I. **What is a portfolio?**
A portfolio is a collection of projects and documents that represents your best work as an undergraduate student in the Department of Family and Consumer Sciences at Olivet Nazarene University.

II. **Who compiles a portfolio?**
All majors in Family and Consumer Sciences.

III. **When should a portfolio be complied?**
A. Most majors will begin in their freshman year, or upon transfer to the program. During degree completion, professors may require certain components of the portfolio be submitted as a course requirement.
   All majors will submit their final portfolio in the required course, FACS 498 Professionalism, Issues and Actions for a grade.
B. During the compiling of materials for the portfolio, students themselves will collect and maintain the documents for the portfolio in a permanent file. This file will not be maintained by the FCS department.

IV. **Why compile a portfolio?**
A. A portfolio is a requirement for all FCS majors.
B. A portfolio will be a useful resource for faculty to write recommendations for students.
C. A portfolio will be essential when you apply for employment and/or graduate school.
D. A portfolio is required by certification boards.
E. A portfolio will show that you have learned skills and concepts that will enhance your contributions to the profession. The portfolio will demonstrate the breadth and depth of your skills.

V. **What are some portfolio policies and procedures?**
A. All projects must demonstrate ethical scholarship.
B. Projects selected must have been evaluated C+ or above.
C. The student is responsible for all costs associated with preparing the portfolio.
D. Students are expected to keep all documents in their personal files.
E. Students who transfer to ONU during the course of their major program will be required to meet portfolio requirements. With the approval of the department chair, substitute work from comparable classes whose credit has been transferred to ONU will be accepted for inclusion in the portfolio; if no comparable work is available, students will, after consulting with the department chair and appropriate professor, produce comparable work for inclusion in the portfolio.
F. Students who take required portfolio courses at other institutions must still meet the ONU Portfolio requirements.
G. Failure to submit a complete portfolio will result in failure of the portfolio, which is 25% of the final grade in FACS 498. Complete means each item is included; one missing item makes the portfolio incomplete and subject to failure.
VI. Minimum requirements for the portfolio

A. The portfolio contents should be organized in a professional looking three-ring binder, or other appropriate enclosures. Exceptions may include design boards, or other odd sized items. A three ring binder allows the student to “customize” the portfolio as needed for different types of job interviews. Additional instructions may be provided for preserving portfolio items during various courses.

B. Portfolio Contents for All Majors

1. Internal face page to match title page.

2. Table of Contents (Yes, you must include page numbers!)
   a. Title of document, including course name and number
   b. Indicate if an item meets a requirement for 6a below in [brackets].

   Example: PowerPoint Presentation (disk/handouts) (FACS 338 Medical Nutrition Therapy) [Technology] 8

3. Personal statement of career goals and summary of skills (1 page). Reflect on how this statement differs from your goal statement completed in FACS 101.

4. Mission Statement assignment

5. Resume/Cover letter (1 page each)

6. Work Samples/Requirements of Specialization
   a. Each student must include at least one sample of each of the following three requirements.
      1. Technical writing sample (i.e., concept statement, lab report, business proposal, program plan, case study).
      2. Awareness and sensitivity to diversity (i.e., cultural, accessibility, socioeconomic).
      3. Use of technology-evidence of webpage, prochure development, spreadsheets or power point presentations.
   b. Work samples for your specialization. See Specialization section for work samples for your particular major.


8. Evidence of service related to the FCS profession

9. Extracurricular activities: Include as many as you have earned
   -awards, honors, certificates of merit, scholarships
   -copy of any current certifications (ex) food safety from the State of Illinois
   -activities that provide evidence of leadership
   -letters of recommendation
   -unofficial transcripts printed from OASIS. Replace these with official at graduation.
   -photographs of experiences
10. FACS Reflection papers – Freshman, Sophomore, and Junior years. (Note that for the 2003 graduating seniors you will not have this assignment).

VII. Specialization section for work samples required per major.

Fashion Merchandising
A. Competitive Shopping Report, Trend Analysis or Forecast (FACS 356)
B. Historical Costume project or paper (FACS 315)
C. Case Study (FACS 356) (BSNS 256 may also be an option)
E. Spread Sheet or other computer generated sample that shows software programs you have used. (BSNS 170)
F. Visual Merchandising sample (pictures of your work neatly displayed) Projects.
G. Fashion Show video or written plan, choreography. SSFACS fashion show. Submit a program or other evidence of your participation in the fashion show.
Optional: Example of sewing, tailoring or flat pattern design

Strategic Plan
Housing and Environmental Design
A. Perspective drawing (Art 300, or FACS 342, 345, 440) or Blueprint (FACS 245)
B. Lighting or Electrical Plan (FACS 342, 345, 440)
C. Concept Statement (hand lettered)
D. Programming/Planning Methodology (FACS 342, 345, 440)
E. Photos or slides of design boards
F. One Design Board
G. Specification Sheet for furniture or finishes
H. A millwork drawing (FACS 342)

Note: All drawings, boards, and papers should be showcased in a professional looking portfolio. Everything should be protected by vinyl covering. It is strongly recommended that you shrink wrap all boards to keep them clean or purchase vinyl covers.

Additional considerations: Design boards are cumbersome and easily damaged. This is it is usually better to take photographs or slide of your work. It is important however to show at least one or two actual boards. Keep this in mind when you select a portfolio. You need one that will show case your work, but isn’t stuffed to the gills. It is also suggested that you have your boards photographed by a professional or some one who knows how to take a picture that has good lighting and clarity. The Art Department has a lab set up that you can use if you contact the secretary. It might be good to experiment a little before your final portfolio is due if you plan on photographing your own work. Ideally your slides should show only the design board and have true color. Consider having them put on a CD or disc.

Family and Consumer Sciences Education
The portfolio should reflect your competence in meeting ISBE performance standards (the content for FCS is being written now!). Available on-line at ISBE Website
A. Letter of acceptance for level I and II Teacher Education.
B. List of additional certification areas and coursework preparation outside of core.
C. List of Work Experience for Vocational FCS. (2000 work hours)
D. A Formal Teaching Unit with Internal Consistency Chart - ILS, NSFCS, FCCLA.
E. Evidence of Understanding of Teacher Preparation, i.e., National Standards and FCCLA.
Something in your portfolio must show your ability to ask higher level thinking questions, show multiple teaching strategies and that your choice of materials are developmentally appropriate for the age level.
**Family and Consumer Sciences General**

In addition to field placement summaries and evaluations choose at least five assignments from those identified as portfolio assignments in the syllabus from the following areas.

**Areas:**
- Child Development: FACS 362, 252, 262, 263, 355
- Fashion Merchandise: FACS 312, per advisor approval
- Housing & Environmental Design: Per advisor approval
- Foods & Nutrition: FACS 120, 231
- FACS Education: FACS 262, 263

**Dietetics**

A. Written Food or Nutrition Lesson Plan (FACS 435)
B. Written Project related to dietetics (i.e., FACS 330 Program Plan, FACS 455 Business Proposal).
   1. The proposal must include a literature review.
   2. The proposal selected should not be a project completed by a group.
C. Written Nutrition Education Material (FACS 435)
D. Menu Project (FACS 337)
E. Case Study (FACS 338 or 339, or FACS 330). The case study must show evidence of:
   1. knowledge of medical terminology
   2. interpretation of laboratory parameters
   3. calculation of nutritional needs
   4. documentation of nutritional plan
F. Food Science Lab Report (or other science lab report if directly related to dietetics) FACS 231.
G. Video of yourself teaching a food or nutrition lesson to a group. (FACS 435)
H. PowerPoint Presentation related to dietetics. (FACS 338 or 339)
I. Nutritional Analysis using software or Internet program (include printouts, analysis and name of software) FACS 120, 231, 330.
J. Measurement, calculation and interpretation of body composition data. (FACS 232)
K. Evidence of interviewing and/or screening individuals. (FACS 232, 330, 338, 339)

**Child Development**

A. Written research paper related to learning theories. (EDUC 249/PSYC 202)
B. Evidence of collaborative work. (EDUC 249/PSYC 202)
C. Television critique (PSYC 211)
D. Adult/child observation (PSYC 211)
E. Book review (FACS 360)
F. Conflict resolution (FACS 264)
G. Video of lesson plan or presentation (FACS, EDUC)
Option: Class management component, (FACS, EDUC)

**Senior Exit Interviews**

Towards the end of a Senior's last semester on campus they will undergo an exit interview. During this exit interview a final grade for the portfolio may be given if there is any portion of the Portfolio work is in progress. You should come to the interview prepared to respond to the following questions.

1. What have you learned about your ability to collaborate?
2. What strengths do you bring to the FCS profession and your specialization?
3. What are your areas of weakness and how are you strengthening these areas?
4. If you were interviewing for a career position, how would you assess your academic achievement?
5. What was the foundation behind the development of your mission and goal statements?
These appointments will be scheduled through the department secretary, Pam Walen midway through spring semester.