



## **CEEF 6306**

### **Lifespan Development**

New Orleans Baptist Theological Seminary  
Church Ministry Division  
Fall, 2020

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#### **Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

#### **Core Value Focus**

The seminary has five core values. The focal core value for 2020-2021 is *mission focus*. This course supports the five core values of the seminary. *Mission Focus* - We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

#### **Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

*Interpersonal relationships:* To perform pastoral care effectively, with skills in communication and conflict management.

*Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian care and devotion.

*Disciple-making:* To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.



## NOTES:

- Write in narrative form (not a bullet list of information) as you share the life story of your fictional character.
- Create ONE document – begin with demographic characteristics and end with late adulthood **IN THE SAME DOCUMENT**; just keep adding new life stages to the same paper, using headings to denote the new life stage. Submit with a cover sheet.
- Connect the biography to course content.
- Use page numbers and provide citations if you reference a source.
- Review the comments provided in the Grade Center with your submissions.
- Before the last submission, make corrections/additions to the content for the various life stages based upon the feedback. Proof your entire paper for typos, grammar, and formatting adjustments.

You will receive essential feedback which will be helpful as you construct the subsequent life stage biographies. **YOU WILL NOT RECEIVE A SEPARATE GRADE FOR EACH INSTALLMENT. THE ASSIGNMENT GRADE WILL BE POSTED AFTER THE LAST INSTALLMENT.** If you are struggling with the application of the material for a particular developmental stage, you may interview someone who is in the stage or who has a child in that particular stage. Communicate to the interviewee that the purpose of the interview is to gain a better understanding of the stage and that you will not be sharing their experiences with the class. *This assignment is related to Student Learning Outcome #2 and #3. This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric.*

## Required Texts

MindTap Psychology for Kail/Cavanaugh's Essentials of Human Development, 2nd Edition, 2017 [Instant Access], 1 term (6 months) by Robert V. Kail; John C. Cavanaugh, Edition: 2nd ISBN: 9781305858657. **DO NOT PURCHASE THE BOOK OR E-BOOK ONLY!**

Balswick, Joack, Pamela King, and Kevin Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: IVP Academic, 2016. ISBN: 978-0830851430 (Kindle edition available)

## Course Teaching Methodology

### Units

Theories of Development  
Prenatal Development, Infancy, and Early Childhood  
Infancy and Early Childhood  
Middle Childhood  
Adolescence  
Young Adulthood  
Middle Adulthood  
Late Adulthood

Dying and Bereavement  
Applications for Ministry

Methodology

Methods used in this course include readings, lecture, videos, discussion, and individual learning assignments.

Format

This course is taught on the main campus.

**Assignments and Evaluation Criteria**

A rubric for each of the following assignments may be found on Blackboard in Assignments. Unless otherwise instructed, assignments are due on Sundays by 11:59 p.m.

**1. Readings/Assignments:**

**Due: See Course Schedule Below**

All readings and review of course materials should be completed prior to class so you can actively relate to all discussions. Reading and review is extremely important as class discussions are designed to supplement unit study and provide opportunities to process what you have read and reviewed. A minimum of one to two hours will be needed to be prepared for each unit. *This assignment is related to Student Learning Outcome #1.*

**2. Quizzes: (10%)**

**Due: See Course Schedule Below**

Open-book quizzes will be given during the semester over the designated content assigned for that unit. You may use notes, your textbook, and any other material that we use in class. You may not “Google” answers. You are trusted to be honest in your academic endeavors. *Weekly quizzes will open on Monday at 12:30 a.m. and must be taken by 11:59 p.m. on Sunday.* Missed quizzes may not be made up. Late quizzes will not be given. *This assignment is related to Student Learning Outcome #1.*

**3. Examinations (5): (6% each/Total=30%)**

**Due: See Course Schedule Below**

You are expected to take all examinations at the scheduled times. Unless otherwise indicated, exams are *open book/open note*. Do not make the mistake of thinking that you will be able to find all of the answers while taking the test. In fact, because of the application nature of the questions, many of the answers cannot be found word for word in your text. You should understand key concepts, be able to apply what you have learned and have asked any questions prior to starting the test.

Tests will cover materials presented through class discussions, presentations, and assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (identification and essay/short answer). *All tests will be posted on Blackboard under Assignments and will be available at 12:30 a.m. on Monday and will close at 11:59 p.m. CST on Sunday.* The exam can be opened one time only and must be completed within the time allotted. A few tips about taking a test on Blackboard:

- Be on a computer (not a tablet or phone), “wired” to the wall, and not on Wi-Fi. You may lose connection to the exam if you do not follow this instruction.

- Do not hit the “save” button to save answers during a single-attempt test – “saving” implies that you wish to complete the test later and this is not allowed in a single- attempt test. Any attempt to do so will likely kick you out.
- Use Firefox or Chrome. Past experience has demonstrated that you should not use Internet Explorer or Safari to take exams. Why? I do not know. I only know that it is true.
- Compose your response to a short answer/discussion question in a Word document and then paste your answer into the test. By doing so you will have a copy of your answer should you get kicked out of the exam.

If you believe that an answer to a question is keyed incorrectly, please send an email with the full questions, the answer you selected, why you believe your answer is the correct answer, and the textbook page or reference to support your answer. Mistakes in keying the test are made, the textbook publisher makes mistakes, and it is possible that you will find errors. Often, by going through these steps, students discover that what was designated as the correct answer was in fact correct. *This assignment is related to Student Learning Outcome #1.*

**4. Application Projects (10% each/Total=20%)      Due: Weeks 6 and 15**

Complete two projects selected from the application projects presented in the syllabus (pg. 8). Each project is associated with a chapter in *Essentials of Human Development*. Detailed instructions for each assignment are posted on Blackboard. *This assignment is related to Student Learning Outcomes #2 and #3.*

**5. Developmental Biography (30%)      Due: Weeks 2,5,8,11,13**

Refer to the description under The Embedded Assignment.

**6. Class Presence and Participation (10%)**

Class presence and participation points may be earned to encourage your active class participation and discussion. You will be earn a perfect score if you attend class and actively contribute to the class discussion.

Presence: Although it is not required, a brief e-mail of explanation in advance of the absence is appreciated. Three late arrivals or early departures equal an absence. Please sign the attendance sheet when you come to the class.

Participation: We are less concerned with “right” or “wrong” answers than we are with thoughtful contributions which follow the discussion and either add to it or move it in a new direction. If you find it uncomfortable to speak up in class, we encourage you to work on this skill, as this is an integral component of ministerial training.

**Course Evaluation**

Quizzes	10%
Examinations (5)	30%
Application Projects (10% each)	20%
Developmental Biography	30%
Presence and Participation	10%

### Course Schedule

Week	Date	Unit	Topic	Assignment
1	8/25		Introduction to Lifespan Development Syllabus	
2	9/1	1	<b>Theories of Development</b>	Kail and Cavanaugh, Chapter 1 Balswick, Part One Unit 1 Course Documents <ul style="list-style-type: none"> <li>• The Study of Human Development</li> <li>• The Brain: A Secret History</li> </ul> <b>Unit 1: Quiz 1 Due</b> <b>Demographic Characteristics Due</b>
3	9/8	2	<b>Prenatal Development, Infancy, and Early Childhood</b> Pregnancy/Prenatal Video: <i>Miracle of Life</i>	Kail and Cavanaugh, Chapter 2 Unit 2 – Course Documents <ul style="list-style-type: none"> <li>• How is Sex Determined</li> <li>• Biological Beginnings</li> </ul> <b>Unit 2: Quiz 1 Due</b>
4	9/15	2	The Newborn	Kail and Cavanaugh, Chapter 3 Unit 2 Course Document <ul style="list-style-type: none"> <li>• Tools for Exploring</li> </ul> <b>Exam #1 (Kail and Cavanaugh, Chapters 1-2, Balswick Part 1)</b>
5	9/22	3	<b>Infancy and Early Childhood</b> Cognitive Development:	Kail and Cavanaugh, Chapter 4 Balswick, Chapter 6 Unit 3 Course Documents <ul style="list-style-type: none"> <li>• The Emergence of Thought and Language</li> </ul> <b>Unit 3: Quiz 1 Due</b> <b>Developmental Biography for Prenatal and Infancy Due</b>
6	9/29	3	Socioemotional Development:	Kail and Cavanaugh, Chapter 5 Unit 3 Course Documents <ul style="list-style-type: none"> <li>• Entering the Social World</li> </ul> <b>Unit 3: Quiz 2 Due</b> <b>Application Project I Due</b>
7	10/6	4	<b>Middle Childhood</b>	Kail and Cavanaugh, Chapters 6-7 Balswick, Chapter 7 Unit 4 Course Documents <b>Exam #2 (Kail and Cavanaugh, Chapters 3-5; Balswick, Chapter 6)</b>
8	10/13	5	<b>Adolescence</b>	Kail and Cavanaugh, Chapters 8-9 Blaswick, Chapter 8 Unit 5 Course Documents <b>Unit 5: Quiz 1 Due</b> <b>Developmental Biography for Early Childhood and Middle Childhood Due</b>

Week	Date	Unit	Topic	Assignment
9	10/20		Fall Break	
10	10/27	6	Young Adulthood	Kail and Cavanaugh, Chapters 10-11 Balswick, Chapter 9 Unit 6 Course Documents <b>Exam #3 (Kail and Cavanaugh, Chapters 6-9; Balswick, Chapters 7-8)</b>
11	11/3	7	Middle Adulthood	Kail and Cavanaugh, Chapters 12-13 Balswick, Chapter 10 Unit 7 Course Documents <b>Unit 7: Quiz 1 Due</b> <b>Developmental Biography for Adolescence and Young Adulthood Due</b>
12	11/10	8	Late Adulthood	Kail and Cavanaugh, Chapter 14 Balswick, Chapter 11 Unit 8 Course Documents <ul style="list-style-type: none"> <li>Late Adulthood</li> </ul> <b>Exam #4 (Kail and Cavanaugh, Chapters 10-13; Balswick, Chapters 9-10)</b>
13	11/17	8	Late Adulthood	Kail and Cavanaugh, Chapter 15 Unit 8 Course Documents <ul style="list-style-type: none"> <li>Social Aspects of Later Life</li> </ul> <b>Unit 8: Quiz 1 Due</b> <b>Developmental Biography for Middle and Late Adulthood Due</b>
14	11/24		Thanksgiving	
15	12/1	8	Dying and Bereavement	Kail and Cavanaugh, Chapter 16 Unit 8 Course Documents <ul style="list-style-type: none"> <li>Dying and Bereavement</li> </ul> <b>Unit 8: Quiz 2</b> <b>Application Project II Due</b>
16	12/8	9	Applications for Ministry	Balswick, Part Three
	12/15		<b>Final Exam</b> <b>2:00 – 4:00</b>	

\*The Professor reserves the right to change topics/dates as necessary (see course policies).

### Lifespan Development Application Projects

The following is a brief description of the projects that you have an opportunity to complete this semester. You should decide early which of the projects interest you most and plan accordingly. *Specific instructions for each project assignment are posted on Blackboard.*

Project	Brief Description	Chapters	Due Date
<b>Prenatal Development, Infancy, and Early Childhood</b>			
1	Interview two adults (one male, one female) outside of classmates, with regard to their attitudes concerning various technological advances in assisted reproductive technology and prenatal development.	2-5	
2.	Since we have no memories of the first few years of our lives, we must rely on those who took care of us to tell us what our early lives were like. Learn about your early physical development by interviewing your parent(s) or guardian(s).	2-5	
<b>School-Age Children</b>			
3	Conduct Piagetian conservation tasks with two children (about 3-9 years of age). Record and report their responses.	6-7	
4.	Visit <a href="http://datacenter.kidscount.org/">http://datacenter.kidscount.org/</a> and research child maltreatment, poverty, and other indicators that you think are particularly notable in your state.	6-7	
<b>Adolescence</b>			
5	Write a letter to your future child describing the physical and psychological changes that they will experience during puberty	8-9	
6	Analyze media in relation to adolescent development. Choose a topic related to adolescent development and analyze its depiction in the media.	8-9	
<b>Application Project I Due</b>			<b>Week 6</b>
<b>Young and Middle Adulthood</b>			
7	Learn about alcohol use and addiction from the National Institute on Alcohol Abuse and Alcoholism.	10-13	
8	Interview a family member, friend, or community member, who is at least 35 years of age, about his/her career experiences.	10-13	
<b>Late Adulthood</b>			
9	Conduct interviews with two people (one male, one female) in late adulthood about their experience of aging.	14-15	
<b>Dying</b>			
10	Learn about national and local bereavement support groups and services.	16	
<b>Application Project II Due</b>			<b>Week 15</b>

## Course Policies

**Academic Honesty Policy:** All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

**Assignment Submission:** All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

**Classroom Decorum:** Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

**Disabilities and Accommodations:** New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

**Electronic Devices:** Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent

**Grading Scale:** Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

**Late Assignments:** Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100-point assignment, 3/3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

**Netiquette: Appropriate Online Behavior:** Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

**Plagiarism:** A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

**Professor's Absence or Tardiness:** If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Additional Information**

**Blackboard and CampusNexus Student (CNS):** You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Blackboard and CNS do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

**Correspondence with the Grader:** You should contact the grader via email [peaveygrader@gmail.com](mailto:peaveygrader@gmail.com). The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular "business" hours. Please respect the grader's personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

**Hurricane/Severe Weather Evacuation:** For up-to-date weather information stay tuned to:  
WBSN FM-89.1 -- WWL Channel 4 -- WWL AM-870 -- [www.nobts.edu](http://www.nobts.edu)

**Mandatory Evacuation:** Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

**NOBTS Emergency Text Messaging Service:** Sign up for the NOBTS emergency text messaging service at <http://nobts.edu/NOBTSEmergencyTextMessage.html>

**Office Hours:** Hours are posted outside the office door. Email the professor to arrange a meeting outside of posted hours.

**Student Wellness:** Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your academic and ministry goals and cope with stress. All of us benefit from support during times of struggle. Helpful resources are available on campus and an important part of the seminary experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress,

difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. The Dean of Students office is here to help and may be contacted at 282-4455, ext.3283 or [deansec@nobts.edu](mailto:deansec@nobts.edu). The Leeke Magee Christian Counseling Center may be contacted at 504-816-8004 or [lmccc@nobts.edu](mailto:lmccc@nobts.edu). Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

**Technical Support:** Need technical assistance? Contact the ITC today:

[BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

[ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests. 504-816-8180. Call for any technical questions/support requests.

[www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.If you experience any problems with your Blackboard account you may email [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) or call the ITC at 504-282-4455, ext. 8180.

<b>Rubric for Developmental Biography (Embedded Assignment)</b>						
	<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>	<b>Unacceptable (0)</b>
<b>Understanding</b>	<b>Biographical/ Demographic Content</b>  <b>Weight: 5%</b>	Student provided complete biographic/demographic content for the following <i>eight</i> areas: Gender, socio-economic status, ethnicity, cultural background, family composition, parental characteristics, physical health of family members, psychological health of family members	Student provided complete biographic/demographic content for <i>seven</i> of the assigned areas.	Student provided complete biographic/demographic content for <i>six</i> of the assigned areas.	Student provided <i>incomplete</i> biographic/demographic content for <i>five</i> or more of the assigned areas.	Student failed to provide biographic/demographic content.
	<b>Prenatal</b> <b>Weight: 5%</b>	Student provided a description of prenatal period for the following <i>six</i> areas– type and frequency of prenatal care received, environmental complications, developmental/medical complications of mother and fetus, mother’s emotional state, length of pregnancy, type of delivery.	Student included a description of the prenatal period for 5 areas.	Student included a description of the prenatal period for 4 areas.	Student included a description of the prenatal period for 3 areas.	Student included a description of the prenatal period for 2 areas or the area is missing.
	<b>Developmental Content</b> <b>Weight: 40%</b>	Student included <i>all (4)</i> of the following areas of development for 7 assigned post-birth life stages: <ul style="list-style-type: none"> <li>• <i>physical</i></li> <li>• <i>cognitive</i></li> <li>• <i>social/emotional</i></li> <li>• <i>spiritual</i></li> </ul>	Student included <i>most (4)</i> of the assigned areas of development for <i>six</i> assigned post-birth life stages:	Student included <i>all (4)</i> of the assigned areas of development for <i>six</i> of the assigned post-birth life stages.	Student included <i>all (4)</i> or <i>most (3)</i> of the assigned areas of development for <i>five</i> of the assigned post-birth life stages.	Student included the assigned areas of development for <i>less than five</i> of the assigned post-birth life stages.
	<b>Subtotal 50%</b>					

Application	<b>Lifespan Development Connections</b> Weight: 30%	Student related specific impact(s) of <i>each (4)</i> of the following developmental areas of <i>each</i> post-birth life stage upon the subsequent stage(s).: <ul style="list-style-type: none"> <li>• <i>physical</i></li> <li>• <i>cognitive</i></li> <li>• <i>social/emotional</i></li> <li>• <i>spiritual</i></li> </ul>	Student related specific impact(s) of <i>most (3)</i> of the assigned developmental areas of <i>each (7)</i> post-birth life stage upon the subsequent stage(s).	Student related specific impacts(s) of each of the assigned developmental areas of <i>six</i> post-birth life stages upon the subsequent stage(s).	Student related specific impacts(s) of each of the assigned developmental areas of <i>five</i> post-birth life stages upon the subsequent stage(s).	Student related specific impacts(s) of the assigned developmental stages of <i>four or less</i> post-birth life stages upon the subsequent stage(s).
	<b>Subtotal 30%</b>					
Communication	<b>Length</b> Weight: 10%	Student provided 1.5 to 2 pages for 8 life stages.	Student provided <i>less than</i> 1.5 to 2 pages for 7 life stages assigned but did include all 7 stages.	Student provided 1.5 to 2 pages for six of the life stages.	Student provided <i>less than</i> 1.5 to 2 pages for six of the life stages.	Student addressed <i>less than six</i> of the life stages.
	<b>Grammar and Usage</b> 10%	No errors impair the flow of the assignment. Errors are infrequent and have a minor impact.	Errors are occasional but do not impede the flow of the assignment; the student's meaning is not seriously obscured by errors.	Errors are frequent and somewhat disrupt the flow of the assignment; the meaning is discernable.	Errors are serious and numerous; they disrupt the flow of the assignment; the meaning is discernable.	Errors are serious and numerous; they disrupt the flow of the assignment; the meaning is not discernable.
	<b>Subtotal 20%</b>					
	<b>TOTAL</b>					

<b>DOMAIN</b>	<b>LEVEL</b>	<b>Not Applicable</b>	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>UNDERSTANDING</b>	Able to understand theories, methods, and research findings related to lifespan development.				
<b>APPLICATION</b>	Able to apply in a Christian Education ministry the biopsychosocial and spiritual needs of individuals across the lifespan.				
<b>COMMUNICATION</b>	Able to communicate the major biopsychosocial influences on the development of individuals across the lifespan.				