Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
GEED 205
LEARNING THEORY AND PORTFOLIO DEVELOPMENT

COURSE DESCRIPTION
This course prepares students for the portfolio assessment process at Liberty University, which follows the standards of assessment established by CAEL (Council for Adult and Experiential Learning). Students will be able to apply learning theory to their experiential learning experiences. Upon completion of the course, students will be prepared to submit a portfolio and petition for college credit.

RATIONALE
An increasing number of adults are re-entering higher education, and there is a strong need to recognize the non-traditional learning they have obtained. This course is needed in order to help students prepare a portfolio that meets the standards of assessment established by CAEL (Council for Adult and Experiential Learning).

I. PREREQUISITES
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. OPTIONAL PURCHASE
Upon completion of this course, the student may choose to submit a portfolio (or multiple portfolios) for assessment. Each submitted portfolio will be subject to a $100 processing fee. The student may earn up to 30 hours of college credit through portfolio submissions.

IV. ADDITIONAL MATERIALS FOR LEARNING
A. Computer
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to Liberty University students.)
V. Measurable Learning Outcomes

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

A. Identify the Prior Learning Assessment (PLA) policies at Liberty University.
B. Formulate educational goals and prepare a plan, utilizing a portfolio(s), for attaining them.
C. Make informed decisions about acquiring credit through prior learning assessment.
D. Understand the various alternatives of obtaining college credit for non-traditional learning.
E. Apply principles of learning theory to experiential learning.
F. Identify the structural components of the experiential learning portfolio.
G. Judge the criteria for experiential learning portfolios.
H. Adapt to the audience (the faculty assessor).
I. Apply experiential learning to course competencies.
J. Demonstrate learning and credibility through strategic writing strategies.
K. Select and gather evidence to support the experiential learning portfolio.

VI. Course Requirements and Assignments

A. Textbook readings and presentations
B. Course Requirements Checklist
   After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
C. Discussion Board Forums (2)
   The student is required to provide a thread in response to the provided prompt for each forum. Each thread must be 100 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates’ threads. Each reply must be 50 words.
D. Annotated Bibliography
   The student will write a 1–2-page Annotated Bibliography in current MLA, APA, AMA or Turabian format. The bibliography must include at least 3 references in addition to the Bible.
E. Chronology
   The student will create a historical time-line of his/her professional work and achievements. The Chronology must be a minimum of 2 pages and contain professional formatting.
F. Autobiography
The student will write an Autobiography explaining his/her professional background, values, and beliefs. The Autobiography must be a minimum of 3 pages.

G. Competency Chart: Rough Draft
The student will choose a competency chart template from the approved competency charts that best represents his/her practical experience and conceptual knowledge. The student will write competency statements to match the course competencies. Each competency statement must be 300 words in length.

H. Supporting Documentation
The student will list at least 5 pieces of evidence that he/she has selected for his/her portfolio. Under each selection, the student will write a 1-paragraph summary explaining the reason why he/she has chosen this documentation and why the documentation is the best example of the student’s learning experience. The assignment should be 1–2 pages.

I. Competency Chart: Final
The student will finalize the competency chart based on feedback from the rough draft assignment.

J. Table of Contents and Appendices
The student will compile the table of contents that he/she will include in the final portfolio submission. The table of contents should include each portfolio component, corresponding page numbers, and the appendices for the supporting documentation.

VII. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (2 at 50 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>150</td>
</tr>
<tr>
<td>Chronology</td>
<td>100</td>
</tr>
<tr>
<td>Autobiography</td>
<td>100</td>
</tr>
<tr>
<td>Competency Chart: Rough Draft</td>
<td>150</td>
</tr>
<tr>
<td>Supporting Documentation</td>
<td>100</td>
</tr>
<tr>
<td>Competency Chart: Final</td>
<td>200</td>
</tr>
<tr>
<td>Table of Contents and Appendices</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

B. Scale

- A = 900–1010
- B = 800–899
- C = 700–799
- D = 600–699
- F = 0–599
C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.

3. Assignments submitted two weeks late or after the final date of the class will not be accepted.

4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
## COURSE SCHEDULE

### GEED 205

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bible Readings 1 presentation</td>
<td>Course Requirements Checklist, DB Forum 1</td>
<td>10, 50</td>
</tr>
<tr>
<td>2</td>
<td>1 presentation</td>
<td>Annotated Bibliography</td>
<td>150</td>
</tr>
<tr>
<td>3</td>
<td>Bible Readings 1 presentation</td>
<td>DB Forum 2, Chronology</td>
<td>50, 100</td>
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<td>4</td>
<td>Bible Readings 1 presentation</td>
<td>Autobiography</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Bible Readings 1 presentation</td>
<td>Competency Chart: Rough Draft</td>
<td>150</td>
</tr>
<tr>
<td>6</td>
<td>Bible Readings 1 presentation</td>
<td>Supporting Documentation</td>
<td>100</td>
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<tr>
<td>7</td>
<td>Bible Readings 1 presentation</td>
<td>Competency Chart: Final</td>
<td>200</td>
</tr>
<tr>
<td>8</td>
<td>Bible Readings 1 presentation</td>
<td>Table of Contents and Appendices</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total** 1010

DB = Discussion Board

**NOTE:** Each course week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.