

UNIVERSITY
OF WYOMING

New Thinking

FAMILY & CONSUMER SCIENCES

*STUDENT
HANDBOOK*

College of Agriculture

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WELCOME TO FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences is part of the College of Agriculture. Our offices are located on the second floor of the Ag Building. We have an open door policy and welcome student inquiries.

Our Department Head is Professor Karen C. Williams. She administers all functions and operations of the department. She can be reached at 307-766-4145 or cachevki@uwyo.edu. The department office staff are also available to assist you with problems or questions.

This student handbook is designed to guide you and answer any general questions you have. Students join our department at different stages in their academic career. It is essential for students to remember that learning is hard work. Student success depends on the individual and their active participation in their education.

Faculty are here to prepare and present course material. It is a student's responsibility to prepare for class, do their homework and study. Together we can strive for success and enjoy an atmosphere of mutual respect.

This handbook covers a variety of topics including grade requirements, attendance policies, scholarships, advising, and graduation procedures. Please review the various topics. If you have questions please call our department office at 307-766-4145. If you need more specific program or course information, contact your adviser or check the UW General Bulletin at www.uwyo.edu/registrar/bulletin.

Strengthening rural families and communities

UW MISSION STATEMENT (Reprinted from the UW General Bulletin)

The University of Wyoming aspires to be one of the nation's finest public land-grant research universities, dedicated to serving as a statewide resource for accessible and affordable higher education of the highest quality, rigorous scholarship, technology transfer, economic and community development, and responsible stewardship of our cultural, historical, and natural resources. As Wyoming's only university, UW is committed to outreach and service that extend human talent and technological capacity to serve the people in our communities, our state, the nation, and the world. In the exercise of the mission to teach and educate students, UW seeks to provide academic and co-curricular opportunities that will:

- Expose students to the frontiers of scholarship and creative activity, and the complexities of an interdependent world;
- Ensure individual interactions among students, faculty, and staff;
- Nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and
- Promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the university community.

STATEMENT ON DISCRIMINATION AND HARASSMENT

A campus environment characterized by diversity, free inquiry, free expression and balanced by interpersonal civility has always been, and continues to be, a top priority of the University of Wyoming. Civil discourse is an essential aspect of the search for and transmission of knowledge. Words and actions that promote and encourage self-worth, respect and dignity are consistent with the university's mission. Conversely, words or actions that reflect prejudice, stereotypes and discrimination are antithetical to the mission of the university and can not be countenanced. Specifically, racist and other discriminatory or harassing conduct based on gender, color, disability, sexual orientation, religious preference, national origin, ancestry or age impair and disrupt legitimate university functions. Every effort, within the context and protection of First Amendment rights, will be expended to eliminate such conduct from the campus community. Teaching students to live productively in a multicultural/multiethnic society is a process that must take place within a constructive and harmonious multicultural/ethnic environment. It is the obligation of the faculty, staff, students and the administration to provide this environment.

UNDERSTANDING YOUR UNDERGRADUATE DEGREE: FREQUENTLY ASKED QUESTIONS

WHAT IS A MAJOR? An undergraduate major is study of a body of knowledge in a subject area of interest. When you join our department, your major will be Family and Consumer Sciences. You will be pursuing a Bachelor of Science degree.

WHAT IS A CONCENTRATION? A concentration (also called option or program area) is a collection of courses within a major that focuses on a particular subject. When declaring a major in Family and Consumer Sciences you must also select an area of concentration from the the following: Professional Child Development, Dietetics, Family and Community Services, Human Nutrition and Food, or Textiles and Merchandising.

WHAT IS A MINOR? An undergraduate minor is concentrated study in a specific subject area outside of a student's major. The university has a wide range of undergraduate minors. In our department, minors are available in Apparel Design, Child and Family Studies, Food and Nutrition, and Interior Design. Adding a minor can enhance your degree and expand your career opportunities. If you have questions about adding a minor, talk to your adviser.

WHO IS MY ADVISER? Each student in the department has an academic adviser—a member of the department faculty assigned to work with you to monitor the progress toward your degree. Get to know your adviser—he/she will be your link to the campus community.

HOW DO I DECIDE WHAT COURSES TO TAKE? Each major has required courses and recommended electives. In our department each concentration has a checksheet of degree requirements. Your adviser will provide you with a checksheet when you declare your major and help you choose which courses to take and when to take them. Your courses will vary in number of credit hours. Students generally enroll in 12-15 credit hours each semester. Each instructor has different expectations for their course(s). You should anticipate at least two hours of coursework outside the classroom for each credit hour. You may also be required to enroll in non-credit laboratory and/or discussion sections in addition to your lecture sections. Studio courses require additional time for the completion of class projects. Your course syllabus should provide information on this important detail. Plan accordingly.

WHAT IS A COURSE SYLLABUS? Students are provided with a course syllabus at the beginning of each course. A syllabus is a course outline and written record of the course requirements. It is essentially a contract between you and the instructor. Read it. Keep it for the duration of the course. You may want to keep some syllabi for the length of your degree program.

WHERE ARE MY ACADEMIC RECORDS KEPT? The department office (Ag 251) maintains a file on each major and minor. Your adviser will retrieve your file prior to advising sessions. It is important for you to keep your own academic file as well. It should include your program checksheet, printouts from WyoWeb of your degree evaluation report, course syllabi, petitions and other important information.

WHAT IS WYOWEB? WyoWeb is an internet portal that links individualized student information with campus departments and offices. You will receive a username and password to WyoWeb when you are officially admitted to UW. You can access your schedule, your grades, financial aid, degree requirements and a variety of other campus information on this site.

WHAT IS MY PERC AND HOW DO I GET IT? PERC stands for personal electronic registration code. It is a 6-digit number that you will use to register for courses. You will get your PERC from your adviser during Advising Week each semester. Your PERC will change each semester and you will need it each time you make changes in your schedule. Keep it in a safe place.

WHAT IS A "W" NUMBER? Your "W" number is a randomly assigned 8-digit identification code that is used as your university identification number. You will need your "W" number whenever you complete official paperwork.

WHAT IS CAPP? CAPP is an online progress-to-degree/advising support system that matches your completed and current course work (and any transferred courses from other institutions) with your specific degree requirements. You can access your CAPP report on WyoWeb by selecting Degree Evaluation from the Registration Tools portion of your Student Resources tab. Your adviser will use this degree audit during your advising/planning appointment each semester.

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WHAT IS THE GENERAL BULLETIN? The General Bulletin is the official catalog of the university. It includes information on all undergraduate academic programs and their specific requirements. Your degree requirements are based on the General Bulletin that is in effect the year you enter the university.

WHAT ARE LOWER DIVISION AND UPPER DIVISION COURSES? Lower division courses are those numbered between 1000 and 2999. They are typically taken during your freshman and sophomore years. Upper division courses, numbered 3000-4999, are normally taken during your junior and senior years.

WHAT IS A PREREQUISITE? A prerequisite is a requirement that must be completed before enrollment in a course or a degree program. Prerequisites for individual courses and degree programs are listed in the General Bulletin. You are responsible for making yourself aware of prerequisites before enrolling.

WHERE DO I FIND IMPORTANT DATES AND DEADLINES? It is important to know university deadlines as well as those for your individual courses. Your syllabus should have specific course deadlines. All university deadlines are posted on WyoWeb and in your course schedule book. Log on frequently to stay up-to-date.

HOW DO I ADDRESS MY PROFESSORS? You will encounter professionals with varying levels of education and expertise in the campus community. It may seem trivial but it is important to show respect to all of your university instructors. You should always (in person, email, written correspondence and in telephone conversations) refer to him/her as Doctor or Professor unless they indicate otherwise.



UNIVERSITY, COLLEGE AND DEPARTMENT REQUIREMENTS

ABSENCES—Authorized, excused, absences for participation in university-sponsored activities or verifiable personal hardship are issued by The Dean of Students Office. No authorized excuses are given for medical reasons. Students are encouraged to contact their instructors directly if they are going to miss class due to illness. Faculty may require proof from a physician or other medical personnel for health-related absences. For questions regarding university excused absences, please contact the Dean of Students office at dos@uwyo.edu or call at 307-766-3296. Their web address is www.uwyo.edu/dos.

ADDING/DROPPING COURSES—It is important to plan your coursework with your adviser. You can add or drop courses prior to the deadline without written permission; however be aware of the consequences. You should always consult your adviser before dropping or adding a course. After the drop/add deadline has passed you will need written permission for adjustments to your schedule. Called an exception request, this petition must be approved by the instructor, your advisor, the department head, the college administration and the Registrar. Check your class schedule for deadlines.

ATTENDANCE—You are expected to attend all the required course meeting times. Individual instructors observe various attendance policies in their classrooms. Most faculty require authorized absence documentation. An authorized absence provides the student an opportunity to make up the work missed but does not excuse the student from the work required. It is important to read and understand the attendance policy for each course. It is your responsibility to discuss absences with your instructor and make arrangements for missed assignments, notes or exams.

DEPARTMENT CORE CURRICULUM—The Family and Consumer Sciences core curriculum is required of all majors. This requirement is based on a common body of knowledge in family and consumer sciences which contains concepts relevant to all program options. The department core will be 16-18 credit hours of your overall degree program.

GRADUATION REQUIREMENTS—All department majors must complete at least 128 credit hours with a minimum of 48 upper division hours. For transfer students, 30 of the overall total credit hours must be from UW. You must declare an anticipated graduation date and meet with the college's degree analyst in the Office of the Registrar for an official degree check.

INCOMPLETE GRADES—An incomplete or X grade can be approved by the instructor when unavoidable situations occur. The X grade is temporary. Assigning a grade of X gives the student additional time to meet course requirements. You must provide a thorough explanation to support your extenuating circumstances. The coursework must be completed within the timeframe agreed upon by you and the instructor, or the X grade will revert to an F.

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INDIVIDUAL COURSE REQUIREMENTS—You will receive a syllabus outlining specific course requirements for each course you enroll in. Occasionally syllabi are modified during a semester due to necessary course changes. Typically the syllabus contains deadlines, attendance requirements, and a grading scale.

MANDATORY ELECTRONIC PORTFOLIO—All Family and Consumer Sciences majors are required to complete an electronic portfolio that will begin with FCSC 1010, your first core course. This course must be taken in your first year as a FCS major. **The course must be passed with a grade of C or better. If you drop, withdraw or do not pass the course, you will be prevented from re-enrolling for one semester of the course offering. If you drop, withdraw, or do not pass the course after two attempts, you will be dismissed from your Family and Consumer Sciences Major.** Work closely with your adviser and your FCS instructors to identify the types of course assignments and other projects to highlight in your portfolio. The e-portfolio process culminates in FCSC 4010, your senior capstone course.

MINIMUM GRADE REQUIREMENTS—The department has a minimum grade requirement of C or better in all Family and Consumer Sciences courses. Read your mid-term grade report. If you have a D or an F, contact your adviser and the instructor to discuss options.

PASS/FAIL—Some courses at the university allow the pass-fail option instead of the typical letter grade. Otherwise known as satisfactory or unsatisfactory, the grade for the course will appear as either S or U on a student's transcript. The department does not allow this option in any FCSC courses.

REPEATING A COURSE—Some courses can be repeated to improve your grade. Restrictions do apply. See your adviser or the department head for assistance.

UNIVERSITY STUDIES REQUIREMENTS—The University Studies Program ensures that each student's program includes the elements essential to a lifetime of personal and professional growth: habits of mind, practices of active citizenship, and development of intellectual skills. The USP requires students to enroll in specific courses that will help the student develop skills that include the ability to express oneself in speech and writing; to locate, evaluate and effectively use information; and to examine problems from quantitative, qualitative, and scientific perspectives. The USP requirements will be approximately 36 credit hours of your overall degree program.

WITHDRAWING FROM A COURSE—Dropping a course from your schedule after the drop/add deadline requires written permission. Adviser and instructor approval as well as department, college and Registrar permissions must be obtained. Course withdrawal results in a grade of W on your transcript. The Office of the Registrar offers online form processing on their web site (www.uwo.edu/Registrar). Check your class schedule for deadlines.

INSTRUCTOR AND COURSE EVALUATION PROCESS

Each semester students have the opportunity to evaluate their instructors and individual course content. It is important to understand how the process works and your role in it. Student feedback is important and is taken seriously. All information provided by students is kept anonymous.

Student comments and other evaluation information become part of the department's assessment records. Student feedback is considered when faculty are reviewed each year. Consequently, remember to keep your comments constructive by giving specific suggestions or examples to clarify what is being stated. As you fill out the course evaluation, ask yourself the following questions so your evaluation of the course and the instructor is as objective as possible:

- How much time per week did you spend studying, reading or doing homework for this course?
- What percentage of the assigned reading did you complete?
- How much time did you study per quiz or exam?
- What grade do you expect to receive in this course?

STAYING ON TOP OF YOUR OWN ACADEMIC SUCCESS

Academic success your responsibility. It is assumed that you will take the initiative in developing your own academic, career, and personal goals. The following are commonly asked questions about academic success.

WHAT IS MY GRADE POINT AVERAGE? Your grade point average (GPA) is the sum of all grade points earned in a semester divided by all credit hours attempted for letter grade. Credit hours in courses that resulted in grades of X, W, S, or U are excluded.

WHAT IS MY CUMULATIVE GRADE POINT AVERAGE? The cumulative grade point average is the average of all grades earned at UW.

WHAT IS ACADEMIC PROBATION? A student is placed on probation if he/she is not making satisfactory progress toward his/her degree. Probationary status begins at the end of the semester when the student's cumulative grade point average (GPA) falls below a 2.0.

IS CONTINUING PROBATION POSSIBLE? Yes. A student continues on probationary status in subsequent semesters if they have a semester GPA of 2.0 but their cumulative GPA is still below a 2.0.

WHAT IS ACADEMIC SUSPENSION? A student is suspended and their enrollment at UW terminated when they do not meet the requirements set forth under their probation process.

CAN A STUDENT BE REINSTATED? Academic reinstatement of a student's eligibility to register for courses after being on academic suspension requires a petition that is first reviewed by the dean of the student's college. Academic reinstatement does not guarantee restoration of financial aid eligibility.

HOW CAN I REINSTATE MY FINANCIAL AID? Financial aid eligibility is a separate process from academic requirements. Restoring your financial aid eligibility requires an exception to financial aid or scholarship rules. Your questions should be addressed to the Student Financial Aid Office.

*** * *** Also see page 9 in this handbook for our section on **What To Do If You Have A Problem.** *** * ***

STUDENT CODE OF CONDUCT

Many students are not aware of the Student Code of Conduct. Written by administrators, students, faculty and staff, the Code is an outline of student rights and responsibilities. It defines student offenses and reflects a commitment to equity and fairness. Any member of the university community may file a complaint of violation of the Code through the Dean of Students Office. It is important to know and understand your rights and responsibilities as a student at the University of Wyoming. The following are three important statements from the Code:

- * Students have the right to access all related requirements, standards, policies, and regulations regarding the university's educational mission.
- * Students have a responsibility to comply with regulations and procedures pertaining to their admission and continued enrollment, including the timely payment of regularly assessed fees or other sums of money owed to the university.
- * Students have responsibilities as well as rights in the classroom. The student has the responsibility to respect the instructor's freedom to teach and the right of other students to learn. The student has the responsibility to maintain reasonable standards of conduct established by the instructor for each class.

A complete copy of the UW Student Code of Conduct can be obtained from:

Dean of Students Office
307-766-3296
Knight Hall Room 128
www.uwyo.edu/dos

WORKING TOGETHER: YOU AND YOUR ADVISER

Your partnership with you adviser is vital to successful completion of your degree. You will be expected to take the initiative to develop a relationship with your adviser. You must meet with your adviser prior to registering as many courses have prerequisites or follow specific sequencing. Remember that your adviser can assist you with academic and career planning. Talk with your adviser about your career goals. If you experience difficulty, talk with your adviser at the onset. While your adviser will help you understand your degree requirements and present you with options, the decisions you make are your own.

YOU CAN EXPECT YOUR ADVISER TO:

- Help you select appropriate coursework.
- Provide you with necessary registration information.
- Inform you of campus resources.
- Clarify and explain department policies and procedures.
- Be available to meet with you during Advising Week.
- Have posted office hours and also be available by appointment.

YOUR ADVISER WILL EXPECT YOU TO:

- Make and keep appointments.
- Reschedule by phone or e-mail if you cannot meet at the scheduled time.
- Be familiar with the General Bulletin and Class Schedule.
- Be familiar with University Studies requirements.
- Be familiar with important dates and deadlines.
- Be prepared for your advising appointment by planning ahead and coming prepared.
- Understand course requirements, review the class schedule, and select some tentative courses.
- Respect his/her time. Most faculty advise 15-25 students in addition to their teaching and research responsibilities.

ADVISING WEEK—Each fall and spring semester a week is designated as Advising Week. During that week, faculty advisers meet with their advisees to help them plan appropriate coursework for the next semester. It is essential that you schedule an appointment with your adviser during Advising Week each semester. You will not be able to obtain your PERC or specific enrollment information for restricted courses without the consent of your adviser.

ADVISING CHECKSHEET—Each program area in the department has a checksheet that includes 1) University Studies requirements; 2) department core curriculum; and 3) courses specific to the selected option. You and your adviser will use this as a guide to monitor your progress. All of the requirements for your major can be found on your checksheet. Your original checksheet will remain in your student file. You will be given a copy to keep for your records. Remember to bring it with you to your advising appointments.

CHANGES IN DEGREE REQUIREMENTS—Many courses are not offered every semester and some not every year. Occasionally departments change course sequencing, prerequisites and even degree requirements. If departmental requirements are changed, students are typically permitted to continue under the requirements in effect when they entered the department, provided the courses are still available; however, they are encouraged to adopt the new requirements. Notice of changes are available from departmental offices and advisers. It is your responsibility to inform yourself of changes in degree requirements by reviewing the General Bulletin (published annually) and your CAPP report. You may need to adjust your degree plans. By working with your adviser and planning ahead, you can make any necessary changes so your courses can be taken by your anticipated completion date.

E-MAIL COMMUNICATION—All students at the university are provided with an official campus e-mail address. Check your campus email regularly as it is the default for all official communication. The department sends notices by e-mail on a regular basis to alert students to scholarships and other student opportunities, class cancellations, and other general information.

STUDENT OPPORTUNITIES IN FCS

COLLEGE AND DEPARTMENT HONORARIES:

Alpha Zeta is a national honorary for students in the College of Agriculture who demonstrate academic excellence, character and leadership. Applications for membership are sent to eligible students.

Gamma Sigma Delta is a national honor society open to students in the College of Agriculture. Potential members are nominated by faculty and invited based upon academic excellence.

Phi Upsilon Omicron is the honor society of Family and Consumer Sciences. Membership is by invitation each semester to the upper 35% of department majors. Faculty advisers are Bruce Cameron (307-766-4219; unsw@uwyo.edu) and Mike Liebman (307-766-5537; liebman@uwyo.edu).

EMPLOYMENT OPPORTUNITIES—Faculty often hire students on a part-time basis as teaching and laboratory assistants. Work study positions are also available for students who qualify for this federally funded financial aid program. The UW Human Resources web site lists other student employment opportunities. You can find job posting at www.uwyo.edu/hremployment

INTERNATIONAL TRAVEL—Students are encouraged to take advantage of opportunities to participate in international travel. Department study tours are planned every other year. If you are interested, contact your adviser.

RESEARCH OPPORTUNITIES—Faculty who conduct research at the university are often willing to allow students to participate in their work. The best way to find out more about current research in your department is to ask your adviser or the department head.

SCHOLARSHIPS—Family and Consumer Sciences majors are encouraged to apply for both college and department scholarships. The deadline for college scholarships is typically February 1. The deadline for department scholarships is approximately March 1. Information on both will be sent to you by e-mail.

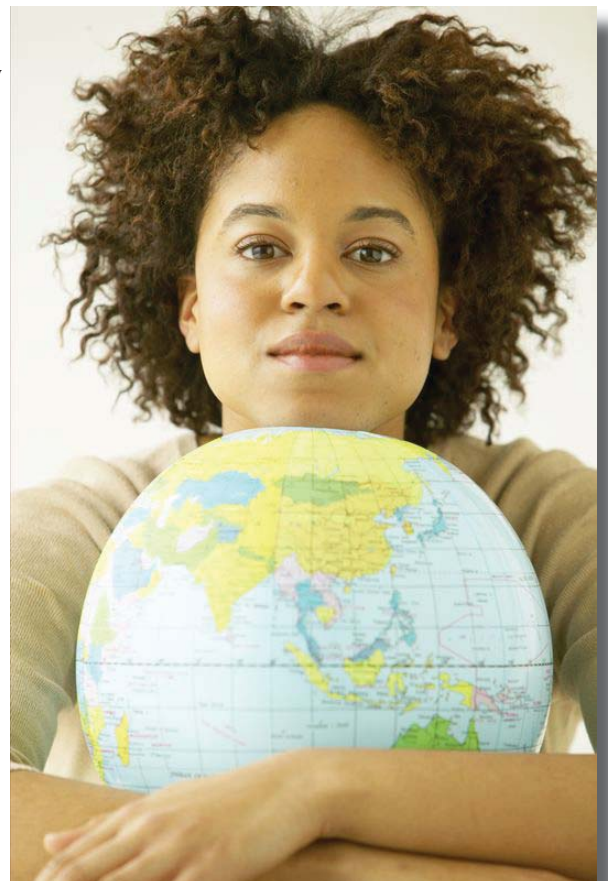
STUDENT ORGANIZATIONS—Participation in student organizations is strongly encouraged. Your academic career and personal life can be enhanced by the wide variety of opportunities these organizations provide.

AAFCS: All department majors are eligible to join the student chapter of the American Association of Family and Consumer Sciences. The faculty adviser is Virginia Vincenti (307-766-4079 or vincenti@uwyo.edu).

Student Dietetic Association: All majors in the dietetics and human nutrition and food options are eligible to join the Student Dietetic Association. The faculty adviser is Rhoda Schantz (307-766-5380; schantz@uwyo.edu).

In addition to being the honor society for the department, *Phi Upsilon Omicron* is also an organization that provides opportunities for leadership, community service and fellowship with other students from all department majors.

STUDENT RECOGNITION—Each spring the faculty select students for specific recognition awards. Criteria for consideration include grade point average, participation in department activities and organizations, and interaction with faculty, staff and fellow students.



WHAT TO DO IF YOU HAVE A PROBLEM

Adapting to life in a higher education setting can be difficult. For many students, attending college marks their first experiences away from home and family. The atmosphere is different from high school or community college. At times during your college career you may experience academic or personal challenges. If this should occur, make an appointment with your adviser. If he/she is not available or cannot meet with you immediately, contact the Family and Consumer Sciences Department Head. Listed below are some sources of on-campus assistance for students.

The College of Agriculture Academic and Student Programs Office
offers academic and personal counseling.

Tutoring is also available.

Visit Teresa Jacobs Castano in Ag 139. You can also call 307-766-3046 or email tcasta@uwyo.edu.

The UW COUNSELING CENTER helps students deal with problems that are interfering with their academic success. The center is located in Room 341 of Knight Hall. All appointments must be made in person. All services are free.

The DEAN OF STUDENTS OFFICE provides programs, assistance, referral, and outreach to students who have personal and academic concerns. This office can direct you to the right person or office if you need a tutor, personal counselor, academic advisor, or career counselor. Visit their website at www.uwyo.edu/dos or call 307-766-3296.

The UW WRITING CENTER is located in Coe Library. The center provides free assistance with all aspects of writing. Their hours are Monday through Thursday from 9 a.m. to 4 p.m. and Friday from 9 a.m. to 3 p.m. Appointments and walk-ins are welcome. You can contact the center at 307-766-5250 or view their website at www.uwyo.edu/ctl/writingcenter.

The STUDENT LEARNING CENTER provides tutoring services free-of-charge. The center is located in the lower level of Washakie Center. No appointment is necessary. You can contact the center at 307-766-3730.

The MATH LAB caters primarily to students in algebra, trigonometry and calculus but also assists with other problems and questions when possible. Located in Ross Hall 247, the lab does not take appointments. Their hours vary and all services are free. The schedule can be viewed by visiting the website at www.uwyo.edu/math/Courses/mathlab.

The ORAL COMMUNICATION LAB offers help with all stages of speech-making. Located in Ross Hall 442, center hours vary. All services are free. Visit their website for a schedule - www.uwyo.edu/cojo/oralcommlab.

DEPARTMENT GRIEVANCE POLICY

If you experience a problem with a department faculty member or instructor, the department policy is as follows:

First—address the problem with the instructor. If the problem cannot be resolved, make an appointment with Department Head Karen Williams. You will be asked if you have taken care of step one. The department head will attempt to work with all parties involved to resolve the matter. If a resolution cannot be reached, the department head will consult Professor James Wangberg, the Associate Dean for Academic and Student Programs in the College of Agriculture.

ACADEMIC HONESTY

(Reprinted from the University of Wyoming General Bulletin)

Intellectual honesty is a cornerstone of all academic and scholarly work and is a fundamental principle in each student's intellectual development. Cheating, plagiarism, and collusion are serious acts that lessen the learning experience not only for the perpetrators, but also for the entire campus community. Students are expected to understand the importance of academic integrity and be willing to bear individual responsibility for their work. Review the syllabus for each of your courses to find the instructor's comments regarding academic honesty.

DEFINITION OF ACADEMIC DISHONESTY—Academic dishonesty is any action or attempted action that may result in creating an unfair academic advantage or disadvantage for any other member of the academic community.

CHEATING

1. Copying from others during an exam;
2. Sharing answers for a take-home exam;
3. Using notes during an exam when not permitted by the instructor;
4. Taking an exam for another student;
5. Asking or allowing another student to take an exam for you;
6. Tampering with an exam after it has been corrected, then returning it for more credit than deserved;
7. Submitting the same academic work for credit in more than one course, without consulting both instructors ahead of time;
8. Preparing answers or writing notes in a Bluebook prior to an exam; and
9. Permitting others to do the research and writing of an assigned paper, i.e., a commercial term paper company.

PLAGIARISM—Plagiarism is academic theft. It refers to the use of someone else's ideas or words without their knowledge or permission. An author's work is his/her property and should be respected. Plagiarism may include:

1. Copying other's work into your homework, essay, research paper, or dissertation without their consent or acknowledgement of their contribution;
2. Using the views, opinions, or insights of someone else without their consent or acknowledgement of their contribution; and
3. Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without consent or acknowledgment.

COLLUSION—Any student who knowingly or intentionally helps another student to perform any of the above acts of cheating or plagiarism is subject to discipline for academic dishonesty. There is little distinction between those who cheat/plagiarize and those who willingly permit it to occur.

PROTECTING YOURSELF FROM INVOLVEMENT IN ACADEMIC DISHONESTY

1. Be prepared for exams and assignments ahead of time; preparing for a test can produce great anxiety for some students. It will help you to study over a period of time and not cram the night before;
2. Spend the necessary time to produce quality work that you can be proud of;
3. Take the initiative to prevent others from copying your work;
4. Do not allow others access to your computer programs. Keep your password(s) private to avoid unauthorized access;
5. When using class notes for an assignment, ask yourself: Did this information come from me? Always document where and from whom you got your information (i.e., professor, another student, journal article, textbook, web site);
6. Refuse to permit others to copy your answers or assignments;
7. Check with each of your professors for their stance on academic dishonesty;
8. Always properly cite your sources used in written assignments;
9. Obtain permission before re-using an assignment from another course; and
10. Always do and turn in your own work.

PENALTIES FOR ACADEMIC DISHONESTY

University Regulation (UniReg) 802 states "a student who is found guilty of a first offense of academic dishonesty will typically receive a grade of F for the course." This is considered an appropriate consequence for a first act of academic dishonesty, however individual faculty reserve the right to assign a more lenient penalty. The minimum penalty could be a grade of F for the assignment in question. If you receive a failing grade as a result of academic dishonesty, the grade is computed into your semester and cumulative grade point average. A student who commits an additional act of academic dishonesty will be automatically suspended from UW with a notation on their official academic record noting the reason for the suspension.

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CHALLENGING ACADEMIC DISHONESTY—Students are permitted to challenge an accusation of academic dishonesty. Each department and college has policies and procedures in place. Students who dispute an accusation for a course that is in progress should continue attending the class and completing coursework. Any student who is granted a review and is found not guilty will receive his/her earned grade in the course.

MAINTENANCE OF DISCIPLINARY RECORDS—Disciplinary records will be forwarded to, and maintained by, the Dean of Students Office for seven years and then destroyed.

FOR MORE INFORMATION—For more information regarding academic honesty, talk to your individual instructors, review UniReg 802, or visit the Dean of Students Office, Knight Hall, Room 128, 307-766-3296.

FERPA: A STUDENT'S RIGHT TO PRIVACY

(Reprinted from the University of Wyoming General Bulletin)

FERPA is the Family Educational Rights and Privacy Act (FERPA). This federal law dictates the type of information about a student that can be made public. Confidentiality provisions of FERPA restrict access to education records (i.e.; grades, grade point average). Employers, parents, spouses or other relations do not have a right to information contained in a student's education record unless the student has provided signed written permission for disclosure. The following items are considered public information and may be disclosed by designated staff members of the university in response to inquiries concerning individual students, whether the inquiries are in person, in writing, or over the telephone unless a student officially files a written request, called a Privacy Flag, with the university registrar within 10 working days after the first day of classes for a semester that disclosure not be made without their written permission:

1. Name;
2. Affirmation of whether currently enrolled;
3. Campus location.

The following items, in addition to those above, are also considered public information. Referred to as "directory information", this data may be included in university publications and may be disclosed by designated staff members in response to inquiries concerning individual students, whether the inquiries are in person, in writing, or over the telephone. Directory information includes:

1. School, college, department, major, or division;
2. Dates of enrollment;
3. Degrees received;
4. Honors received;
5. Local address and phone number;
6. Home address (permanent);
7. Email address;
8. Participation in officially recognized activities and sports;
9. Weight and height of members of athletic teams;
10. Full-time or part-time enrollment.

Wyoming is a Public Records state—information may be released to an outside entity unless a student has requested a Privacy Flag. If you do not want information released to anyone outside the university, you need to complete a Request for Privacy Flag form and submit it to the Office of the Registrar. You should be aware that a Privacy Flag prohibits your name from being published in any news releases including honor rolls or graduation.

Complete FERPA regulations can be found at www.uwyo.edu/registrar/ferpa

STUDENT COMPETENCE: PREPARING FOR YOUR POST-COLLEGE CAREER

The faculty of Family and Consumer Sciences have identified six core competencies that they feel are important not only to the discipline of Family and Consumer Sciences, but to all of the career options within your major. The six competencies are: Written Communication, Oral Communication, Professional Behavior, Computer and Information Literacy, Critical Thinking and Problem Solving, and Global and Multicultural Diversity. Each competency has three skill levels: Basic, Proficient and Advanced. Descriptions of the competencies and the three skill levels for each can be found on pages 13-20 of this handbook. You will use these core competencies to build your initial electronic portfolio in FCSC 1010. In FCSC 4010 you will examine samples of evidence created by other students, and evaluate them based on the skill levels within each competency. You will also solidify and expand your understanding of the competencies, going more deeply into what you were exposed to in FCSC 1010. Exercises in both courses will help you choose pieces of evidence to put into your own ePortfolio and effectively rate your own skill levels in each competency. With this knowledge, you will be able to create an ePortfolio that really show off what you know and can do to future employers!

COMPUTER AND INFORMATION LITERACY

Definition

No matter where one finds employment, there is a good chance a computer will be a basic tool. Computer literacy does not mean that a person needs to know how to use every single piece of software encountered, but it does mean having some sort of level of comfort around computers.



With even a somewhat basic level of computer knowledge, employers view a person as trainable and adaptable in a computerized work environment. Further specialization of skills increases one's value to the employer and overall earning potential. Computers provide greater access to resources and information, as well as greater control of assets. Easier management of personal finances via on-line banking or financial management programs provides more control over earnings. Access to vast knowledge bases on virtually any topic provide unlimited opportunities for learning.

Because of the growth of computer technologies, we now live in an information society—where information is considered to be an extremely valuable commodity. More importantly, those who can skillfully make use of that information (information literacy) make the commodity even more valuable. Those who control important information, or who simply know how to access and use it, are key players in the information-based economy.

Competency Levels

Basic

An individual at the basic level is likely to be characterized by a number of the following:

- Able to do simple word processing including letters, reports, essays, and bibliographies with a minimum of errors.
- Able to save documents electronically, and can access them to make changes or corrections.
- Familiar with attachments, but has difficulty using attachments with email or for online course submissions.
- Able to send and respond to email correspondence. Has a personal email account and uses it, but not regularly.
- Able to do basic desktop publishing, using color and simple graphics to create flyers, signs or banners.
- Aware that websites should be evaluated, but not able to distinguish between relevant and non-relevant website authorship or information. Uses some non-professional sources in created documents.
- Unaware of how to locate and effectively use information.
- Unaware of legal, economic, social and ethical issues regarding information use.

Proficient

An individual at the proficient level is likely to be characterized by a number of the following:

- Able to do more complicate word processing with no errors.
- Able to use “track changes” to work on a document with a group.
- Able to use attachments well for emails and online course submissions.

Continued on page 13

- Regularly uses email for personal, course, and other professional correspondence. Demonstrates awareness of SPAM and virus protection.
- Able to use spreadsheets and database management software.
- Able to create tables and simple graphs.
- Able to create a presentation or poster using appropriate background and print color, graphics, and bullets.
- Able to use search engines effectively to find information. Aware of how to locate and effectively use information from a variety of sources.
- Able to evaluate a website using the criteria of authority, accuracy, objectivity, currency and coverage. Demonstrates use of appropriate website sources.
- Shows a working knowledge of ethics and the legal use of information. May not critically demonstrate critical implications of economic, legal and social issues related to the use of information.
- Able to create a basic webpage with working links.

Advanced

An individual at the advanced level is likely to be characterized by a number of the following:

- Able to create and use an email listserve.
- Able to save and manipulate digital photos.
- Able to critically locate, evaluate and effectively use information needed for projects.
- Able to create a website that includes sophisticated graphics, and links to websites, documents, digital photos, video clips, and other media; is easy to navigate; and presents a professional image.
- Able to use graphics programs that include data manipulation.
- Able to create professional newsletters, brochures and other published documents for use by the public.
- Able to use discipline specific software.
- Able to show understanding of the economic, legal and social issues related to the use of information; conforms to high ethical and legal standards.

CRITICAL THINKING AND PROBLEM SOLVING

Definition

Critical thinking guides one's beliefs and actions, in turn, impacting overall quality of life.

Critical thinking is demonstrated in the ability to use evidence, identify arguments, analyze and evaluate points of view, draw conclusions, justify and explain assumptions and reasons, and follow where the evidence leads (Facione & Facione, 1994).



Critical thinking involves interpretation, analysis, evaluation and inference supported by explanations of the evidence, concepts, methods, criteria and contextual considerations used to support conclusions (Facione, 2007).

A critical thinker is “habitually inquisitive, well-informed, trustful of reason, openminded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit” (Facione, 2007, p. 22).

Competency Levels

Basic

A basic critical thinker will exhibit some of the following at times:

- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others
- Fails to identify or hastily dismisses strong, relevant counter-arguments
- Ignores or superficially evaluates obvious alternative points of view
- Argues using fallacious or irrelevant reasons and unwarranted claims
- Does not justify results or procedures, nor explain reasons
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions
- Exhibits close-mindedness or hostility to reason

Proficient

A proficient critical thinker will typically demonstrate the following:

- Accurately interprets evidence, statements, graphics, questions, etc most of the time
- Identifies some relevant arguments (reason and claims) pro and con
- Offers analyses and evaluations of obvious alternative points of view
- Justifies some results or procedures but doesn't fully explain reasons
- Fair-mindedly follows where evidence and reason lead
- Draws warranted, non-fallacious conclusions
- May maintain or defend some views based on self-interest, personal experiences, or preconceptions

Advanced

An advanced critical thinker will typically demonstrate the following:

- Accurately interprets evidence, statements, graphics, questions, etc. essentially all of the time
- Identifies the salient arguments (reasons and claims) pro and con
- Thoughtfully analyzes and evaluates major alternative points of view
- Draws warranted, judicious, non-fallacious conclusions
- Justifies key results and procedures, explains assumptions and reasons
- Fair-mindedly follows where evidence and reasons lead

Reference: Modified from ©1994, Peter A. Facione, Noreen C. Facione, and The California Academic Press.

GLOBAL AND MULTICULTURAL DIVERSITY

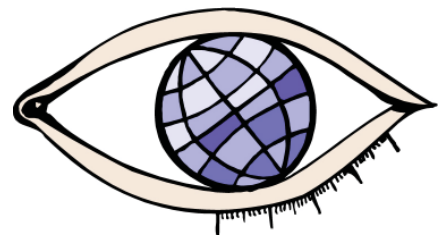
Definition

The goal of any academic institution is to train professionals for the workplace, as well as to create good citizens, not only for this state or country but for the world. This cannot be fully accomplished without addressing issues of cultural and global diversity in classes and giving students the opportunity to empathize with and fully appreciate differences in background and belief. This is not to say that a student must embrace those differing beliefs, but rather, develop an awareness that one's background and lifetime experiences naturally introduce biases into the interpretation of situations and events.

How can individuals objectively assess their own attitudes about diversity without seeing through the hazy glass of their own cultural assumptions and heritage? Furthermore, there is the different task of understanding and assessing cultural vs. global diversity. A student might have a genuine sensitivity to the diverse beliefs and values of others in her community or nation, without the slightest appreciation of the global economy and interdependence that exists in the world today. Alternately, how does a student who fully understands the workings of the global marketplace and political operations of nations assess himself when he refuses to consider that the international student down the street has a right to engage a different set of values in his approach to everyday life?

In addressing the measurement of this competency, we are dealing with the core values and essence of who people are and their own collective lifetime experiences. It is difficult enough to design or complete assignments or experiences that give students the opportunity to view the world through a different set of spectacles, let alone motivating them to truly empathize with another's viewpoint altogether, and then on top of that have the objectivity to assess their competency level.

With that said, and with the understanding that this is probably the most difficult competency to assess, here are some possible ideas that might work to help students categorize their global diversity skills. These "categories" are adapted from the book, *Multicultural Education: Issues and Perspectives*, 4th ed., by James A. Banks and Cherry A. McGee Banks. Again, these categories are just tools to help define the levels, and are not meant to be a comprehensive picture of one's cultural or global diversity skills.



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Competency Levels

Basic

Students at this level demonstrate factual awareness of issues related to global awareness and multicultural diversity. Students at many various levels might be part of this group. They might range from exhibiting ethnocentrism about the superiority of the “American way”, “the cowboy way”, “the Wyoming way”, etc., to having a minimal awareness of other countries/beliefs/customs/ with no real understanding of or interest in what makes people diverse. They might be aware of the reasons for diversity but still pigeonhole other’s experiences in light of their own standards. At this stage, a student might also not recognize cultural diversity within one’s own race or the importance of global interdependence.

An individual at the basic level is likely to produce:

- Simple reports, papers and/or projects on other countries/cultures that do not synthesize understanding of underlying issues that dictate behavior or belief.
- Assignments that give a brief overview of another culture without an attempt at greater understanding at the core issues and values seen within that culture.

Proficient

Students at this level demonstrate awareness and acceptance of issues related to global awareness and multicultural diversity. At this level, the student has some understanding and knowledge of other perspectives beyond geography or demographics, but still has not progressed to a stage of true sensitivity or empathy. Awareness of other cultural values is still at a somewhat surface level in which one respects differences while knowing that their personal view is not right for everyone, but hasn’t developed the empathy to genuinely see a viewpoint from another’s cultural or even gender based perspective. At this stage the student might also recognize and accept the great level of diversity within the American society and its “melting pot” heritage, or the importance of the global economy and America’s place in using resources in the global marketplace.

An individual at the proficient level is likely to:

- Produce papers/projects that demonstrate an understanding of the societal norms that create different values/beliefs in families from other countries or regions.
- Have acquaintance/friendship with international students or those from other cultural backgrounds.
- Study or speak a foreign language.
- Produce projects that demonstrate an understanding of the politics and pressures that drive a global economy.
- Demonstrate awareness that our consumer choices have global implications.
- Attend cultural events, foreign films, etc.
- Follow a story/event from another country over a significant period of time.

Advanced

Students at this level demonstrate adaptation and integration of thought regarding global awareness and multicultural diversity. A student at this level has developed active listening and/or critical thinking skills that allow him/her to genuinely empathize with the plight of someone who is culturally different. There is a change in perspective that allows one to be genuinely sensitive or to have a true understanding of each side of a global event or situation. It does not necessarily mean that a person embraces those values to change his or her core beliefs, but it does mean that a deeper, empathetic understanding has developed. In many instances, a student might be motivated to act on behalf of that person, group, country, etc. to be an impetus for change. At the most minimum level, there is at least a change in perspective brought about by critical thought or a new life experience.

An individual at the advanced level is likely to exhibit the following:

- Willing to play an activist role
- Write papers or complete projects that synthesize different viewpoints.
- Travel or study abroad
- Willing to participate in volunteer/humanitarian activities.

ORAL COMMUNICATION

Definition

Oral communication encompasses all the abilities necessary for effective expression and sharing of information, ideas and feelings in oral format including all verbal and nonverbal symbols. Oral communication involves informing, persuading, creating understanding and building consensus. Examples of oral communication include group and individual presentation, project defenses, small group discussions, role plays, debates, client/patient counseling and interviews.

Competence is a combination of several interacting dimensions. All assessments of oral communication should include an assessment of knowledge (understanding communication process, comprehension of the elements, rules, and dynamics of a communication event, awareness of what is appropriate in a communication situation), an assessment of skills (the possession of a repertoire of skills and the actual performance of skills), and an evaluation of the individual's attitude toward communication (e.g., value placed on oral communication, apprehension, reticence, willingness to communicate, readiness to communicate). (information retrieved from the website of the National Communication Association on 11/23/07: <http://www.natcom.org/Instruction/assessment/Assessment/CriteriaAssessment.htm>).

Oral communication is considered to be a core aspect of employability.

Competency Levels

Basic

Organizes Messages

- Inconsistently organizes ideas in a logical way given the purpose and context of the communication.
- Inconsistently uses effective verbal skills including clear enunciation and accurate pronunciation
- Inconsistently uses nonverbal skills such as eye contact, gestures/mannerisms, facial expressions, and dress.
- Inconsistently explains ideas in a variety of oral communication interactions

Composes and Delivers Messages

- Inconsistently composes oral messages appropriate to the intended audience
- Inconsistently delivers oral messages appropriate to the intended audience

Acknowledges Opinions and Differences

- Inconsistently acknowledges diverse opinions in communication interactions
- Inconsistently acknowledges cultural differences in communication interactions
- Inconsistently acknowledges individual differences in communication interactions

Paraphrases Information and Opposing Points

- Inconsistently paraphrases information in conversation
- Inconsistently paraphrases opposing points of view in conversation

Demonstrates Understanding and Use of Listening Behaviors

- Inconsistently demonstrates understanding of listening behaviors in oral communication situations
- Inconsistently uses attentive and effective listening behaviors in oral communication situations
- Inconsistently uses respectful listening behaviors in oral communication situations

Phrases Questions to Obtain Information

- Inconsistently phrases questions in order to obtain information in a variety of interactions

Uses Communication Skills

- Inconsistently uses communication skills to manage conflict
- Inconsistently uses sound argumentation and other communication skills to appropriately persuade
- Inconsistently uses communication skills to facilitate rationally- and ethically-based consensus.



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Proficient

Organizes Messages

- Usually organizes ideas in a logical way given the purpose and context of the communication.
- Usually uses effective verbal skills including clear enunciation and accurate pronunciation
- Usually uses nonverbal skills such as eye contact, gestures/mannerisms, facial expressions, and dress.
- Usually explains ideas in a variety of oral communication interactions

Composes and Delivers Messages

- Usually composes oral messages appropriate to the intended audience
- Usually delivers oral messages appropriate to the intended audience

Acknowledges Opinions and Differences

- Usually acknowledges diverse opinions in communication interactions
- Usually acknowledges cultural differences in communication interactions
- Usually acknowledges individual differences in communication interactions

Paraphrases Information and Opposing Points

- Usually paraphrases information in conversation
- Usually paraphrases opposing points of view in conversation

Demonstrates Understanding and Use of Listening Behaviors

- Usually demonstrates understanding of listening behaviors in oral communication situations
- Usually uses attentive and effective listening behaviors in oral communication situations
- Usually uses respectful listening behaviors in oral communication situations

Phrases Questions to Obtain Information

- Usually phrases questions in order to obtain information in a variety of interactions

Uses Communication Skills

- Usually uses communication skills to manage conflict
- Usually uses sound argumentation and other communication skills to appropriately persuade
- Usually uses communication skills to facilitate rationally- and ethically-based consensus.

Advanced

Organizes Message

- Consistently organizes ideas in a logical way given the purpose and context of the communication.
- Consistently uses effective verbal skills including clear enunciation and accurate pronunciation
- Consistently uses nonverbal skills such as eye contact, gestures/mannerisms, facial expressions, and dress.
- Consistently explains ideas in a variety of oral communication interactions

Composes and Delivers Messages

- Consistently composes oral messages appropriate to the intended audience
- Consistently delivers oral messages appropriate to the intended audience

Acknowledges Opinions and Differences

- Consistently acknowledges diverse opinions in communication interactions
- Consistently acknowledges cultural differences in communication interactions
- Consistently acknowledges individual differences in communication interactions

Paraphrases Information and Opposing Points

- Consistently paraphrases information in conversation
- Consistently paraphrases opposing points of view in conversation

Demonstrates Understanding and Use of Listening Behaviors

- Consistently demonstrates understanding of listening behaviors in oral communication situations
- Consistently uses attentive and effective listening behaviors in oral communication situations
- Consistently uses respectful listening behaviors in oral communication situations

Phrases Questions to Obtain Information

- Consistently phrases questions in order to obtain information in a variety of interactions

Uses Communication Skills

- Consistently uses communication skills to manage conflict
- Consistently uses sound argumentation and other communication skills to appropriately persuade
- Consistently uses communication skills to facilitate rationally- and ethically-based consensus.

Adapted from Sinclair Community College. Retrieved on 11/23/07 from <http://www.sinclair.edu/about/assessment/pub/OralCom.doc>

PROFESSIONAL BEHAVIOR

Definition

Professionalism involves attaining high standards of behavior and appropriate attitudes, not only requiring a mastery of a large body of knowledge and acquired experiences, but a lifelong commitment to learning and achievement. Additionally, professional behavior can be demonstrated by following a code of ethics or standards of good practice when serving the needs of clients, as well as being accountable for choices made and subsequent consequences. Respect for peers and faculty or supervisors in a professional setting, including the classroom, is expected from a professional.

Reference: Sproles, E.K. & Sproles G.B. (1992). Professional development in home economics (page 17), 2nd ed. New York: Macmillan Publishing Co.



Competency Levels

Basic

An individual at the basic level is likely to be characterized by a number of the following behaviors:

- Completes some tasks/responsibilities as assigned; consistently asks for assistance or accommodations.
- Completes some projects by assigned deadlines.
- Unable to prioritize workload appropriately; spends too much time on low priority tasks and not enough time on more important and critical tasks; leaves assignments until due date to attempt to complete; may not do homework.
- Consistently arrives at scheduled responsibilities late.
- Informal or no salutations are used when communicating with professors or supervisors in professional settings (ie. beginning an email with the salutation of 'hey', or no greeting at all).
- Participates in self-assessment of learning needs
- Participates in professional activities only as assigned; joins student organizations but is an inactive member.
- Inconsistently assumes responsibility for own learning.
- Does not recognize personal strengths and weaknesses.
- Fails to consider relevant ethical issues.

Proficient

An individual at the proficient level is likely to be characterized by a number of the following behaviors:

- Completes most tasks/responsibilities as assigned; occasionally requests assistance or accommodations.
- Usually plans ahead to allow adequate time to complete assigned tasks/responsibilities.
- Usually prioritizes workload focusing on most important and critical tasks first.
- Arrives for scheduled responsibilities on time.
- Salutations in communications are somewhat respectful in professional settings when addressing professors or supervisors.
- Participates in self-assessment of learning needs
- Participates in professional development activities; joins student organizations, regularly attends meetings and participates in activities.
- Usually assumes responsibility for own learning (usually does reading before attends class, sometimes refers to course syllabi).
- Usually acknowledges personal strengths and weaknesses.
- Ethical issues considered by not necessarily acted on.

Advanced

An individual at the advanced level is likely to be characterized by a number of the following behaviors:

- Values and takes advantage of additional learning opportunities.
- Completes all tasks/responsibilities at acceptable or advanced level without assistance or accommodations.
- Plans ahead to allow adequate time to complete assigned tasks and responsibilities.
- Prioritizes workload focusing on most important and critical tasks first.
- Arrives for scheduled responsibilities early and has done relevant preparation.
- Initiates own self-assessment of learning needs.
- Respectful salutations are used when communicating with professors or supervisors in professional settings.
- Participates in professional development activities; assumes an active role in student organizations.
- Assumes responsibility for own learning and professional growth.
- Consistently acknowledges personal strengths and weaknesses.
- Considers relevant ethical issues and acts appropriately.

WRITTEN COMMUNICATION

Definition

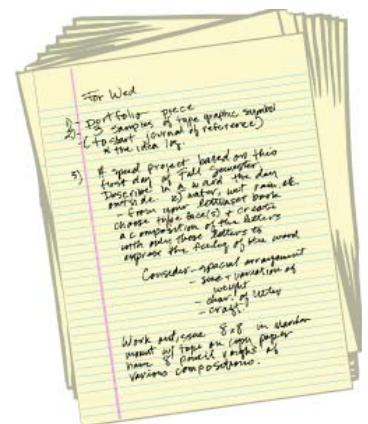
All university graduates should be able to produce written documents that are organized, coherent, technically free of grammatical and spelling errors, varied in sentence structure and vocabulary, and with appropriate citation and use of sources. It is highly desirable for graduates to be able to write for different audiences, from expressive writing to technical writing, using a range of sophistication in language.

Competency Levels

Basic

An individual at the basic level is likely to be characterized by a number of the following behaviors:

- Errors in spelling, grammar and syntax that affect reading
- Inadequate sources (lack a variety of sources, sources aren't current, or not research based)
- Organization and flow can be identified but needs improvement
- Writing style and content not appropriate for intended audience
- Superficial use of vocabulary; limited variety in sentence structure
- Minimal depth or development of ideas; inappropriate treatment for the topic/genre
- Incorrect citation of material (possibly plagiarizing)



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Proficient

An individual at the proficient level is likely to be characterized by a number of the following behaviors:

- Minimal errors in spelling, grammar and syntax
- Most sources are appropriate
- Information presented in a meaningful way (i.e. ideas presented thoughtfully; logically organized)
- Writing is mostly relevant to audience
- Adequate variety of sentence structure and vocabulary
- Sufficient depth for adequate treatment of topic/genre
- Minimal citation errors

Advanced

An individual at the advanced level is likely to be characterized by a number of the following behaviors:

- No errors in spelling, grammar and syntax
- Arguments and ideas are well supported by the use of appropriate sources
- Show ability to move from general to specific (i.e. start with a broad thesis, break it down into the component elements and provide specific details and examples for each point)
- Appropriately written for the audience and topic/genre
- Sophisticated use of vocabulary and sentence structure
- Depth of arguments and analysis that demonstrates superior understanding of topic concepts
- No citation errors and citations match targeted outlet

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