

3103 HS 3103-WEB/PSYC 1003-WEB Life-Span Development

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Meeting Time: Online
Office Hours: Online; Phone (by appointment)

MISSION STATEMENT

The mission of the Lindsey Wilson College School of Professional Counseling is to provide a practitioner-based, community-centered, student-focused mental-health preparation program hallmarked by academic integrity, professional competence, and sound ethical principles.

Required Textbook: Santrock, J. W. (2012). *Essentials of Life-Span Development (3rd Edition)*, New York: McGraw Hill Publishers. ISBN: 978-0078035425

Textbook Website: http://highered.mcgraw-hill.com/sites/0078035422/student_view0/index.html

Additional Online Resource:

APA Formatting & Style Guide <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Format

This course is delivered entirely online using BLACKBOARD, Lindsey Wilson's learning management system. Everything the student needs to successfully complete the course may be located within the online course. The course is formatted into various modules. Generally, each module consists of reading a textbook chapter, completing online activities, participating in the discussion board and completing a quiz. Occasionally, written assignments will be required by submitting them to the instructor through the course assignment drop box. During the final week of the class, students will complete an online final exam.

Minimum Technological Requirements

MAC: Mac* OS 8.1 or later
 128 MB RAM
 65MB virtual memory
 604 PowerPC* (200 MHz or better)
 Internet connection, Web browser
 Microsoft Internet Explorer* 5.5 or later or Netscape* 4.7 or later
 SOME classes might require CD-ROM

IBM: 333MHz Intel Pentium processor or equivalent,
 128MB of RAM,
 56Kbps modem,
 16-bit sound card and speakers
 65,000-color video display card (video)
 Windows 98 operating system or newer
 Internet connection and either Internet Explorer 5.5 or Netscape 4.7 or later
 SOME classes might require CD-ROM

Technical Assistance

For technical assistance, you should contact Tech Support at the LWC Computer Center at 270-384-8017.

Verification of Student Identity & Test Security

Students will be required to use the Tegrity system during specified online tests to verify their identity. If students do not have access to a webcam, a requirement for Tegrity, students must have their exam proctored by an approved LWC staff member. In addition the Respondus Lockdown Browser is required for specified tests and the final exam. The browser can be downloaded here:
<http://www.respondus.com/lockdown/information.pl?ID=953841808>.

Turnitin

The plagiarism detection service Turnitin may be used as part of a LWC course. This tool is intended to discourage plagiarism and as an educational tool for students who may be unclear about appropriate citation and referencing practices. If Turnitin is used in a course, the students in that course will have access to the originality report generated for their work prior to the graded submission of the paper. Students also have the option of requesting that their instructors post their documents anonymously if they are uncomfortable having their name associated with their work.

COURSE DESCRIPTION

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

COURSE GOALS/OBJECTIVES

Upon completion of this course, the student should be able to:

- 1) Explain what the characteristics of the lifespan perspective of development are. (HS SLO 1)
- 2) Understand the major developmental issues such as nature vs. nurture, continuity vs. discontinuity, stability vs. change, and active vs. passive. (HS SLO 1)
- 3) Know how the major theories such as psychoanalytic (Freud, Erikson), cognitive (Piaget, Vygotsky, information processing), behavior and social cognitive/social learning (Pavlov, Skinner, Bandura), ethological (Lorenz), and ecological (Bronfenbrenner) explain development. (HS SLO 1)
- 4) Understand the role genetics plays in one's development. (HS SLO 1)
- 5) Describe what behavior and issues can be expected concerning a person's physical, cognitive, and socioemotional development throughout all the stages of the lifespan. (HS SLO 1 and 2)
- 6) Identify what factors influence an individual's physical, cognitive, and socioemotional development both positively and negatively throughout all the stages of the lifespan. (HS SLO 1)
- 7) Describe what behavior and issues can be expected concerning death, dying, and grieving. (HS SLO 1)
- 8) Identify what factors influence an individual's death and grieving process. (HS SLO 1)
- 9) Have a cultural understanding of development with diverse populations. (HS SLO 1 and 2)
- 10) Apply development knowledge to daily life.

LINDSEY WILSON COLLEGE INSTITUTIONAL/ ESSENTIAL STUDENT LEARNING OUTCOMES

Lindsey Wilson students will:

1. Communicate effectively

- Writing
- Oral Communication
- Numeracy

2. Develop fundamental skills of inquiry and analysis

- Information fluency
- Creative inquiry
- Critical inquiry

3. Become engaged, culturally aware citizens of the nation and the world

- Knowledge of major issues and trends in the country and world
- Knowledge of our own cultural patterns and those of diverse groups and cultures.
- Developing the knowledge and skills to communicate across cultural and linguistic boundaries
- Developing knowledge and skills to reason ethically.

4. Learn to apply and integrate knowledge.

- Learning to apply and make connections within disciplines

- Integration of knowledge across disciplines
- Application of learning to new situations within and beyond the campus.

5. Gain depth of knowledge in a discipline

Course Requirements

Course Format

This course is delivered entirely online using BLACKBOARD, Lindsey Wilson's learning management system. Everything the student needs to successfully complete the course may be located within the online course. Each week, the assignments will be due by 11:59pm on the specified due date.

Learning the Material

http://highered.mcgraw-hill.com/sites/0078035422/student_view0/index.html

Above is the companion site for the book. From this web-site you will have access to a various interactive learning activities, as well as a link to numerous articles related to life-span development.

EXPECTATIONS OF STUDENTS

In order for students to successfully complete this course, it is imperative that students meet the deadlines that the instructor has set. Research suggests that students in web-based distance learning courses often drop out about midway through the course because they have been unable to keep up with the work. For each module, there are a number of assignments that students are required to complete in order to receive credit. For each of these assignments, there are strict deadlines. **If you do not complete an assignment by the date that it is due, then a late penalty of 10% per day will be applied. If the assignment is not submitted within in one week of the original due date, you will not receive credit for it. There are no exceptions to this policy (except in cases of extreme emergencies (e.g., hospitalization, death of family member; documentation for emergencies will be required to avoid a late penalty).** Not having an Internet connection is not an excuse. Your local library, the Lindsey Wilson College library, a friend or relative will have Internet access in an emergency. If you do not know how to work the Blackboard system, download the manual or contact the college learning center. In any case when an assignment cannot be submitted on time, you must communicate with the instructor to request permission for an extension of the due date.

ATTENDANCE/PARTICIPATION/COMMUNICATION

Your participation in the course is highly valued and necessary for the success of the course for yourself, your fellow classmates and the instructor. Attendance in this course is accomplished by visiting the class website frequently, reading the posted announcements and materials on the website, checking email frequently, participating in the discussion forums, turning in paper assignments and taking online exams according to set deadlines. Students are expected to participate in the web-based activities on a regular basis, just as students would in an on campus class.

Your participation and virtual attendance will be essential to your overall success in the class. Each student is expected to logon to this course at least 2-3 days per week and also check email for communications by the instructor. Students are expected to participate in all required discussions. Your appropriate and respectful participation is encouraged. Participation includes responding to the instructor and fellow classmates in a thoughtful and constructive manner. Students are expected to refrain from making profane, vulgar or otherwise distasteful comments. Discussion points are awarded based on the number and quality of comments submitted.

It is crucial to the success of this course that there is continual communication. Research shows that students who participate regularly tend to earn better grades than those who do not.

DISCUSSION FORUM GUIDELINES

It is important that your responses reflect that you have read/studied the textbook and other course materials and given thought to the questions posed. Simply re-stating what the text says verbatim is not sufficient. You must elaborate and give evidence you are learning and thinking about the material. Please be sure to keep in mind that grammatical correctness is important. Your response should be at least 100-120 words.

Also, read the posts of your classmates. You do not want your post to simply repeat what someone else has already said. Responses to other classmates' comments are highly valued a minimum of one response is required for each discussion forum unless otherwise noted. When responding to a classmate's comment you will want to indicate more than simply whether you agree or disagree. Elaborate on why and try to back up your opinion with material you are learning when appropriate.

If you submit a post well before the due date, plan to check back to determine if a question has been asked of you that needs further elaboration.

More depth is expected of your posts as you get the hang of the expectations and acquire more knowledge of the concepts presented as we progress through the course. Responses should always be respectful of others rights to their opinion and void of demeaning remarks, profanity, slang and IM/Texting shorthand.

If you use outside resources to develop your posts to the discussion forum, you are required to cite these resources. Otherwise, you may be found in violation of the academic integrity policy. Plagiarized posts will not be tolerated and likely will result in receiving a grade of F in the course.

DISCUSSION RUBRIC

Possible Points Awarded>>	8-10 points	6-7 points	4-5 points	0-3 points
Critical Thinking, Application	Excellent critical thinking & application of concepts (uses & cites examples from text, articles, videos or other sources); includes quality response to a classmate; 100-120 words	Some critical thinking; Application of 1-2 concepts (uses & cites examples from text, articles, videos or other sources)	Application of concepts	Minor or incorrect application of concepts
Mechanics	Well written; good grammar/no spelling errors/clear organization	A few grammar and spelling errors	A few grammar and spelling errors; lack of organization	Many grammar and spelling errors; lack of organization
Completeness/ Follows Directions	Follows all directions	Follows most directions	Follows most directions	Follows few/no directions

CRITICAL THINKING ACTIVITIES

These assignments are designed to get you thinking about the concepts explored in various chapters. The assignments are usually brief. They are located in select modules and sometimes take the place of a discussion board activity. To answer the questions use your textbook, the course resources provided in Blackboard (such as videos, readings or discussions). No additional resources may be used, including another classmate or the Internet. Failure to follow these guidelines, will likely result in a violation of the LWC academic integrity policy and receiving a grade of F in the course.

FINAL PROJECT

A list of projects will be provided on BLACKBOARD. Students may choose from a variety of options to demonstrate their understanding of course concepts. Projects must be completed independently.

WRITTEN ASSIGNMENTS/PAPERS

Papers or written work sent as an attachment must be formatted in Microsoft Word. Papers must be double-spaced, with one-inch margins and a reasonable sized font (12pt. font size in Times Roman, Arial and Courier New are highly recommended). **Written work is graded for content, format and grammatical correctness.**

APA Format

Papers must be written in APA format. References cited in the body of the paper must be listed on a reference page at the end of the paper. Please see the APA Manual and/or the following website for assistance with formatting papers in APA style: <http://owl.english.purdue.edu/owl/resource/560/01>

ACADEMIC INTEGRITY

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following Honor Code on tests, exams and other assignments as appropriate: ***On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.***

Violations of the academic integrity policy include cheating, plagiarism or lying about academic matters. Plagiarism is defined as any use of another person's words, concepts, artwork or sequence of ideas without proper documentation. Not only the direct quotation of another writer's words, but also any paraphrase or summary of another writer's concepts or ideas without documentation is plagiarizing that writer's materials. Academic dishonesty is a profoundly serious offense because it involves an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an "F" for the activity in question or an "F" for the course, at the discretion of the instructor. **All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office, along with copies of all relevant materials.** Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to bring the student before the campus Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved. **Note:** The College has purchased rights to use Turnitin.com, a web product used to detect plagiarized documents.

Grading Policy

Grades will be assigned on the basis of the percentage of points earned in the activities assigned for the course. The point value of each of the activities is listed below.

<u>Activity</u>	<u>Points</u>
Quizzes	140
Tests	160
Chapter Activities/Concept App.	73
Discussion	160
Project	40
<i>Total Possible</i>	573

Grades will be assigned as follows:

<u>Percent of Points Earned</u>	<u>Grade</u>	<u>Percent of Points Earned</u>	<u>Grade</u>
94-100%	A	76-79.9%	C+
90-93.9%	A-	70-75.9%	C
86-89.9%	B+	60-69.9%	D
83-85.9%	B	Below 60%	F
80-82.9%	B-		

How to compute your grade:

- (1) Add the number of points you earned.
- (2) Divide the total points earned by the "total possible" points.
- (3) This figure represents the percentage of points you earned.
- (4) Compare your percentage to the chart above to determine your letter grade.

Course Content

This course is organized into eight major learning modules.

The Beginning: Introduction, Theories of Development, Heredity and the Environment, Prenatal Development and Birth (Chapters 1-2)

Infants and Toddlers: Infancy - Physical, Cognitive and Socioemotional Development (Chapters 3-4)

The Play Years: Early Childhood - Physical, Cognitive and Socioemotional Development (Chapters 5-6)

The School Years: Middle & Late Childhood - Physical, Cognitive & Socioemotional Development (Chapters 7-8)

Adolescence: Physical, Cognitive and Socioemotional Development (Chapters 9-10)

Early Adulthood: Physical, Cognitive and Socioemotional Development (Chapters 11-12)

Middle Adulthood: Physical, Cognitive and Socioemotional Development (Chapters 13-14)

Late Adulthood & Death: Physical, Cognitive and Socioemotional Development (Chapters 15-16); Death, Dying and Grieving (Chapter 17)

Class Schedule & Assignments

(Subject to minor changes.)

Additional Chapter Activities & Optional Extra Credit Assignments are not listed here, but can be found on the course website.

DUE DATE	ACTIVITY	ASSIGNMENTS
December 14	Introductions	Discussion Activity (5 pts.)
	Module 1: The Beginning	
December 16	Chapter 1: Introduction Chapter 2: Biological Beginnings	Discussion Activity (10 pts.) CH. 1 & 2 Quizzes (20 pts.)
	Module 2: Infants & Toddlers	
December 19	Chapter 3: Physical & Cognitive Development In Infancy Chapter 4: Socioemotional Development in Infancy	Discussion Activity (20 pts.) CH. 3 & 4 Quizzes (20 pts.)
	Module 3: The Play Years	
December 22	Chapter 5: Physical & Cognitive Dev. In Early Childhood Chapter 6: Socioemotional Development in Early Childhood	Discussion Activity (10pts.) CH. 5 Quiz (10 pts.)
December 22-23	TEST 1: Chapters 2-6	TEST 1 (50 points)
	Module 4: The School Years	
December 29	Chapter 7: Physical & Cognitive Dev. In Middle & Late Childhood Chapter 8: Socioemotional Dev. in Middle & Late Childhood	Discussion Activity (20 pts.) CH. 7 & 8 Quizzes (20 pts.)
	Module 5: Adolescence	
January 3	Chapter 9: Physical & Cognitive Dev. In Adolescence Chapter 10: Socioemotional Development in Adolescence	Discussion Activity (20 pts.) CH. 9 & 10 Quizzes (20 pts.)
	Module 6: Early Adulthood	
January 5	Chapter 11: Physical & Cognitive Dev. In Early Adulthood	Discussion Activity (10 pts.)
Jan. 5-6	TEST 2: Chapters 7-11	TEST 2 (50 points)
January 7	Chapter 12: Socioemotional Dev. in Early Adulthood	Discussion Activity (20 pts.) CH. 12 Quiz (10 pts.)
	Module 7: Middle Adulthood	
January 9	Chapter 13: Physical & Cognitive Dev. In Middle Adulthood Chapter 14: Socioemotional Dev. In Middle Adulthood	Discussion Activity (10 pts.) CH. 13 & 14 Quizzes (20 pts.)
	Module 8: Late Adulthood, Death & Dying	
January 11	Chapter 15: Physical & Cognitive Dev. In Late Adulthood Chapter 16: Socioemotional Development in Late Adulthood	Discussion Activity (20 pts.) CH. 15 & 16 Quizzes (20 pts.)
January 13	Chapter 17: Death, Dying & Grieving	Discussion Activity (10 pts.)
January 14-15	TEST 3: Chapters 12-17	TEST 3 (60 points)
January 15	FINAL EXAM: Project	(40 pts.)

Important Dates

Dec. 14	First Day of Classes
Jan.15	Last Day of Classes

Academic Success Center

The Academic Success Center, located in the Everett Building, offers peer tutoring to aid students in completing class assignments, preparing for exams and, improving their understanding of content covered in a particular course. In addition, computers are available for student use.

Students are encouraged to utilize this Center as a resource for improving study strategies and reading techniques. The Center also offers assistance with other academic problems resulting from documented learning disabilities. All services are free of charge to all Lindsey Wilson College students (students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP). Please contact Jan Green, Tutor Coordinator at 384-8037 for further information and assistance.

Dropping a Course

Students enrolled in the following courses cannot drop from these classes during the semester: READ 0903, 1013, and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854. Students who wish to drop a course must complete an Add/Drop Form, including instructor and adviser signatures, and submit it to the Registrar's Office. Failure to do so will result in a grade of F for the course. Add/Drop Forms may be obtained from the Registrar's Office or the academic adviser. When the Add/Drop Form is properly authorized and submitted to the Registrar's Office, the course will appear on the student's record with a designation of W (drop/withdrawn). No course drops are permitted during the last 30 class days of the semester.

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

Email Policy

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

Final Exams

Final Exams for day classes are scheduled for the Fall 2014 semester on December 8-12 and May 4-8 for the Spring 2015 semester. The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** the final exam week. Students will not be permitted to take early finals unless extenuating circumstances exist. "Extenuating circumstance" means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. Travel arrangements must be made in sufficient time that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

Grievance Procedure

Students who have concerns regarding an instructor should seek to address their concerns with the instructor directly. Students who feel that their concerns cannot be addressed with an instructor should direct their concerns to the Regional Academic Director for their campus. Professionalism is expected on the part of both instructors and students in handling grievances. For more information on student grievance and appeals policies, see the student handbook.

Institutional Review Board (IRB) Policies

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic units, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g. MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at <http://php.nihtraining.com/users/login.php>.

Policy for Verification of Student Identity and Protection of Privacy

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

- a) A secure login and pass code;
- b) Proctored examinations; and/or
- c) Remote proctoring of one or more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at:

<http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

Questioning a Grade: Student Academic Complaint

A student, who wishes to question an assignment grade, or other academic issue, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, "receipt" is defined by when the final grade is posted online by the registrar. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the decision of the Division Chair, the student or faculty member may, within seven (7) days by written request to the chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.

5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.

2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific basis for the appeal.

3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

Statement on Learning/Physical Disabilities

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. Students needing accommodation should apply as early as possible, usually before May 15. Immediately after acceptance, students need to identify and document the nature of their disabilities. It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school Individualized Education Program (IEP) and results from testing done by a psychologist, psychiatrist, or qualified, licensed person. The College does not provide assessment services for students who may be learning disabled. Although LWC provides limited personal counseling for all students, the College does not have structured programs available for students with emotional or behavioral disabilities. For more information, call Ben Martin at 270-384-74

Writing Center and Mathematics Center

The Writing Center (located in the Slider Humanities & Fine Arts Building), and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jerrod Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Math Tutor Coordinator, at 384-8115 for further information and assistance.

Additional Policy Information

Additional information on Lindsey Wilson College and School of Professional Counseling policies can be found on the Lindsey Wilson College website www.lindsey.edu and under the Current Students section of the SPC Website found at <http://www.lindsey.edu/academics/divisions-and-schools/school-of-professional-counseling/current-students/lwc-policies.aspx>

References for Additional Reading

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