Text)

## SUGGESTED/OPTIONAL TEXTS

Muijs, D. (2011). *Doing quantitative research in education with SPSS* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). New York City, NY: Pearson.

Additional articles will be posted on Sakai

### Helpful Links:

- American Counseling Association (ACA) link: [www.counseling.org](http://www.counseling.org)
- Association for Assessment and Research in Counseling: [www.aarc-counseling.org](http://www.aarc-counseling.org) Spiritual, Ethical, and Religious Values in Counseling (ASERVIC): [www.aservic.org](http://www.aservic.org)
- Association of Counselor Education and Supervision: [www.acesonline.net](http://www.acesonline.net)
- ACA Code of Ethics: [counseling.org/docs/ethics/2014-aca-code-ofethics](http://counseling.org/docs/ethics/2014-aca-code-ofethics)

## ASSIGNMENTS

### ***Application Assignments***

Application Assignment One (Research Questions). Select a topic of interest for your career as a professional counselor and identify the problem (or gap) as well as describe why it is important to the field (supported with literature). Next, identify two potential research questions that correspond with two different methodological/research approaches and describe your ideas. Detail the type of data to be collected and the appropriate analysis (given your current readings and understandings). Please use the attached worksheet to assist with the assignment and include with your submission.

Application Assignment Two (Article Critiques). For this assignment, you will select two (2) quantitative or mixed methods studies from ACA journals (e.g., Journal of Counseling & Development, Counselor Education and Supervision, or Counseling Outcomes and Research Evaluation). There must be an APA formatted reference followed by a paraphrased summary regarding the purpose of the study and methodology in the first paragraph. The second section should include relevant findings, limitations, and recommendations, while the third section must describe what appealed to you about the study (you may use first person language in this section). Additional aspects of the submission must include a critique to the research questions and their appropriateness for quantitative analysis; the appropriateness of the analysis; information missing from the article; cultural considerations the authors did or did not include in collecting their data and the analysis (e.g., how representative is the sample?); and your overall interpretation of the articles and their use of quantitative analysis. Each analysis should be no less than 3 pages with appropriate citations (e.g. the article being critiqued and as well as other appropriate citations used to support your analysis). Remember to ground your conclusions in the course readings and professional literature (a link to the Research I Lesson is also included).

Please review the lesson to the left on **Validity** and the videos below to assist in this submission. as well as the video line below. Be sure to use the attached worksheet to assist with preparing this assignment and include with your submission.

Application Assignment Three (Instrument Design). Identify a peer reviewed research study published regarding the reliability and validity of an instrument. There must be an APA formatted reference followed by a paraphrased summary regarding the purpose of the study and methodology. The second section should include relevant findings, limitations, and recommendations. The third section must describe what you learned about instrument design (this may be written in first person). Remember to ground your conclusions in the course readings and related materials.

Please review the videos below and use the attached worksheet to assist with preparing this assignment. Please attach to the final submission. Also, a written transcript is also attached to assist with in preparation for this assignment.

Application Assignment Four (Professional Writing Proposal). Identify a topic and begin a search of articles. Select 8-10 articles and write a brief summary for each that also includes a Literature Map. Write a Literature Review that is organized by themes or by variable type (see class power-point). Be sure the Literature Review also highlights gaps in the research and what a proposed study (Experimental) might look like to address this gap, including a hypothesis (e.g. null and/alternative hypothesis). Include in this a purpose statement. Submit the Literature Review and Literature Map and be prepared to present this to your peers during class or Zoom.

### ***Method Learning Modules***

Complete online learning modules (Research Lessons) as noted in Sakai. These will minimally address variables, experimental designs, and SPSS analysis with data sets. Additional topical lessons will be added or revised at the discretion of the instructor.

### **ASSESSMENT CRITERIA FOR PH.D. STUDENTS**

Ph.D. students are assessed in nine (9) competency areas across four (4) competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall ***required level of competency***.

#### ***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, quotations, 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 world-views.

**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:* Fails to meet the minimum course requirements as outlined in this syllabus. This includes attendance, class participation, and successful completion of all assignments in a manner which demonstrates a basic understanding of quantitative research in the counseling field.

*Required Competency:* Demonstrates a basic understanding of quantitative research in the counseling field 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 demonstration of critical thought in terms of topics, axiology, methodology, and multicultural considerations related to counseling research.

*Advanced Competency:* Meets *Intermediate Competency* as well as demonstrated level of expertise in course knowledge and/or skills areas expected of entry-level counselor educators; knowledge and skills that would be expected of a beginning-level counselor educator in relation to counseling research.

### **COUNSELOR COMPETENCY AND FITNESS**

Antioch University is obligated, as a CACREP institution, 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 profession impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work." Section F.9.b states in part, "Counselor educators, throughout ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures."

In this course you will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens- Smith, 1995\*). You are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

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.

#### *Electronic and Social Media Protocol*

You are welcome to use laptops/lpads 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

### 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 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.

### Course Outline

CLASS	TOPIC	READINGS
Week One	Syllabus, Definition of Terms, Outline, Assignments	<b>Readings</b> <ul style="list-style-type: none"> <li>• Gliner: Ch. 1-2</li> <li>• Creswell: Ch. 1</li> </ul>
Jan. 6 <sup>th</sup>	<u>Topic:</u>	
Zoom	<ul style="list-style-type: none"> <li>○ <b>Dimensions of Research I</b> <ul style="list-style-type: none"> <li>▪ Overview to Research</li> <li>▪ Overview to Quantitative Approaches</li> </ul> </li> </ul>	



	<p><u>Homework</u></p> <ul style="list-style-type: none"> <li>○ Application Assignment One (Problem/Questions)</li> </ul>	
<p>Two</p> <p>Jan. 13<sup>th</sup></p> <p>On-Campus</p>	<p>Reading and Review of Homework</p> <p><u>Topic:</u></p> <ul style="list-style-type: none"> <li>○ <b>Dimensions of Research I</b> <ul style="list-style-type: none"> <li>▪ Overview to Quantitative Approaches</li> <li>▪ Steps to Quantitative Research</li> </ul> </li> <li>○ <b>Quantitative Research Approaches II</b> <ul style="list-style-type: none"> <li>▪ Variables and Hypotheses</li> <li>▪ Active Independent Variables</li> <li>▪ Attribute Independent Variables</li> </ul> </li> </ul> <p><b>*DUE:</b> Application Assignment One (Research Problem/Questions)</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Gliner: Ch. 2-5</li> <li>• Creswell: 5-7</li> </ul>
<p>Three</p> <p>Jan. 20<sup>th</sup></p>	<p><b>No Class (MLK Day)</b></p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>○ Application Assignment Two (Article Critiques)</li> <li>○ Submit Reflection on Forum</li> </ul>	<p><b>Sakai</b></p> <ul style="list-style-type: none"> <li>• AA Two</li> <li>• Research I (Lesson)</li> </ul>
<p>Four</p> <p>Jan. 27<sup>th</sup></p> <p>Zoom</p>	<p>Reading and Reflection</p> <p><u>Topic:</u></p> <ul style="list-style-type: none"> <li>○ <b>Quantitative Research Approaches III</b> <ul style="list-style-type: none"> <li>▪ Random &amp; Quasi-Experimental</li> <li>▪ Single Subject</li> <li>▪ Nonexperimental</li> </ul> </li> </ul>	<p>Readings</p> <ul style="list-style-type: none"> <li>• Gliner: Ch. 6-7</li> <li>• Creswell: 8 &amp; 10</li> </ul> <p>Sakai</p> <ul style="list-style-type: none"> <li>• Research II (Lesson)</li> </ul>
<p>Five</p> <p>Feb. 3<sup>rd</sup></p> <p>On Campus</p>	<p>Review Homework in Powerpoint</p> <p>Reading and Reflection</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>○ <b>Measurement &amp; Data Collection</b> <ul style="list-style-type: none"> <li>▪ Sampling &amp; External Validity</li> </ul> </li> </ul> <p><b>*DUE:</b> Application Assignment Two (Article Critiques)</p> <p><u>Homework:</u></p>	<p>Gliner: Ch. 8-12</p>



	<ul style="list-style-type: none"> <li>○ Application Assignment Three (Instrument Design)</li> </ul>	
<p>Six</p> <p>Feb. 10<sup>th</sup></p> <p>On Campus</p>	<p>Reading and Reflection</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>○ Measurement <ul style="list-style-type: none"> <li>▪ Measurement: Descriptive Statistics</li> <li>▪ Measurement: Reliability</li> <li>▪ Measurement: Validity</li> </ul> </li> <li>○ Issues in Conducting a Study <ul style="list-style-type: none"> <li>▪ Types of Data Collection Techniques</li> <li>▪ Ethical Issues</li> <li>▪ Practical Issues</li> </ul> </li> </ul> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>○ Application Assignment Three (Instrument Design)</li> </ul>	Gliner: Ch. 13-15
<p>Seven</p> <p>Feb. 17<sup>th</sup></p> <p>Zoom</p>	<p>Reading and Reflection</p> <p><u>Topics:</u></p> <p>Reading and Reflection</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>○ Evaluating Research Validity</li> <li>○ Evaluating for Evidence Based Practice</li> <li>○ Writing the Research Report</li> </ul> <p><b>*DUE:</b> Application Assignment Three (Instrument Design)</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>○ Application Assignment Four (Writing Proposal)</li> </ul>	Gliner: Ch. 16-18
<p>Eight</p> <p>Feb. 24<sup>th</sup></p> <p>On Campus</p>	<p>Reading and Reflection</p> <p><u>Topics</u></p> <ul style="list-style-type: none"> <li>○ Data Analysis and Interpretation I <ul style="list-style-type: none"> <li>▪ Inferences: Null Hypothesis Testing</li> <li>▪ Inferences: Evidence Based Approach</li> </ul> </li> <li>○ General Design Classifications</li> </ul> <p><u>Homework</u></p>	Gliner: Ch. 19-22

	○ Application Assignment Four (Writing Proposal)	
Nine March 2 <sup>nd</sup> Zoom	Reading and Reflection  <u>Topics:</u>  ○ Data Analysis and Interpretation II <ul style="list-style-type: none"> <li>▪ Selection of Statistical Methods</li> <li>▪ Interpretation: Difference Questions</li> <li>▪ Interpretation: Associational Questions</li> <li>▪ Interpretation: Complex Questions</li> </ul> * <b>DUE:</b> Application Assignment Five (Writing Proposal)	Gliner: Ch. 23-26  Creswell: Ch. 2-4
Ten March 9 <sup>th</sup> On Campus	Presentations: Method Learning Module (2)	
Eleven March 16 <sup>th</sup> On Campus	Presentation: Method Learning Module (1)  Course Closing	

## University Policies

Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: [http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)

Questions about policies may be directed to Jane Harmon Jacobs, Academic Dean, [Jharmonjacobs@antioch.edu](mailto:Jharmonjacobs@antioch.edu) or 206.268.4714.

## 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: 206-268-4822 or [dss.aus@antioch.edu](mailto: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 will find books carefully selected to help you in your academic pursuits. In addition, you will 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](mailto: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**:

**Writing Lab (room 323 Library/CTL):** The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <https://antiochctl.mywconline>; call 206-268-4416; or email [writinglab.aus@antioch.edu](mailto:writinglab.aus@antioch.edu)) and drop in hours. They also conduct workshops and maintain 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 students here. Check their [website](#) for future workshops on topics related to academic writing.

**The Virtual Writing Center (VWC):** The VWC is located at [antioch.edu/vwc](http://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](mailto: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](http://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.