



**Antioch University Seattle**  
**School of Applied Psychology, Counseling, and Family Therapy**

**COUN7520:** Consultation and Organizational Change

**COUN7520:** Creative Arts Therapy Consultation and Organizational Change

**Credits:** 3

**Prerequisite:** open only to CES/Ph.D. students

**Day/Date & Time:** Mondays, 3-6pm; 7/6/2020 – 9/19/2020

**Quarter:** Sum, 2020

**Location:** Antioch University Seattle

**Instructor:** Kim McBride, Ph.D., LMFT

**Contact Info:** kmcbride@antioch.edu

**Office Hours:** By appointment

**Teaching Liaison:** Colin Ward, Ph.D., LMHC

**Contact Information:** cward@antioch.edu

**COURSE DESCRIPTION:**

This doctoral-level consultation for organizational change course integrates consultation, counseling, and organizational principles, theories, and models in ethical and culturally relevant professional settings. Students learn to (a) conduct individual and organizational assessments to evaluate readiness for change, and (b) apply a consultation process to develop in clients, counselors in training, and members of society. Included in the application of counseling in counselor education settings is a discussion regarding the counselor educator's counseling role in the Accreditation of Counseling and Related Educational Programs (CACREP) processes.

**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 leadership, management, and administration in counseling organizations and other institutions. 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 doctoral students, learning experiences in Counseling, Teaching, and Supervision related to professional consultation and organizational change will meet the following: 6.B.5:

- a. theories and skills of leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. knowledge of accreditation standards and processes
- e. leadership, management, and administration in counseling organizations and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession

- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues

As such, the AUS Ph.D./CES program is designed with courses not only to cover the necessary content areas but also specific topics designated by CACREP as crucial in counselor training. By successfully completing the requirements for this course, students will be able to:

<b>Knowledge</b>	<b>KPIs</b>	<b>Evaluative Methods</b>
Theories and skills of leadership (CACREP 6.B.5.a.)	<i>Weeks 2–6:</i> Course reading, literature research, weekly topic specific videos and in-class discussion, and respond to lecture questions and participate in class activities, and instructor/student role play	*Philosophy of Consultation
Leadership and leadership development in professional organizations. (CACREP 6.B.5.b.)	<i>Weeks 3–9:</i> Course reading, weekly topic specific in-class discussion, and respond to lecture questions and participate in class activities	*Philosophy of Consultation
Leadership in counselor education programs. (CACREP 6.B.5.c.)	<i>Weeks 4–9:</i> Course reading, in-class discussion, and respond to lecture questions and participate in class activities	*Philosophy of Consultation
Knowledge of accreditation standards and processes. (CACREP 6.B.5.d.)	<i>Weeks 4, 6–9:</i> Course reading, research the process' and requirements for CACREP accreditation, in-class discussion, and respond to lecture questions and participate in class activities	*Philosophy of Consultation *Written Consult. Proposal *Video of Consult. Proposal
Leadership, management, and administration in counseling organizations and other institutions (CACREP 6.B.5.e.)	<i>Weeks 4, 7–9:</i> Course reading, interview CACREP accreditation expert, in-class discussion, and respond to lecture questions and participate in class activities	*Philosophy of Consultation *Written Consult. Proposal *Video of Consult. Proposal
Leadership roles and strategies for responding to crises. (CACREP 6.B.5.f.)	<i>Week 4, 7:</i> Course reading, weekly topic specific in-class discussion, and respond to lecture questions	*Philosophy of Consultation *Written Consult. Proposal

<b>Knowledge</b>	<b>KPIs</b>	<b>Evaluative Methods</b>
Strategies of leadership in consultation (CACREP 6.B.5.g.)	<i>Weeks 3–9:</i> Course reading, weekly topic specific videos and in-class discussion, and respond to lecture questions and participate in class activities, and instructor/student role play	*Philosophy of Consultation *Written Consult. Proposal *Video of Consult. Proposal
Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. (CACREP 6.B.5.h.)	<i>Weeks 4,7,8:</i> Course reading, literature research, in-class discussion, and respond to lecture questions and participate in class activities, and instructor/student role play	*Philosophy of Consultation *Written Consult. Proposal *Video of Consult. Proposal
Role of counselors and counselor educators advocating on behalf of the profession and professional identity. (CACREP 6.B.5.i.)	<i>Weeks 3,4,6–9:</i> Course reading, literature research, weekly topic specific videos and respond to lecture questions and participate in class activities, and instructor/student role play	*Philosophy of Consultation *Written Consult. Proposal *Video of Consult. Proposal
Models and competencies for advocating for clients at the individual, system, and policy levels (CACREP 6.B.5.j.)	<i>Weeks 2,4,7:</i> Course reading, literature research, weekly topic specific in-class discussion, and respond to lecture questions and participate in class activities	*Philosophy of Consultation
Strategies of leadership in relation to current multicultural and social justice issues (CACREP 6.B.5.k.)	<i>Weeks 2,4,7:</i> Course reading, literature research, weekly topic specific in-class discussion, and respond to lecture questions and participate in class activities	*Philosophy of Consultation *Written Consult. Proposal *Video of Consult. Proposal

### **Andragogical Design**

This course is a mix of both didactic and experiential learning; both in-class and online. Students will learn via lecture, reading, discussion, and demonstration. Emphasis will be on understanding and learning about the role of consultant and Organizational Change.

### **Required Text and Reading Resources:**

Brooks, A., & Edwards, K. (2014). Consulting in uncertainty: The power of inquiry. New York, NY: Routledge.

Haslebo, G., & Nielsen, K. (2000). Systems and meaning: Consulting in organizations. New York, NY: Karnac.

Stroh, L. K. (2017). The basic principles of effective consulting (2nd ed.). New York, NY: Routledge.

\*\*Note: additional journal articles will be posted on Sakai.

## Assignment #1

### Due Week 5: Philosophy of Consultation (Uploaded to Dropbox in Sakai)

The student's Philosophy of Consultation identifies specific consultation skills used by counselor educators in their role as leaders to the counseling profession. (Ethical and culturally relevant counseling and advocacy best practices are emphasized.) Counselor educators serve and lead the counseling profession through scholarship and publication, education institutional involvement, and as educators and supervisors to counselors in training. As such, it is essential that students clearly articulate their Philosophy of Consultation.

**Instructions:** As shown in Appendix A, after completing the Weeks 1–4 assigned reading students should write their Philosophy of Consultation. The student's Philosophy of Consultation should include the assignment criteria listed on Appendix A, and as shown in the Appendix C Assignment 1 and 2 Rubric.

### Assignment #2 Due Week 10: Written and Video Consultation Proposal (Uploaded to G Drive)

Counselor educators serve as supervisors to counselors in training and gatekeepers to the educational standards set by CACREP. Moreover, counselor educators understand the rigor of CACREP's educational standards as applied to the accreditation process of counselor education programs. This applied knowledge uniquely qualifies counselor educators to provide consultation services by which an educational institution undergoes the process of CACREP accreditation.

**Instructions:** As shown in Appendix B, students, as a team of consultants, develop and present by Zoom video, a proposal for consultation services to an educational institution seeking CACREP accreditation. This mock case scenario portrays a not-for-profit university-based mental health counseling program in need of consultation services to begin the CACREP accreditation process. Using Stroh's (2019) nine-step process for developing a "full sample [project] proposal," the team of student counselor educators will, as shown on Appendix B, complete Verlander's (2012) first stage of the consulting framework.

The student's Project Proposal, due Week 10, should meet the assignment criteria listed in Appendix B and the rubric criteria listed in Appendix C. Finally, in addition to the team-written proposal, students should produce a 30–45 min. video presentation of their Project Contract Proposal. The written and video team Project Proposal should, on the last class session, be uploaded to G Drive.

### Weekly Course Schedule

Course dates and topics are as follows (schedule changes at the discretion of the instructor).

Date	Topics/CACREP Standards	Reading	Assignment Due
<b>Week 1</b> <b>July 6</b> <b>AUS Campus</b>	Syllabus review Course structure Intro to professional consultation	Brooks, Intro, Ch 1,2,6 Haslbo, Ch 1 Stroh, Ch 1	
<b>Week 2</b> <b>July 13</b> <b>AUS Campus</b>	Theories, models, and ethics of consultation What clients want from consultation Multiculturally responsive consultation <i>CACREP 6.B.5.a.; CACREP 6.B.5.j.; CACREP 6.B.5.k.</i>	Brooks, Ch 4,5 Haslbo, Ch 2,5	
<b>Week 3</b> <b>July 20</b> <b>AUS Campus</b>	Professional identity, stance of the consultant Consultation: A field of emotional influence <i>CACREP 6.B.5.a.; CACREP 6.B.5.b; CACREP 6.B.5.g.; CACREP 6.B.5.i.</i>	Brooks, Ch 7,8 Haslbo, Ch 6	
<b>Week 4</b> <b>July 27</b> <b>AUS Campus</b>	Four-stage framework (Verlander, 2012) The process of CACREP Accreditation <i>CACREP 6.B.5.a.; CACREP 6.B.5.b; CACREP 6.B.5.c.; CACREP 6.B.5.d.; CACREP 6.B.5.e.; CACREP 6.B.5.f.; CACREP 6.B.5.g.; CACREP 6.B.5.h.; CACREP 6.B.5.i.; CACREP 6.B.5.j.; CACREP 6.B.5.k.</i>	Stroh, Ch 2	
<b>Week 5</b> <b>Aug 3</b> <b>AUS Campus</b>	Nine-step contract proposal (Stroh, 2019) CACREP 6.B.5.a.; CACREP 6.B.5.b; CACREP 6.B.5.c.; CACREP 6.B.5.g.	Brooks, Ch 9 Haslbo, Ch 7,8 Stroh, 3	<b>Philosophy of Consultation</b> <b>Sakai Dropbox</b>
<b>Week 6</b> <b>Aug 10</b> <b>Zoom</b>	Client expectations/the best-fit consultant Designing interview questions (Brooks, 2019, pp. 14–32) <i>CACREP 6.B.5.a.; CACREP 6.B.5.b; CACREP 6.B.5.c.; CACREP 6.B.5.d.; CACREP 6.B.5.g.; CACREP 6.B.5.i.</i>	Brooks, Intro, Ch 1,2,6 Haslbo, Ch 1 Stroh, Ch 1	
<b>Week 7</b> <b>Aug 17</b> <b>Zoom</b>	Preparing for the client interview Consulting with expert consultants <i>CACREP 6.B.5.b; CACREP 6.B.5.c.; CACREP 6.B.5.d.; CACREP 6.B.5.e.; CACREP 6.B.5.f.; CACREP 6.B.5.g.; CACREP 6.B.5.h.; CACREP 6.B.5.i.; CACREP 6.B.5.j.; CACREP 6.B.5.k.</i>		
<b>Week 8</b> <b>Aug 24</b> <b>Zoom</b>	Interview findings, proposal writing and Zoom video proposal production plan <i>CACREP 6.B.5.b; CACREP 6.B.5.c.; CACREP 6.B.5.d.; CACREP 6.B.5.e.; CACREP 6.B.5.g.; CACREP 6.B.5.h.; CACREP 6.B.5.i.</i>		

<b>Week 9</b> <b>Aug 31</b> <b>Zoom</b>	Zoom recording of proposal <i>CACREP 6.B.5.b; CACREP 6.B.5.c.; CACREP 6.B.5.d.; CACREP 6.B.5.e.; CACREP 6.B.5.g.; CACREP 6.B.5.i.</i>		
<b>Sept 7</b>	<b>No School Labor Day</b>		
<b>Week 10</b> <b>Sept 14</b> <b>Zoom</b>	<b>The quarter in review</b>		<b>Written/Video Proposal – Uploaded to Team G Drive</b>

### Assessment Criteria for Ph.D. Students:

Ph.D. students are assessed in 9 areas across 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 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.

### **Demonstrations of Competency for Course Assignments**

**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 Consultation and Organization Change, as evidenced by the assessment criteria listed on the Appendix C Rubric.

**Required Competency:** Demonstrates a basic understanding of Consultation and Organization Change by meeting all the minimum requirements for the class, as outlined in the syllabus, and demonstrates a basic understanding of Consultation and Organization Change, as evidenced by the assessment criteria listed on the Appendix C Rubric, and eight of nine of the assessment criteria for Ph.D. students.

**Intermediate Competency:** Meets Required Competency and demonstrates a basic understanding of Consultation and Organization Change, as evidenced by the assessment criteria listed on the Appendix C Rubric, and all nine of the assessment criteria for Ph.D. students.

**Advanced Competency:** Meets Intermediate Competency, and the student demonstrates the capacity, on Assignments 1 and 2, to differentiate the application of counseling vs. consultation services relative to the needs of the entity (individual or organization) being served.

### **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.

#### **COURSE REQUIREMENTS**

1. Regular attendance to class lectures and discussions. Students are expected to attend all classes. Missing classes 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 schedule below).
4. Completion of written assignments (written work should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas; research papers should reflect APA format). Students may submit papers electronically through Sakai or in hard copy to the instructor. Hard copies of final papers can be picked up by students in the appropriate course envelope posted in the out-box outside the instructor's office at the beginning of the next quarter, or can be mailed if the student supplies a self-addressed stamped envelope.
5. Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique.
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: Students evaluate all courses during Weeks 4 and 10. The final course evaluation (Week 10) is required for all students in all courses.

#### **ANTIOCH UNIVERSITY SEATTLE POLICIES**

##### **Antioch University Policies**

In addition to the above Course Requirements, 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 and the Student Conduct Policy. Student policies are available on the AUS website under Student and Campus Resources: [http://aura.antioch.edu/au\\_policies/](http://aura.antioch.edu/au_policies/)

Specific attention should be given to the following:

1. Attendance: Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. 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. Refer to the current AUS Catalog for full description and procedures.
3. Student Suspension, Dismissal, or Exclusion from Class Procedures. Refer to the Antioch University policies for full description and procedures.
4. Communication Protocol: All students must have access to computer technology. AUS maintains a computer laboratory as well as computer access in the AUS Library.
  - 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. Refer to the current Antioch University Seattle Catalog for full description and procedures.
5. Incompletes: In Progress (IP) no longer is an evaluation designation that can be
  - assigned at Antioch University. 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.

#### 6. 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.

### 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](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**:

**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](http://www.antiochseattle.edu/tutoring), call: 268-4416 or email: [writinglab.aus@antioch.edu](mailto: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](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](http://wex.antioch.edu) (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.

**Reasonable Accommodation of 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.

Students in need of accommodation should contact Jill Haddaway, the Disability Support Services (DSS) Coordinator at 206-268-4151 or TTY: 206-728-5745 or [jhaddaway@antioch.edu](mailto:jhaddaway@antioch.edu) to request reasonable accommodations.

Students are responsible for requesting their faculty members acknowledge an electronic Letter of Accommodation from the DSS office as soon as possible in the quarter. In cases that the disability accommodation of extended time on assignments is granted, each assignment must be discussed and specific due dates agreed upon in advance between student and faculty.