

SENIOR PORTFOLIO REQUIREMENT
Department of Health and Exercise Science
Gustavus Adolphus College
2013-2014

Overview and Purposes of the ePortfolio

Majors in Physical Education and in Health Education are required to complete a senior portfolio prior to graduation. The ePortfolio is designed to:

- 1) assist students in assessing their own learning;
- 2) help the department assess the quality of its programs;
- 3) aid students in assembling materials that can be used during the job search and/or application to graduate school.

Work included within the portfolio is linked to the Minnesota Board of Teaching professional competencies for undergraduate teacher education majors within the disciplines of physical education and health education. Both the department of Health and Exercise Science and the Education Department require a senior portfolio. The portfolio created in EDU 241 is used to satisfy the portfolio requirement for both departments but there are clear guidelines and standards created by EACH department. These are described below.

Process of Developing the E-Portfolio

In EDU 241 you will learn how to create a google.site portfolio with multiple pages. To meet HES department requirements you must include the following pages **in addition** to whatever is required by the EDU241 instructor:

- HomePage
- Resume
- Majors Page for each Major and Minor
- About Me page
- Technology Page
- Link to the MNBOT standards for PE and for Health Ed
- Link to EDU 241 site
- Link to HES ePortfolio requirements (this document)
- * for detail on what must be included at each page, see below.

The e-Portfolio will be reviewed by Dr. Banks or Dr. Reimann when physical education majors complete HES 209, 304, and 316 and by Dr. Herman or Dr. Larson when health education majors complete HES 355, 360, and 397.

Presenting and Defending the HES E-Portfolio

Finally, the senior ePortfolio for the two majors will be formally presented to departmental faculty upon completion of student teaching or during the final semester. Departmental faculty will evaluate the ePortfolio using a departmental rubric (you will find this rubric at the end of this document). The student should assume that all faculty members present at the senior presentation/defense have reviewed the ePortfolio and students should come prepared to respond to questions raised by faculty about the portfolio and related topics. Students should also be prepared to raise a question or two during the portfolio defense.

If the portfolio is not presented or the student receives a score of less than 2.5 for any of the three sub-sections or for the overall portfolio, the student will receive an incomplete for HES 090, the Senior e-Portfolio Requirement for Majors in Physical Education and Health Education. If further work is needed on the portfolio, it is the student's responsibility to complete the work and

resubmit the portfolio to Dr. Herman. Once the portfolio is accepted, a grade change from Incomplete to Pass will be recorded. Satisfactory completion of the e-portfolio is a **requirement for graduation. College policies regarding a grade of Incomplete apply to the ePortfolio requirement.**

HES E-Portfolio Requirements

Students must select examples of projects completed within required courses that show evidence of mastery of MNBOT standards for Physical Education and Health Education. (These standards are included later within this document.) Each course required for a major in Physical Education and for Health Education will include the MNBOT standards satisfied within that course and the artifacts or assignments that meet each standard. This will be helpful for students as they develop the portfolio, and the Majors Pages. Of course, not all assignments completed are included within the ePortfolio since students choose only their very best work that illustrates quality of critical thinking, writing, and preparation for teaching.

Required Artifacts For Majors in Physical Education

*Every document must be final draft format and well edited. Students will include a minimum of **TWELVE artifacts with at least five developed and taught during student teaching.** Artifacts chosen should illustrate a student's best work, and be representative of courses completed for the major. A student may certainly opt to include more than 12 artifacts within his or her ePortfolio but the minimum number and type of artifacts to be included are described below.

1. Professional Vita/Resume that is current (initially developed in EDU 241 and refined for our disciplines in HES 316.)
2. Well written philosophy of Physical Education that is current and professional (Initially written in HES 209 and further refined in HES 304.)
3. At least ONE unit plan for elementary age students. This artifact may be developed in HES 316, HES 232, or during student teaching.
4. At least ONE unit plan for secondary level students. This artifact may be developed in HES 304, HES 316, or during student teaching.
5. At least TWO examples of creative lesson plans. These artifacts may be developed in HES 232, 304, 316, or during student teaching.

*Remember that choice of units and lesson plans to include should reflect best work!

6. At least ONE example of a unit or lesson that includes significant use of technology.
7. FIVE additional examples of assignments completed within courses required for the major in Physical Education, or during student teaching. Research projects, or other examples of work that illustrate professionalism should be included in the ePortfolio. Remember that work should be representative of what you learned and show preparation for teaching. Students must also study the MN Board of Teaching Standards for Teachers of Physical Education when choosing artifacts to include within the portfolio, **and include no fewer than TWO ARTIFACTS per major standard A,B,C, and D.**

(Formal reflections related to artifacts are written during the pre-student teaching block as part of the TaskStream requirement. Students will learn more about TaskStream in EDU 241 and pre-student teaching block.)

MNBOT – MN Board of Teaching Standards for Majors in Physical Education 710.4700 TEACHERS OF PHYSICAL EDUCATION.

Subpart 1. Scope of practice.

A teacher of physical education is authorized to provide to students in kindergarten through grade 12 instruction that is designed to enhance physical growth and development through learning to move and learning through movement.

Subp. 2. Licensure requirements.

A candidate for licensure to teach physical education to students in kindergarten through grade 12 shall:

A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and

C. show verification of completing a Board of Teaching preparation program approved under part 8700.7600 leading to the licensure of teachers of physical education.

Subp. 3. Subject matter standard. Physical Education.

A candidate for licensure as a teacher of physical education must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to D.

A. A teacher of physical education understands and applies the skills necessary to perform varied physical activities including:

- (1) essential elements and sequencing of basic motor skills;
- (2) individual, dual, and team activities; lifetime fitness activities; fundamental gymnastics; rhythms and dance, for example, singing games and folk, square, ballroom, creative, contemporary, and modern dance; low organization, lead up, and cooperative games; aquatics; aerobics, body mechanics, conditioning exercises, and strength training;
- (3) appropriate instructional cues and prompts for basic motor skills and physical activity; and
- (4) how to support and encourage learner expression through movement.

B. A teacher of physical education understands disciplinary knowledge of physical activities and well-being, including:

- (1) the organic, skeletal, and neuromuscular structures of the human body and how these structures adapt and contribute to physical activity, motor performance, fitness, and wellness;
- (2) concepts and strategies related to physical activity and fitness;
- (3) disciplinary concepts and principles to skillful movement and physical activity;
- (4) interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from multiple subject areas;
- (5) organization and administration of physical education programs;
- (6) etiquette, sportsmanship, and officiating;
- (7) selection and use of appropriate supplies and equipment;

- (8) safety issues to consider when planning and implementing instruction;
- (9) appropriate emergency procedures;
- (10) safety, CPR, first aid procedures, and prevention and care of injuries;
- (11) the relationship among physical activity, fitness, and health including developmental adaptive physical education programs;
- (12) historical, philosophical, sociological, and psychological factors associated with varied physical activities; and
- (13) health-related concepts, concerns, assumptions, debates, processes of inquiry, and personal hygiene central to the study of physical activity.

C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of physical education to children, preadolescents, and adolescents must:

- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;
- (2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;
- (3) understand the benefits and implications of, and how to, promote lifelong physical recreation;
- (4) develop curriculum goals and purposes based on the central concepts of physical education and know how to apply instructional strategies and materials for achieving student understanding of this discipline;
- (5) understand the role and alignment of district, school, and department mission and goals in program planning;
- (6) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (7) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
- (8) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and
- (9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, middle level, and high school students within a range of educational programming models.

D. A teacher of physical education must understand the content and methods for teaching reading including the ability to use a wide range of instructional practices, approaches,

methods, and curriculum materials including electronic resources to support reading and writing instruction including:

- (1)** selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
- (2)** the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific words; and
- (3)** the ability to identify instructional practices, approaches, methods, and match materials to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.

Required Artifacts For Majors in Health Education

*Every document must be final draft format and well edited. Students will include a minimum of **TWELVE artifacts with at least five developed and taught during student teaching**. Artifacts chosen should illustrate a student's best work, and be representative of courses completed for the major. A student may certainly opt to include more than 12 artifacts within his or her ePortfolio.

1. Professional Vita/Resume that is current (initially developed in EDU 241 and refined for our discipline in HES 397.)
2. Well written philosophy of Health Education that is current and professional (written in HES 397.)
3. At least ONE unit plan for middle school age students that is developed either in HES 355-360 or during student teaching.
4. At least ONE unit plan for secondary level students that is developed either in HES 355-360 or during student teaching.
5. At least TWO examples of creative lesson plans that must include all parts of a quality lesson plan. These artifacts may be developed in HES 355-360, or during student teaching.
6. At least ONE example of a unit or lesson that includes significant use of technology. This artifact may be developed in a course required for the major in Health Education , or during student teaching.
7. FIVE additional examples of assignments completed within courses required for the major in Health Education, or during student teaching. Remember that work should be representative of what you learned and show preparation for teaching. **Students must also study the MN Board of Teaching Standards for Teachers of Health Education when choosing artifacts to include within the portfolio, and include no fewer than TWO ARTIFACTS per major standard grouping: two for standards A,B,D; two for standards C,E; two for standards F,G; and two for Standards H,I.**

(Formal reflections related to artifacts are written during the pre-student teaching block as part of the TaskStream requirement. Students will learn more about TaskStream in EDU 241 and pre-student teaching block.)

MN TEACHER LICENSING 8710.4500 TEACHERS OF HEALTH.

Subpart 1. Scope of practice. A teacher of health is authorized to provide to students in grades 5 through 12 instruction that is designed to develop the knowledge and skills necessary to practice healthy behaviors.

Subp. 2. Licensure requirements.

A candidate for licensure to teach health to students in grades 5 through 12 shall:

- A.** hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- B.** demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and
- C.** show verification of completing a Board of Teaching preparation program approved under part 8700.7600 leading to the licensure of teachers of health in subpart 3.

Subp. 3. Subject matter standard. Health Education.

A candidate for licensure as a teacher of health must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to I.

A. A teacher of health understands behaviors and factors that:

- (1) prevent or reduce the risk of accidents, sudden illness, and violent injuries;
- (2) prevent or reduce the risk of tobacco use or alcohol and other drug abuse;
- (3) prevent or reduce the risk of HIV infection and AIDS, sexually transmitted diseases, and unintentional pregnancy; and
- (4) contribute to sufficient physical activity and promote health-enhancing dietary practices.

B. A teacher of health understands concepts related to health promotion and disease prevention including:

- (1) the need for and role of a philosophy of health, health education, and health promotion;
- (2) primary, secondary, and tertiary prevention;
- (3) components of comprehensive school health programs and interrelationships among components;
- (4) behaviors that foster and those that hinder well-being; and
- (5) physical, social, emotional, and intellectual factors that influence health.

C. A teacher of health understands how to access valid health information and health-promoting products and services including:

- (1) selecting and evaluating the validity of sources of health education information;
- (2) identifying and accessing appropriate and cost-effective school and community health services;
- (3) identifying and evaluating appropriate lifestyle assessments and health-risk appraisals;
- (4) using or developing appropriate data gathering instruments to include national, state, or district level morbidity, mortality, behavioral risk, and needs assessment data; and
- (5) articulating research and public policy regarding health issues.

D. A teacher of health understands health-enhancing behaviors that reduce health risks including:

- (1)** the short-term and long-term consequences of positive and negative health choices;
- (2)** the relationship between and among the major health determinants of genetics, environments, health care, and personal behavior;
- (3)** the importance of individual responsibility for health; and
- (4)** strategies to reduce and prevent stress-related health problems.

E. A teacher of health understands the effects of advertising, media, technology, and social norms on health behaviors.

F. A teacher of health understands how to use interpersonal communication skills to enhance health including:

- (1)** models and strategies for teaching communication skills for expressing needs, wants, and feelings; communicating, care, consideration, and respect of self and others; conflict resolution; and refusal skills; and
- (2)** strategies for facilitating dialogue related to controversial health issues.

G. A teacher of health understands how to use goal-setting and decision-making skills to enhance health including:

- (1)** age appropriate decision-making and goal-setting models;
- (2)** applying decision-making and goal-setting processes to personal health choices;
- (3)** the components of and processes for the development and implementation of personal health plans; and
- (4)** predicting the immediate and long-range impact of health decisions on the individual, family, and the community.

H. A teacher of health demonstrates an understanding of the teaching of health that integrates understanding of health with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of health to preadolescent and adolescent students must:

- (1)** understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;
- (2)** understand and apply the research base for and the best practices of middle and high school education;
- (3)** develop curriculum goals and purposes based on the central concepts of health and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

- (4)** understand the role and alignment of district, school, and department mission and goals in program planning;
- (5)** understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (6)** know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
- (7)** understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and
- (8)** apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.

I. A teacher of health must understand the content and methods for teaching reading including:

- (1)** knowledge of reading processes and instruction including:
 - (a)** the relationships between and among print processing abilities and digital content, motivation, background, and discourse knowledge, cognitive abilities, and reader's interest and how those relationships impact comprehension; and
 - (b)** the complexities involved in the development of academic language and the impact of that development in school success; and
- (2)** the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:
 - (a)** selection and implementation of a wide variety of before, during, and after reading strategies that develop reading and metacognitive abilities;
 - (b)** the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;
 - (c)** the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives; and
 - (d)** the ability to identify instructional practices, approaches, and methods and match materials, both print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.

*** These standards and elements are clearly noted in each course syllabus so a student can see descriptions of assignments and the standards each assignment satisfies. On your Majors Pages you will include links to each assignment or artifact that is required, and show which standard and element that assignment satisfies.**

HEALTH FITNESS MAJORS THAT DOUBLE WITH HEALTH EDUCATION

There are no specific competencies for completion of a major in Health Fitness but the student must still create a section within the e-portfolio for this major in addition to the Health Education section.

Required Artifacts for Health Fitness Majors

1. Professional Vita/Resume that is current
2. Well-written Philosophy of Health Education/non-teaching focus that is current
3. Health Fitness Module
4. Lay Article
5. Two technology projects
6. **FOUR** additional assignments completed in courses required for the major in Health Fitness or during the required Internship

The above artifacts will be included within the Majors Page under Health Fitness.

FINAL COMMENTS

To expedite creation of an excellent portfolio, **all majors should begin keeping both print and digital copies of outstanding projects, teaching video clips, and other assignments on your Home Directory.** Create two folders – one for Health Education and one for Physical Education, or one for Health Education and one for Health Fitness. You may also wish to keep assignments completed in courses required for the Coaching Minor and add this page to your ePortfolio to showcase coaching philosophy, interests and abilities.

Review the required elements for a major in PE and a major in Health Ed listed above and begin to think about examples of projects that show mastery of the competencies. Consult course syllabi that links Courses and Required Artifacts with Standards.

For example, in HES 209 you write a Physical Education Philosophy statement. Keep a copy in your "Physical Education Portfolio" file and UPDATE it senior year since this is a required element on the Majors Pages and would clearly show mastery of a MNBOT competency. Another example... in HES 304, PE Methods, you create unit and lesson plans. Keep assignments in your "Physical Education Portfolio" file since this clearly shows mastery of competencies. You will of course add other PE units and lesson plans from student teaching.

After completing HES 397 place a copy of your Health Education Philosophy in your Health Education Portfolio file since this is a required assignment that shows mastery of MNBOT competencies.

If you are majoring only in PE or only in Health Ed. then you will be asked to create a second portfolio for Coaching Minor or some other second major if you declare one. For example, if you are a double major in Health Ed. and Health Fitness, then in your Home Directory have these two file folders. Add projects that showcase your skills and work from those two majors.

As soon as you complete a course, upload the artifacts (in final draft, edited form) to your Majors Pages in the appropriate row and column and show the standard and elements it satisfies.

Your HES Advisor, Dr. Herman, and professors within HES will be happy to answer questions and assist you. **Since the ePortfolio is a departmental graduation requirement, it is critical that you begin this process as soon as you begin taking required courses for your majors. You will complete EDU 241 during sophomore year and create the ePortfolio.** Remember,

you formally present and defend the ePortfolio during your final semester at Gustavus/or during student teaching and must earn a PASS so be well prepared and PROUD of your work!

Examples of POSSIBLE Page Designs For ePortfolio

*Remember you meet the instructor's expectations for EDU 241 and then add/modify as needed to meet HES department requirements.

HOME PAGE: HES Minimum Expectations beyond those in EDU 241

Content

- Title includes full name
- Welcome paragraph explains who you are, what will be at the site and why it was created; no spelling errors; written clearly and concisely; professional language
- Contact information – us mail and email – link works
- Picture – professional
- Educational Quote – appropriate and professional
- Nav Bar includes all required links: Homepage, Majors, About Me, Technology Page link, Resume, Senior Portfolio guidelines statement link, EDU 241 website; all links work

Layout and Design

- Appropriate choice of theme or design - professional
- Appealing layout of general content area; consistent look and feel; good use of white space, tables, and pictures

MAJORS PAGES Requirements (items that must be included are listed earlier in this document. This is simply a possible design for the page.)

Applies to both Physical Education and Health Education Majors

First, create the page for PE Major and then create another Majors page for your Health Ed Major.

Paragraph One on each page and include a good photo that matches the pages

Short "welcome" to the visitor

Explains what the visitor will find in this section

Explains why you chose these majors/minor and show commitment to teaching/your chosen career

Closure sentence included

Professional language and well-edited

REMEMBER that minimum number of artifacts for your PE majors page is 12, and for your Health Education majors page is 12. You will gradually add these as you progress through your course work. When you design the pages though remember the above information and design it accordingly. Remember, do what your EDU 241 professor asks you to do and then modify to meet HES guidelines after completing the course.

You may choose to use a table for each Majors Page. You will learn more about how to design pages in EDU 241. HES simply expects the required elements to be included and a professional design that is easy to follow.

EXAMPLE...Perhaps for your Physical Education Majors Page

Artifact Title	Brief Description	Link to MNBOT Std
Elementary Square Dance – grades 4-5	Describe this unit here	Match the appropriate std and element to this artifact-include the text of the STD here.
Track and Field – Grade 10	Describe this unit here	Match the appropriate std and element to this artifact
Etc.		

*Every page should include quality photos of activity, you teaching, and other features such as quotes or links that enhance the professionalism of the page. Remember though about privacy issues. You cannot show student faces in your photos without parental permission.

*Every page includes appropriate navigation and is very well edited.

ABOUT ME PAGE ... Minimum Expectations

A welcome and introductory paragraph is included. It is well edited and professional.

Student uses images, links, and information that will help the visitor get to know the student/teacher.

iMovie might be used; series of photos as links might be used with narrative; historical format – child, teen, college age, adult sequence could be used with appropriate links; or other format chosen by the student.

Optional but Recommended: Coaching Page

This page would showcase your abilities and development as a coach. It might include a coaching philosophy, practice plans, and other items from courses or coaching experiences. Appropriate photos and design would need to be very professional.

After you complete EDU 241 you will have acquired new technology skills and have the foundation for your ePortfolio created. When you take HES courses your professors will be discussing your ePortfolio and how it should evolve with you. Most of us assign artifacts matched to appropriate standards and you will be asked to ADD these to your Majors pages. If you have questions regarding the P.E. part of your portfolio speak with Dr. Banks or Dr. Reimann. If you have questions about the Health Ed part of your portfolio speak with Dr. Herman or Dr. Larson.

EVALUATION OF THE PORTFOLIO – When You Present It Senior Year – Preliminary Review
with Comments

RUBRIC COMPLETED BY HES FACULTY
Assessing the Senior e-Portfolio

Each faculty member within the student's major field of study is asked to review the student portfolio a few days prior to the formal presentation to faculty. Links to the student portfolios will be sent ten days prior to the presentations. Faculty members are asked to review the portfolio based on the RUBRIC elements and complete this brief analysis. The analysis will be of value to the student as the faculty members present at the defense will better be able to pose questions and offer meaningful comments.

Individual Faculty Member Reviews Each Portfolio Prior to Defense

Faculty Member's Name _____

Portfolio Created By (Student Name): _____

Comments and Suggestions

1. Overall Quality and Appropriateness of Artifacts Included Within the Portfolio;
 - A. Minimum number and types of artifacts meet the requirements for each major.
 - B. Artifacts chosen for each major clearly show mastery for the major MNBOT PE Standards and the major MNBOT Health Education standards.
 - C. Portfolio and Majors Pages include artifacts from the student teaching experience. Artifacts are well written and professional.
2. Overall Professionalism Reflected within the Portfolio
 - A. Writing and Appropriate Language
 - B. Appropriateness and Relevance of Philosophy Statements to the Disciplines
 - C. Quality of Layout and Design
 - D. Other Indicators of Professionalism
3. Final Comments on Review of Portfolio Prior to Oral Presentation
 - A. Positive Comments
 - B. Suggestions for Improvement

**RUBRIC – ORAL PRESENTATION AND DEFENSE OF THE
FINAL SENIOR ePORTFOLIO
(Completed by Faculty Members During the Defense)**

Faculty Member's Name _____

Portfolio Created By (Student Name): _____

Beginning:

The ePortfolio was presented but the minimum number of artifacts to match major PE and Health Ed MNBOT standards was not satisfied. Fewer than half the standards for each major; inadequate quality of artifacts; portfolio design and navigation needs more thought; quality of presentation/defense raised major concerns.

Developing:

The ePortfolio was presented; artifacts adequately matched three-fourths of the standards for each major; artifacts need fairly significant revision; design is adequate but lacks creativity and professionalism; quality of presentation/defense raised some concerns.

Appropriate:

The ePortfolio was presented; artifacts adequately matched all standards for each major; artifacts were well written with only some revision needed; design and navigation was professional; quality of presentation/defense was very good.

Exemplary:

The ePortfolio was presented; artifacts included were excellent examples for all major tandards for each major; additional artifacts or pages beyond the minimum requirements were included within the portfolio; artifacts were very well written; design and navigation was professional and creative; quality of presentation/defense was very professional.

Element	Beginning=1	Developing=2	Appropriate=3	Exemplary=4
Sub-Section I: Professionalism of Presenter				
Appearance, Language, Behaviors				
Knowledge of Discipline(s) As Reflected in Responses to Questions				
Level of Preparation for Presentation				
Section I Sub-Total = _____ Divided by 3 = Mean: _____				
Sub-Section II: Quality of Content within the Portfolio				
Appropriateness of Artifacts Selected and Minimum Expectations are met on the Majors Page				
Quality of Writing and Preparation				

of the Portfolio				
Minimum requirements for each page are Met: Majors Page, Technology Page, About Me page, Resume, Philosophy Page				
Section I Sub-Total = _____ Divided by 3 = Mean: _____				
Sub-Section III: Professional Design, Format, and Navigation within the Portfolio				
Quality of Design is very professional (images, language, layout)				
Portfolio showcases talents and skills of the writer				
Navigation is professional and effective				
Section I Sub-Total = _____ Divided by 3 = Mean: _____				

Final Positive Comment(s) Regarding Presentation:

Most Important Suggestion(s) for Further Improvement:

Rating of the Portfolio and Each Sub-Section

Mean scores for each sub-section, and the overall rating of the portfolio by all Faculty Members and Technology Coordinator who attend the oral defense will be calculated by the Portfolio Advisor, Dr. Herman. A composite mean score will be calculated for Sub-sections I, II, and III and for the portfolio.

PASSING SCORE = 2.5 or higher on each of the three sub-sections and overall portfolio.

*If Score is lower than 2.5 on any sub-section, or overall portfolio rating, then the student must revise the ePortfolio until he or she earns an acceptable rating. Student will be given a grade of INCOMPLETE until revisions are made to the satisfaction of the ePortfolio Advisor, Coordinator for Physical Education, and Coordinator for Health Education. **The College's policy regarding length of time a student has to earn a grade of "Pass" applies to HES 090.**