

Jerry and Vickie Moyes College of Education

College Mission and Goals

Mission

The Jerry and Vickie Moyes College of Education is committed to developing and maintaining healthy and responsible individuals, families, and schools in a global and diverse society through roles related to the preparation and support of practitioners and educators, service to the campus and community, and the discovery and advancement of knowledge. Our purpose is two-fold. The first is to provide professional programs and personal growth experiences for the preparation of undergraduate students to serve in a variety of settings: 1) public schools, business, industry, and government; 2) career and personal roles related to marriage, family, and young children; and 3) professions involved in

promoting health and enhancing human performance. The second is to provide courses for graduate students that extend the professional knowledge, skills, and attitudes of educators, including those in schools, business, industry, and higher education.

Goals

- Facilitate transitions of people and programs back into the David O. McKay Education Building and ensure that all classrooms and offices are adequately furnished.
- Obtain funding for the Swenson Gym.
- Facilitate the completion of program reviews for Child and Family Studies and Health Promotion and Human Performance departments.
- Work with departments in the alignment of department, college, and university outcomes.

University Program/ Accreditation Review

The following table indicates the schedule of University Program/ Accreditation Review for each program:

Standard 2: Table XXXVIII Moyes College of Education University Program/Accreditation Review.

Department/Program	University Program/Accreditation Review	
	Last	Next
Department of Child and Family Studies		
Family Studies	2003-04	2008-09
Early Childhood	2003-04	2008-09
Early Childhood Education	2000-01	2005-06
Department of Health Promotion and Human Performance		
Human Performance Management/ Health Promotion	2003-04	2008-09
Human Performance	N/A	2005-06
Physical Education	2000-01	2005-06
Athletic Training	2000-01	2004-05
Department of Teacher Education		
Teacher Education	2000-01	2005-06
Master's of Education	2000-01	2005-06

- Continue to strengthen the assessment process with particular emphasis on moving to outcome-based assessment in all program areas.
- Complete an evaluation process with each department chair.

- Mastery of the essential knowledge and skills related to their respective major or minor
- Appropriate dispositions with regard to professional behavior, ethics, diversity, and respect for self and others
- Knowledge of health and wellness issues, an understanding of how this knowledge applies to program planning, and the impact of this knowledge on the changing world

College-Wide Student Learning Outcomes

Graduates from the College of Education will demonstrate:

Student Statistics

The following table shows enrollment and degrees for 2002-03:

Standard 2: Table XXXIX. Moyes College of Education Student Statistics.

	Fall 2002	2002-03	2002-03 Degrees		
	Enrollment	Annual FTE*	Associate	Bachelor	Master
Child and Family Studies	378	355	14	83	0
Health Promotion and Human Performance	241	618	0	51	0
Teacher Education	602	736	0	108	0
Master's of Education	79	112	0	0	27
Total	1,300	1,820	14	242	27

Faculty/Staff Statistics

The following table shows the number of full- and part-time faculty and staff:

Standard 2: Table XL. Moyes College of Education Faculty/Staff.

Department/Programs	Full-Time Faculty	Part-Time Faculty	Full-Time Staff	Part-Time Staff
Child and Family Studies	9	5	1	1
Health Promotion and Human Performance	15	40	6	
Teacher Education	22	20	7	
Child Care Resource and Referral Center				
College Total (133)	46	65	21	1

- The ability to utilize appropriate technologies
- Creative and critical thinking skills in real-world situations
- Application of appropriate assessment and evaluation tools and techniques
- Lifelong learning attributes

Departments

- Child and Family Studies
- Health Promotion and Human Performance
- Teacher Education

Center

- Child Care Resource and Referral Center

Degrees Offered

- Masters
 - Education in Curriculum and Instruction
- Bachelor of Arts or Bachelor of Science
 - Early Childhood
 - Early Childhood Education
 - Elementary Education
 - Family Studies
 - Human Performance Management
 - Physical Education
 - Physical Education K-12 Teaching
 - Dual Early Childhood and Elementary Education
 - Secondary Education (Licensure)
 - Botany, Communications, French, German, Mathematics, Physics, Psychology, Spanish, Chemistry, English, Geography, History, Physical Education, Political Science, Sociology and Theatre Arts

Faculty Evaluation

The following table shows frequency, source of evidence and decision review of faculty by program. See Standard 4 for more specific information on faculty evaluation.

Standard 2: Table XLI. Moyes College of Education Faculty Review by Department.

Faculty Status	How Often	Source of Evidence				Decision		
		Dean/Chair	Peer	Student	Self	Improvement/Development	Retain/Release	Promotion/Tenure
Tenure								
C&FS	Annual			X	X	X		N/A
HPPH	Annual			X	X	X		N/A
TE	Annual	X		X	X	X		N/A
Term								
C&FS	End of Term			X		X	X	X
HPPH	End of Term			X		X	X	X
TE	End of Term	X		X		X	X	X
Part-Time								
C&FS	Each Semester			X		X	X	N/A
HPPH	Each Semester		X	X		X	X	N/A
TE	Each Semester	X	X	X		X	X	N/A

- Bachelor of Arts or Bachelor of Science Composite Teaching
 - Art
 - Biology
 - Business Education
 - Earth Science
 - Elementary/Special Education
 - Physical Science
 - Social Science
- Bachelor of Music
 - Music Education

- Bachelor of Science
 - Athletic Training
 - Health Promotion
- Associate of Applied Science
 - Early Childhood

Budget

In addition to legislative appropriations, we are supported by endowments, externally funded grants and gifts, and course fees. The

Advising

The Jerry and Vickie Moyes College of Education has three full-time advisors and one part-time advisor. The following resources as shown in Table XLII below occur and are available to the students in the departments indicated. For more specific information on advising in each department, see the individual department self studies.

Table XLIII on page 101 describes the advising content available to students in each department, the individual responsible for that advising, and when the advising occurs. In this college, all departments have a staff advisor. In two departments, faculty advisors are available. Other departments also involve the secretary and chair in advising procedures.

Standard 2: Table XLII. Moyes College of Education Advising Resources.

Department/Programs	CF&S	HPHP	TE	M
Student Support				
Department/Program Orientations	X	X	X	X
Course Embedded Advising		X		X
Individual Advising (Faculty, Staff, Students)	X	X	X	X
Electronic Advising (Interactive Advising Web Page)				X
Advising Forms (Contracts, Worksheets, Handbooks)	X	X	X	X
Feedback solicited from students on advising effectiveness			X	
Advisor Support				
Advisor Training Sessions	X	X	X	X
Reassigned Time			X	
Access to Student Records through the Student Information System	X	X	X	
Defined Advisor Responsibilities (Policies and Procedures)		X		

Key:

CF&S — Child and Family Studies

HPHP — Health Promotion and Human Performance

TE — Teacher Education

M — Master's of Education

endowment commitment totals almost \$7,000,000, which is to be used to supplement funding of our academic mission. Tuition, fees, USDA food grants, and Head Start also fund the Melba S. Lehner Children’s School.

Standard 2: Table XLIII. Moyes College of Education Advising Content by Department.

	Chair/ Program Director	Faculty	Staff Advisor (Dept. *)	Secretary	When
Major Declaration in (SIS) Student Information System			C&FS, HPHP, TE	TE	C&FS, HPHP - Once in program TE - Twice during program
Program Planning					
A. Admissions Criteria to Restricted Enrollment Programs	M		C&FS, TE	TE	C&FS, TE, M - Each semester
B. General Education and Other Degree Requirements			C&FS, HPHP, TE	TE	C&FS, HPHP, TE - Each semester
C. Major/Minor Program (Monitoring Progress, Degree Requirements, Transfer Credits, Course Selection, Electives, Internships, Practicums and Clinicals)	C&FS, HPHP	C&FS, HPHP	C&FS, HPHP TE	TE	C&FS, HPHP - Each semester TE - Periodically
Scholarships (Department and Programs)	M		C&FS, HPHP, TE		C&FS, HPHP, TE, M - Yearly
Referrals to University Resources and Services	M		C&FS, HPHP, TE	TE	C&FS, HPHP, TE, M - Each semester
Employment Advising (Interviewing, Credentialing, Licensure, Graduate and Professional Schools, Career Paths)		C&FS HPHP	HPHP, TE		C&FS, HPHP - Junior and Senior years TE - Semester prior to graduation
Graduation Clearance in the Student Information System (SIS)		C&FS, M	C&FS, HPHP, TE	TE	C&FS, HPHP, TE, M - Semester of graduation

*Department advisor advises students, in all programs, within a specific department within the college.

Key:

CF&S: Child and Family Studies

HPHP: Health Promotion and Human Performance

TE: Teacher Education

M: Master's of Education

The information that follows describes the departments and programs within the Moyes College of Education.

Child and Family Studies

I. Purpose/Description

Mission

Our mission is to prepare students, through contemporary educational practices, to become early childhood and family life educators who respect diversity and who will create environments that enhance the lives and healthy development of adults, children, and families throughout their lifespan.

Goals/Objectives

Using the WSU mission (meeting educational needs), the College of Education mission (commitment to developing and maintaining healthy and responsible individuals, families, and schools in a global and diverse society), and our own mission as guides, we set goals each year. For example, in 2002, our goals included:

- Continue to develop an outcomes assessment plan
- Upgrade technology base and capabilities
- Increase endowments
- Continue involvement with community programs
- Continue collaboration with Department of Teacher Education
- Prepare for next NCATE review
- Increase enrollment
- Increase ability of faculty to conduct scholarly work

Student Learning Outcomes Assessment and Planning:

Outcome Results:

Our faculty developed 11 outcome standards for child and family study majors based on the National Council on Family Relations standards and minimum requirements for the Certified Family Life Educator credential. We collected data under eight standards, compiled data on 24 assignments, and compiled portfolios for students to help them feel prepared and confident. For teacher education students, we implemented three outcome measures to determine the progress of these students: a written capstone examination, an end-of-student-teaching rating scale, and a self-evaluated teaching portfolio.

Changes Based on Outcomes Results

included adding a practicum requirement for cohort groups, changing the Family Studies major from a four-semester program to a three-semester program, totally revamping the Child Development Seminar format, strengthening our instruction in theory and anti-bias, refocusing on non-traditional learning times, and initiating portfolio follow-up sessions. self-evaluated teaching portfolio.

Specialized Facilities/Equipment

Our Melba S. Lehner Children's School includes six indoor classrooms and two outdoor classrooms designed and equipped for children ages two through five. Three classrooms, within the College of Education building, include media stations.

II. Significant Changes Since 1994

Significant changes include:

- Developed and implemented outcomes assessment plan
- Hired professional academic advisor
- Improved faculty evaluation questionnaires
- Met NCATE accreditation standards in Fall 1995 and Fall 2000

III. Strengths and Challenges

Strengths include:

- Innovative childcare provided at The Melba S. Lehner Children's School
- Involvement in outreach and community projects
- Faculty cooperation in developing major assessments, outcomes documents, and assessment and instruction modifications

Challenges include:

- Funding for facilities and equipment replacement and upkeep
- Keeping up with paperwork of assessment, revising measures, and aggregating data
- Devising an end-of-program and graduate follow-up assessment

IV. Next Steps/ Action Items

- Complete accreditation and program reviews
- Update technology
- Develop end-of-program and post-graduate measurement system and tools
- Develop public relations plan
- Develop more courses for master's program
- Review and update five-year plan

Health Promotion and Human Performance

I. Purpose/Description

Mission

We support and enhance the mission of WSU by promoting and integrating the applied sciences of exercise, health, nutrition, leisure services, physical education, coaching, and

athletic training into the university experience. We provide effective and collaborative instruction, scholarship, and service. We promote health and enhance human performance through our professional preparation and service programs.

We continue to respond to community service needs in areas unique to the department's expertise by encouraging faculty involvement and cooperation with public education, business, industry, government agencies, and other institutions to develop mutually beneficial programs.

Goals/Objectives

Using the WSU mission, the College of Education mission, and our own mission as a guide, we set goals each year, which we work to meet. For example, in 2002, our goals included:

- Provide optimal learning opportunities and experiences
- Improve operations for program and facility management
- Enhance enrollment management process
- Enrich professional life of faculty and staff
- Increase supplementary funding
- Respond to community service needs

Student Learning Outcomes Assessment and Planning:

In 2002, we assessed the following student learning outcomes respective to each major:

- **Athletic Training:** Risk Management and Injury Prevention, Pathology of Injuries/Illness, Assessment/Evaluation, Acute Care of Injuries/Illness, Pharmacology, Therapeutic Modalities/Exercise, General Medical Conditions

- **Lifestyle Management:** Measurement and Assessment of Individual, Group, and Program Needs; Develop, Design, and Market Wellness Programs; Program Implementation and Methodology; Core Knowledge and Skills; Administration/Management; Professional Development/Practical Experience
- **Physical Education:** Content Knowledge, Growth/Development, Diverse Students, Management, Communication, Planning/Instruction, Student Assessment, Reflection, Collaboration, Technology
- **Health Promotion:** Assess Individual and Community Needs for Health Education, Plan/Implement/Evaluate Effective Health Education Services, Serve as a Resource and Communication Person for Health Education

Changes Based on Outcomes Results

included changing the sequence of curriculum offerings, creating a selection process for portfolio artifacts, adding assignments to better address specific standards, eliminating content redundancy, providing more practicum experiences, and exposing students to diverse populations.

Specialized Facilities/Equipment

Our facilities include six basketball/volleyball courts, swimming pool, indoor track, two exercise/dance rooms, eight racquetball courts, weight and fitness area, three general activity fields, and seven tennis courts. We also equip a Human Performance Laboratory to perform biochemical and biomechanical analysis.

II. Significant Changes Since 1994

Significant changes include:

- Increased the number of class sections offered and the number enrolled per class to accommodate increasing enrollment

- Changed process for outcomes assessment of majors
- Improved student advising
- Revised faculty evaluation to accommodate revision of WSU policies and procedures
- Developed and/or revised mission, goals, and objectives for programs

III. Strengths and Challenges

Strengths include:

- Faculty support and input into outcomes assessment process
- Advisement of each student by advising coordinator and faculty members
- Use of student evaluations to make curriculum changes and influence merit, promotion, and tenure

Challenges include:

- Making assessment a viable part of our strategic plan
- Finding time for faculty to advise and assess
- Implementing new mentoring system for non-tenured faculty members

IV. Next Steps/ Action Items

- Recognize, participate, and apply outcomes/results of accreditations/assessments
 - Develop uniform department advising plan/policy
 - Implement evaluation of part-time faculty
 - Implement new mentoring system
 - Continue to raise financial support for facilities and equipment
-

Teacher Education

I. Purpose/Description

Mission

Our mission is to prepare practitioners for a diverse society who reflect on practice, engage students in learning, and collaborate for professional development. Our graduates demonstrate the knowledge, dispositions, and performances of INTASC standards for entry-level teachers.

We have two federal grants sponsored through the Office of English Language Acquisition to support diversity efforts:

- The Teacher Assistant's Path to Teaching (TAPT) program identifies and supports bilingual teacher paraprofessionals as they become licensed teachers.
- Project MESH (Masters and Endorsement Soar High) brings master's level ESL and elective courses to teachers in Davis School District to help them become highly qualified under current federal guidelines.

Goals/Objectives

Using the WSU mission (meeting educational needs), the College of Education mission (commitment to developing and maintaining healthy and responsible individuals, families, and schools in a global and diverse society), and our own mission as teacher educators, we set goals each year. For example, in 2002, our goals included:

- To rethink and articulate a conceptual framework congruent with NCATE 2000 standards.
- To redesign program levels to be congruent and articulated with INTASC standards for the preparation of new teachers.

- To articulate and implement a program and level outcome and assessment plan congruent with NCATE 2000 Standards.
- To provide faculty with support and guidance in the preparation of course syllabi and course outcomes/assessments.
- To design a plan for implementing an INTASC electronic portfolio that will be required for all teacher education licensure candidates.

Student Learning Outcomes Assessment and Planning:

In 2002, we assessed these student learning outcomes:

- Subject matter knowledge
- Child/adolescent development
- Student diversity/working with families
- Demonstrated pedagogy
- Creating learning environments
- Communication skills
- Instructional planning
- Assessment
- Reflective practices
- Collaboration

Changes Based on Outcomes Results included incorporating course strategies that beginning teachers can better use, revising the assessment plan to be congruent with NCATE 2000 standards, recrafting outcomes/assessment plan and data collection protocols to incorporate INTASC principles and language, and organizing various focus groups to provide faculty and staff input.

Specialized Facilities/Equipment

We maintain a state-of-the-art technology lab for student and faculty use. We have recently added technology stations to many classrooms in the McKay Education Building.

II. Significant Changes Since 1994

Significant changes include:

- Shift to standards, performance-based educational theory and practice
- Creation of faculty focus groups to define needs and propose solutions
- Definition of course outcomes and assessments
- Coordination of procedures across Teacher Education core levels and classes

III. Strengths and Challenges

Strengths include:

- Strong support from WSU and faculty for ongoing outcomes and assessment processes
- Full-time academic advising for all licensure candidates
- Solid relationships with other departments that help prepare teachers

Challenges include:

- Maintaining outcomes and assessments based on frequently changing national standards
- Fostering and maintaining communication between teacher education advisors and WSU academic department advisors
- Keeping open communications between our department and other departments that prepare teachers

IV. Next Steps/ Action Items

- Implement our revised outcomes and assessment plan
- Coordinate procedures for various accreditation reports required by different agencies
- Begin more systematic data collection process

Master's of Education

I. Purpose/Description

Mission

Our mission is to support WSU, the Moyes College of Education, and the Department of Teacher Education by extending the professional knowledge, skills, and attitudes of educators, including those in schools, business, industry, and higher education. Our program is designed to advance the theoretical and practical applications of curriculum and instruction for all learners.

Goals/Objectives

Using the WSU mission (meeting educational needs), the College of Education mission (commitment to developing and maintaining healthy and responsible individuals, families, and schools in a global and diverse society), and our own mission as teacher educators, we set goals each year. These goals are driven by our theme of Teacher as Reflective Practitioner and the acronym TREC (Teachers Reflecting, Engaging, Collaborating). For example, in 2002, our goals included preparing master teachers who:

- Are reflective of their own educational practices and their impact on students
- Engage students through a variety of strategies to ensure growth in knowledge and learning processes that they might become independent lifetime learners
- Collaborate with peers and students in learning communities
- Are knowledgeable and current in their chosen area
- Engage in research to improve educational practices

Student Learning Outcomes Assessment and Planning:

In 2002, we assessed these student learning outcomes:

- Ability to use writing, research, oral presentation, and reflective and questioning skills to meet scholarly and professional goals
- Knowledge of history and philosophy of education and schooling through the application of research, oral presentation, and reflective and questioning skills
- Understanding of issues related to culture, language, exceptionalities, and gender as they impact teaching and learning through research, scholarly readings, and writings
- Knowledge of important theories of learning and development that have their roots in philosophy and psychology and of their implications for modern education
- Demonstration of principles of curriculum development and the current issues in measurement and evaluation
- Demonstration of current techniques of teaching as well as alternative instructional strategies and practices that facilitate effective learning
- Ability to analyze and critique educational research and to apply research principles in the design of research projects to find solutions to educational problems
- Ability to find and report on a significant education question that has usefulness and applicability
- Ability to synthesize personal and professional experiences in the graduate program

Changes Based on Outcomes Results included incorporating course strategies that included new or redesigned courses, better defining use of portfolio, and design of a "roadmap" through the curriculum.

II. Significant Changes Since 1994

Significant changes include:

- Redesign of assessment procedures
- Discontinuance of fifth-year surveys

III. Strengths and Challenges

Strengths include:

- Redesign for more focused program
- Complete advising program where students receive information from many sources
- Excellent bibliographer who helps secure new materials and uses interlibrary loans

Challenges include:

- Ensuring that all instructors recognize outcomes
- Convincing students to meet with advisors and/or seek out advice
- Finding resources to continue to build the library collection
- Keeping equipment upgraded

IV. Next Steps/ Action Items

- Begin joint publicity efforts with other WSU graduate programs
- Explore options related to electronic delivery of courses
- Prepare for upcoming accreditation efforts

Centers

The following table shows the centers associated with this college and their missions:

Standard 2: Table XLIV. Moyes College of Education Center

Center	Mission
Child Care Resource and Referral Center	We exist to serve families who are consumers of childcare, childcare providers seeking education and professional development, and employers wishing to support their workers. For further information, see our self-study online or in the Exhibit Room.