College of Education

Founded 1919

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http://education.temple.edu/

Mission Statement

The College of Education at Temple University believes that education improves the lives of children and their families. By ensuring access to high-quality education and empowering all students with the tools they need to achieve, the education profession protects our democratic institutions and promotes social justice. The College of Education aims to play a critical role in promoting educational opportunity both locally and nationally.

As a result of its strategic location in North Philadelphia and its long-term history of collaboration with the School District of Philadelphia, the College of Education is uniquely situated to impact educational practice in city schools. The preparation of teachers, administrators and other school professionals to improve the quality of education, especially in urban settings, remains a core activity of the college.

College faculty conduct and promote research that addresses significant issues of national importance that have immediate practical applications. They investigate problems, evaluate strategic responses to those problems and provide evidence for new practice.

History

While the official date for the founding of the College of Education is usually given as 1919, the college has included teacher preparation as part of its curricula almost from its inception. It is clear from Temple's history that the unofficial founder of the college was Laura Carnell, who began a program for the preparation of kindergarten teachers as early as 1895. This preparation program was expanded into elementary and then secondary areas largely in response to the Philadelphia School District's decision that higher positions in the city's school system would be open only to those with a college degree. In response to this need, the college began offering two, three, and four-year programs to teachers, as well as extension work, day and evening courses, five days a week and on Saturday mornings. This intimate relationship between the college and the School District of Philadelphia characterizes almost all of the college's history. The college was one of the first institutions to schedule courses so that teachers could take them after school hours. Programs of graduate study at the master's level were introduced in 1923, with the Doctor of Education being first awarded in 1931.

The first dean of the college was George Walk, who took over "Teachers College" in 1919 from Laura Carnell (the official name was changed to the "College of Education" in 1960). At present, there are two departments in the college: the Department of Psychological, Organizational and Leadership Studies and the Department of Teaching and Learning.

Historically, Temple's College of Education has had a significant impact on local and regional practice. It has always been the largest college of education in the region and one of the largest in the country. The college continues to be the major provider of teachers for the Philadelphia School District and for many suburban districts. Many principals and superintendents of the neighboring regions have received their degrees from Temple. Many of the school psychologists, counselors, educational researchers, and other education professionals have been prepared at Temple. In a very real sense, the College of Education has helped to shape the educational direction of the region.

Accreditation

The College of Education is an accredited member of the following organizations:

1. The Teacher Education Accreditation Council (http://www.teac.org)
2. Middle States Accreditation (http://www.msche.org)

The College offers programs approved by the Pennsylvania Department of Education (http://www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237) (PDE) that are designed for students seeking Instruction I certificates to teach in early childhood/elementary, middle-grades, or secondary settings.

The undergraduate programs in the College of Education are designed to prepare students for careers in education, both in schools and in non-school settings. Secondary education programs require students to take extensive course work in a specific specialization area. The College also offers the Adult and Organizational Development and Human Development and Community Engagement programs (non-certification majors) designed for students who are interested in careers in non-profit advocacy organizations, childcare agencies, museum education, training or other education-related careers.
Academic Opportunities

4+1 Programs

Eligible undergraduate students begin graduate courses to fulfill requirements for their undergraduate degree. Upon graduation from their undergraduate program, students move seamlessly into their graduate program, which they complete in one additional year. Interested students should see an Academic Advisor for more information including GPA requirements, application process and deadlines (usually in spring each year), and overview of the programs. Students can read more on the College of Education web site and in this Bulletin (http://bulletin.temple.edu/archives/2014-2015/undergraduate/about-temple-university/accelerated-degree-programs).

Certificates

- ESL: Because of the dramatic increase in the number of English language learners in the K-12 population, it would be beneficial for prospective teachers to get ESL certification in addition to their content area certification. The ESL Certificate Program at Temple provides an excellent opportunity to get the add-on ESL certification. For more information and how to apply for this certificate as an undergraduate student, visit http://education.temple.edu/tesol/esl-certificate

- Instructional Technology Specialist Certification: Institutions across the nation require educators who understand and can effectively utilize technology in learning environments. This certificate program provides students with the expertise and competencies to implement learning strategies through the use of technology. All certification requirements can be met through online course work. The Instructional Technology Specialist Certification features an innovative curriculum designed for students to enhance careers in a variety of settings. For more information, visit http://education.temple.edu/ilt

Diamond Research Scholars Program

The Diamond Research Scholars Program provides Temple undergraduates the opportunity to engage in a focused, mentored research or creative arts project during the summer and fall. The program requires that students participate in the two-day Undergraduate Research Institute, devote ten weeks during the summer to develop a research project in their area of interest under the direction of their faculty mentor, and complete the project during the fall semester while registered for an independent study/research course. For eligibility and other information, please visit http://www.temple.edu/vpus/opportunities/researchscholars.htm; students can also visit the College of Education web site for research opportunities within the College.

Career and Student Development

The College of Education is committed to support and prepare students entering today’s competitive job market, while providing them with the tools to help them excel in their chosen fields. Career and Student Development is a vital link between students’ collegiate experience aligned to their career and professional outcomes. Career planning is an ongoing process that begins early. While partnering with the Career Center, the College of Education ensures all undergraduate and graduate students develop the requisite professional skills that will help them locate meaningful internships, externships and permanent jobs with regional and national employers. We guide students on comprehensive strategies to start on a successful career search, including: employment agencies, career fairs, networking, web sites, professional associations, chambers of commerce, job search clubs, informational interviewing, etc. We can also connect students to our active network of alumni. Being successful requires a balance of good academic performance, an understanding of the markets and industry expectations, and experience gained through active involvement in Student Organizations.

The College of Education Career and Student Development can assist with:

- Selecting or refining career goals and interests
- Developing resumes, cover letters and thank you letters
- Finding and applying for internships or full-time employment
- Mock Interviewing and networking guidance
- On campus recruitment & Career Fairs
- Professional Development workshops

Scholarships and Awards

Through the generous support of our loyal alumni, faculty, staff and friends of the College of Education, we are able to offer a limited number of scholarships to our incoming and current students based on merit and/or need. Scholarship amounts range from $500 to $6,000 and are only for students who are currently enrolled in the College of Education.

Current information regarding scholarships available can be found on the College of Education Scholarships web site (http://education.temple.edu/services/scholarships-graduation-awards) and on the College of Education Undergraduate Community on Blackboard.

Key Contact Information

Shimada Resource Center (http://education.temple.edu/services)
College of Education
150 Ritter Annex
1301 Cecil B. Moore Ave.
Philadelphia, PA 19122  
215-204-8011 (phone)  
215-204-4383 (fax)  
Office Hours: 8:30 a.m. - 5:00 p.m. Monday through Friday.  

Ambler Campus advising - West Hall 109, 267-468-8200  

Undergraduate Academic and Student Affairs / Advising - Main Campus  

Janet Distel  
Director for Academic and Student Affairs  
jdistel@temple.edu  

Daniel Gilbert  
Senior Academic Advisor  
dgilbert@temple.edu  

Madeleine DeBot  
Academic Advisor II  
mdebott@temple.edu  

Carly Salvadore  
Academic Advisor I  
carly.salvadore@temple.edu  

Vacant  
Academic Advisor I  

Brad Litchfield  
Academic Advisor I  
brad.litchfield@temple.edu  

Maryann McGrory  
Coordinator for Undergraduate Academic and Student Affairs  
mmcgrory@temple.edu  

Teacher Education Certification  

Linda Jones,  
Director of External Programs and Certification  
linda.jones@temple.edu  

Office of Field Placement (edfield@temple.edu )  

Juliet Curci  
Director of School and Community Partnerships  
juliet.curci@temple.edu  

Bernie McGee  
Assistant Director of Field Placement  
mcgee@temple.edu  

Tonya Thomas  
Field Placement Coordinator  
tontom@temple.edu  

Mary Jenkins  
Field Placement Administrator  
mary.jenkins@temple.edu  

Contacts & Directories  

Directories include name, department, office location, phone number, and preferred e-mail. The directories also include links to résumé/CV where available.  

- Office of the Dean (http://education.temple.edu/coe/office-dean-staff-directory)  
- Faculty Directory (http://education.temple.edu/coe/faculty)
Academic Policies & Regulations

Students are responsible for complying with all university and college policies and procedures. Additional and unique policies related to state requirements for teacher certification are aligned with the Pennsylvania Department of Education (P.D.E.) and College of Education requirements.

Academic Overload Requests

Students in the College of Education must petition through an Academic Advisor when requesting permission to take more than 18 credits in either the fall or spring semesters (12-17 credits is considered full time for financial aid purposes) or more than 8 credits in either summer session. Each petition will be reviewed individually; submission of a petition does not guarantee approval. The student will be alerted of the decision through the Advisor (usually via e-mail). The following items are considered when reviewing an overload petition:

- Current cumulative GPA
- The number of credits completed
- Previous semesters, if any, in which a student took an overload and GPA earned in such semesters
- The amount of overload credits requested
- What courses the student will be taking in that semester.

Change of Program

Changing into a College of Education Program From Another Program at Temple

Students wishing to change their program to a teacher certification program: Early Childhood (with or without the Special Education Concentration), Middle Grades, Secondary Education or Career and Technical Education must register for and attend a Change of Program (COP) workshop at the College of Education. After attending this workshop, students are then eligible to schedule an individual appointment with an Academic Advisor; this is the final step in changing the program of study. Students seeking to transfer into a certification program in the College of Education must have a minimum cumulative GPA of 3.0, no exceptions are made to this GPA requirement. Students interested in a certification program who do not yet have a 3.0 or are still deciding if the program is right for them are eligible to take certain courses prior to officially changing their program; students interested in doing so must attend a COP workshop and meet with an Advisor to discuss which courses they are eligible to take that would apply to their prospective program. Students should call 215-204-8011 to schedule their COP workshop.

Students wishing to change their program to a non-certification program: Adult and Organizational Development (AOD) or Human Development and Community Engagement (HDCE) are not required to attend a Change of Program workshop. Instead, students should call 215-204-8011 to schedule an advising appointment, a required step in this change of program process. Students must identify themselves as a student changing his/her major to AOD or HDCE and must request a one hour appointment. Students wishing to change their program to AOD or HDCE must have a minimum cumulative GPA of 2.0. Students interested in AOD are also advised to contact Cynthia Belliveau, Ph.D. (cynthia.belliveau@temple.edu) to schedule a meeting during which the AOD program, goals and crafting a meaningful academic plan are discussed. Students wishing to change their program to AOD must have a minimum cumulative GPA of 2.0. Students should call 215-204-8011 to schedule their advising appointment, a required step in this process. Students must identify themselves as a student changing his/her major to AOD and should request a one hour appointment.

Students interested in HDCE are also advised to contact Julie Booth, Ph.D. (julie.booth@temple.edu) or Shanta Hattikudur, Ph.D. (shanta.hattikudur@temple.edu) to schedule a meeting during which the HDCE program, goals and crafting a meaningful academic plan are discussed. Students wishing to change their program to HDCE must have a minimum cumulative GPA of 2.0. Students should call 215-204-8011 to schedule their advising appointment, a required step in this process. Students must identify themselves as a student changing his/her major to HDCE and should request a one hour appointment.

Students who are in their first semester at Temple University who have not yet established a GPA are eligible to begin the Change of Program process.

Changing Programs Within the College of Education

Students must be in good academic standing in their program to change their major into another program within the College of Education. To change majors within the College of Education, a student must schedule a one hour Change of Program appointment with an Academic Advisor. Call 215-204-8011 to schedule.
Clearances
The College of Education’s Clearances Policy requires that all undergraduate (and graduate) students enrolled in Temple teacher education courses which require fieldwork submit updated copies of the following clearances to the College annually, via its online platform, EdPortal:

1. Pennsylvania State Police Criminal History Record (Act 34)
2. Pennsylvania Department of Public Welfare Child Abuse History Clearance (Act 151)
3. Federal Criminal History Background Check (FBI/fingerprint check) (Act 114)
4. P.P.D. (TB) Test (School Health regulations, 28 PA Code, Section 23.44)

Students must renew clearances annually beginning in May and must upload those to Edportal on or before July 1st of each year to ensure the clearances are valid throughout both the Fall and Spring semesters; students must maintain valid and current clearances while enrolled in the College of Education.

Students should refer to the College of Education clearance web site (http://education.temple.edu/ofp/clearances) and to the College's Undergraduate Community on Blackboard for current details about how to secure each clearance and for a list of courses which require clearances.

Co-requisites and Prerequisites
Students may be de-enrolled from courses for which they do not meet prerequisites and co-requisites. Students are responsible for reviewing and abiding by all course prerequisites and co-requisites. (Candidacy approval is considered a prerequisite to all teaching methods courses.)

Courses Over Five Years Old
Courses over five years old are subject to review to fulfill certification requirements.
Courses over ten years old will not count toward a degree nor certification requirements in the College of Education.

Dean's List
Each fall and spring semester those undergraduates who have met the credit hour and academic criteria for their school or college are placed on the Dean's List. For specific GPA and credit-hour requirements for each college, see the University's Dean's List policy (http://bulletin.temple.edu/archives/2014-2015/undergraduate/academic-policies/deans-list).

Educators’ Code of Professional Conduct
The College of Education at Temple University promotes education as a primary mechanism for social mobility and social justice for all learners. Our mission is to prepare all of our students to be ethical and effective professionals who will employ leading-edge understandings and evidence-based practices in whatever setting they work. In order for us to achieve that mission, we have to have high expectations for our students from the onset of their studies. Our Code of Professional Conduct articulates those expectations and delineates the process the College employs when they are not met. This is a supplement, not a substitution, for the University’s Code of Conduct.

I. Expectations for ethical behaviors in Temple courses include the following:

1. Students must demonstrate professional responsibility through full participation in all course activities and compliance with academic and attendance policies as described in each course syllabus.
2. Students must not attend class under the influence of any non-prescribed drugs or medications or alcohol.
3. Students must manifest respect for others regardless of race, culture, gender, social class, sexual orientation, religion, disability or ability level.
4. Students must avoid classroom behaviors that interfere with the learning of others, including, but not limited to, irresponsible use of cell phones, laptops or Ipads, or regularly making negative or disruptive comments.
5. Students must exhibit a professional level of respect for both professors and classmates and shall not engage in physical intimidation or any other inappropriately aggressive behavior.
6. Students must submit only their original work.
7. Students must obtain permission to use and shall give appropriate citations for any work of another person used in her/his assignments, including classmates.
8. Students shall not submit work done for another class without the express approval of an instructor.
9. Students must comply with all fair use and copyright requirements when installing and using software on any computer.
10. Students must use electronic communication in a responsible and professional manner at all times and shall not display, send, or forward any sexually explicit or other inappropriate materials or any harassing or discriminatory communications.
11. Students must not falsify or misrepresent any information to faculty, supervising teachers, and university supervisors.

II. Expectations for ethical behavior in field placements include the following:

2. Students must comply with all policies, statutes, rules and procedures established by Temple University, state and local agencies, and any school or other institution in which the student is doing any field experience.

3. Students must treat supervising teachers; other school faculty, administrators, and staff; university supervisors; and their own students with respect at all times.

4. Student shall recognize, respect, and plan for the diversity that exists in the classroom and greater community.

5. The student shall develop and adhere to appropriate professional boundaries in all relationships. Developing a romantic and/or sexual relationship with a student, instructor, staff member, or supervisor is unacceptable.

6. Students must exhibit a professional commitment to their work in schools and must not demonstrate unprofessional behavior through poorly prepared lessons, unprofessional appearance, or low expectations for self and others.

7. Students must not attend field assignments under the influence of any non-prescribed drugs or medications or alcohol.

8. Students shall become knowledgeable about and abide by rules set forth by all schools in which they are doing field experience.

**Graduation without Certification**

Only students who have successfully completed all requirements other than those requirements indicated in the 8th semester of a student's 8 semester academic plan are eligible to petition to graduate without certification.

- Students enrolled in a teacher certification program who have completed all academic requirements other than those listed in the 8th semester of their plan must meet with an Academic Advisor to 1) review reasons for petitioning to graduate without certification, 2) develop an alternate academic plan and, 3) complete the Graduation without Certification Petition; receipt of the Petition is documented by the Advisor and then forwarded to the Director of Undergraduate Academic and Student Affairs for review and the student is notified of the decision via email.

- Students enrolled in a teacher certification program who decide they no longer want to pursue teacher certification, but have not completed all requirements other than student teaching and senior seminar are not eligible to Graduate without Certification. Such students are advised to meet with an Academic Advisor to discuss non-certification programs within the College of Education or external options.

**Students who have begun to student teach and decide not to (or cannot) continue:**

- **During the drop period** must 1) drop their student teaching and senior seminar, 2) meet with the Office of Field Placement to review the reason(s) for ending the student teaching, and 3) must meet with an Academic Advisor to develop an alternate academic plan and either complete the Graduation without Certification Petition or change their major to a non-certification program. If petitioning, receipt of the Petition is documented by the Advisor and then forwarded to the Director of Undergraduate Academic and Student Affairs for review and the student is notified of the decision via email.

- **During the Withdraw period**, must 1) withdraw from their student teaching and senior seminar (students are financially responsible for all tuition and fees during the withdrawal period), 2) meet with the Office of Field Placement to review the reason(s) for ending the student teaching, and 3) must meet with an Academic Advisor to develop an alternate academic plan and either complete the Graduation without Certification Petition or change their major to a non-certification program. If petitioning, receipt of the Petition is documented by the Advisor and then forwarded to the Director of Undergraduate Academic and Student Affairs for review and the student is notified of the decision via email.

- **After the Withdraw period** must 1) meet with the Office of Field Placement to review the reason(s) for ending the student teaching, 2) must meet with Academic Advisor to develop an alternate academic plan, as needed, and complete the Graduation without Certification Petition or change their major to a non-certification program. If petitioning, receipt of the Petition is documented by the Advisor and then forwarded to the Director of Undergraduate Academic and Student Affairs for review and the student is notified of the decision via email. Students who do not continue student teaching and senior seminar after the Withdrawal deadline will be graded based on work already completed. Students who do not earn passing grades may need to complete additional coursework to earn the minimum credits required for the degree program. Students are financially responsible for tuition and fees for courses for which they are registered after the Drop deadline, so students in this instance are obligated to pay for all credits in which they are enrolled.

* Discontinuing student teaching after the withdraw period is a serious matter and should only be considered in extenuating circumstances; such circumstances must be discussed with the Office of Field Placement prior to ending the placement.

**Grievances**

Whenever a student has a grievance, the College encourages the student to address his or her concern with the professor to seek an informal resolution without the assistance of outside parties. When that cannot be achieved, the student is encouraged to contact the Ombudsperson to begin the formal Appeal process. The Ombudsperson's role is to mediate disputes arising over an academic issue within the College and to make sure the parties are aware of the various policies that have bearing on the case. The goal is to bring the dispute to a quick resolution. The Ombudsperson can be contacted at education.ombudsperson@temple.edu.

College of Education students with grade grievances in courses outside of the College of Education must follow the process in the College/School who manages the course.
Letters of Completion

Any student in a teacher certification program who has successfully completed all requirements of the program and whose degree has been officially conferred by the University Registrar may request a Letter of Completion. As per the University Registrar, no Letter of Completion is provided until the University's graduation clearance and degree conferral process is completed. Students should refer to the College of Education's graduation web site for the Letter of Completion request form and for specific dates of degree conferral each semester.

Permission to Take Courses At Another Institution

Consistent with University Policy, students will not receive transfer credit for courses taken at another institution while they are matriculated (Degree Seeking) at Temple University unless prior permission has been obtained. Permission forms are available on the Senior Vice Provost for Undergraduate Studies web site under Forms. Students should carefully review the criteria on the form and must make an appointment with an Academic Advisor to review and submit the form. Students should allow at least two weeks for review and processing of these forms.

Prerequisites

See Co-requisites and Prerequisites, above.

Re-enrollment

Students who have not been registered for one (or more) semesters are no longer an active student as per University policy and therefore must complete a Re-enrollment Request and submit that request to the school/college in which they wish to re-enroll (students do not submit the request to their former school/college if they wish to switch into a new school/college). The College of Education reviews Re-enrollment Requests on a rolling basis and students are alerted of the decision via the e-mail address provided on their Re-enrollment Request form.

University policy dictates that if the student's original curriculum is no longer available, the student is required to follow the most current curriculum or choose another current curriculum upon return; this applies to any student who has not registered for a single semester or more and it can have significant impact on degree progress. Upon Re-enrollment approval, students are directed to meet with an Advisor and topics such as remaining requirements and anticipated graduation date are discussed at this appointment.

University-established deadlines for Re-enrollment Requests are:

- For the fall semester: August 1*
- For the spring semester: December 1*
- For summer sessions I and II: April 1*

* Any Re-enrollment Requests received after these dates are reviewed at the discretion of the College of Education.

Important Note about Transcripts and Holds for Students wishing to Re-enroll:

- Students who have attended another institution since last enrolled at Temple are required to submit any and all transcripts with the Re-enrollment Request form; failure to submit all transcripts will result in a denial of the re-enrollment request. When transcripts are provided, a review of the request will be conducted. If transcripts are provided after the University-established deadlines noted above, review of the Re-enrollment Request will be at the discretion of the College of Education.
- Students with any type of hold on their record must clear the hold prior to submitting a Re-enrollment Request; failure to clear all holds will result in a denial of the re-enrollment request. When all holds are cleared, a review of the request will be conducted. If a hold is not cleared until after the University-established deadlines noted above, review of the Re-enrollment Request will be at the discretion of the College of Education.

Repeating a Course

As per University policy, students may attempt a course two times without restriction, but a third attempt of any course is not guaranteed and requires the student to petition; students must make this third attempt petition by bringing the completed petition form to a scheduled advising appointment. Petitions for a third attempt of a course are reviewed by the Director of Undergraduate Academic and Student Affairs and the student is notified of the decision via e-mail from the Advisor with whom they met to initiate the petition process. Each petition will be reviewed individually; submission of a petition does not guarantee approval. Approvals of third attempt petitions may come with stipulations for development an academic plan and/or required meetings with advising and/or referrals to university resources, etc. Please refer to the University policy on Repeating a Course (http://bulletin.temple.edu/archives/2014-2015/undergraduate/academic-policies/repeating-course) for further information. Students in the College of Education are encouraged to meet with an Advisor prior to attempting a course for the second time.

Temple University Requirements

- All students must take a minimum of two writing-intensive courses at Temple University (including transfer students).
College of Education Graduation and Certification Requirements

College of Education Stipulations

The College of Education does not award Bachelor of Arts or Bachelor of Science degrees to students who have already completed an accredited first Bachelor's, Master's, or Ph.D. degree, regardless of when the degree was completed.

Teacher Certification Education Programs: Bachelor of Science in Education Degree

Early Childhood Education (with or without the Special Education Concentration), Middle Grades Education, Secondary Education, and Career and Technical Education

Areas of Certification within the College of Education

All curricula leading to Pennsylvania certification are organized to meet the standards established by the Pennsylvania Department of Education. The following areas of certification have been approved by Temple University's Board of Trustees and the Pennsylvania Department of Education:

- Career and Technical Education
  - Business, Computer, and Information Technology K-12 (Formerly Business Education)
  - Cooperative Education
  - Marketing Education K-12
  - Industrial (Career Technical) Education
- Early Childhood Education (Pre K to 4)
  - Early Childhood Education with Special Education Concentration (dual certification)
- Middle Grades (grades 4 to 8)
  - Math and Science
  - Math and English/Language Arts
  - Science and English/Language Arts
- Secondary Education (grades 7-12)
  - English
  - Mathematics
  - Science
  - Social Studies
- K-12 Certification in World Languages
  - French
  - German
  - Italian
  - Latin
  - Spanish

Students receive a Bachelor of Science in Education degree by meeting the following minimum College requirements:

- Completion of program requirements as detailed on the 8-semester academic plan.\(^1\)
- Earn a "C-" or above in all required Education Courses.
- Earn a "C-" or above in all required University General Education Courses.
- Fulfill all University Requirements as noted above

\(^1\) The required total credit hours vary depending on the course of study. These credit hours are satisfied by taking courses in four categories:

1. University General Education requirements
2. Foundational Education courses
3. Teacher Education Certification Courses (i.e. methods and student teaching)
4. Elective courses, as noted in each program of study.

Courses Not Applicable to Certification/Degree Program:
Specific courses are required in order for students to be endorsed for Pennsylvania teacher certification and complete their program of study. Just because a student has reached the minimum credits required for a degree does not mean they have completed the degree as the student may have taken additional courses that are credits not applicable to the program.

Some credits from ROTC and preparatory courses do not count towards the total number of semester hours needed to graduate. Students should meet with an Academic Advisor once per semester to ensure they are on track for completing all degree requirements.

**Courses Over Five or Ten Years Old**

Courses over five years old are subject to review to fulfill certification requirements. Courses over ten years old will not count toward a degree nor certification requirements in the College of Education.

**Certification Requirements**

All students seeking to graduate with the recommendation for Pennsylvania teacher certification must meet the following requirements:

- Must complete the minimum number of credits at Temple as specified by the University.
- Earn a "C-" or above in all required Education Courses. (Students must be aware, that the State of Pennsylvania requires a minimum cumulative GPA for teacher certification (see above); obtaining the minimum grade of "C-" in multiple courses will not create a cumulative GPA sufficient to obtain certification.)
- Earn a "C-" or above in all University General Education Courses.
- Pass Basic Skills Assessment using SAT or ACT scores or, when those scores do not meet minimum scores required, take and pass all three sections (reading, writing and math) of either the PAPA or Praxis Core for Educators tests.
- Pass either PECT PreK-4 (Early Childhood Education program and Special Education concentration) or Praxis II (Middle Grades, Secondary Education, and Career and Technical Education programs) exams.
- Complete six credits of college-level math as specified by your program. Developmental, pre-College and courses at the 0xxx level are not applicable to this requirement.
- Complete six credits of college-level English, specifically 3 credits of composition and 3 credits of literature. Developmental, pre-College and courses at the 0xxx level are not applicable to this requirement.
- Pass a speech screening assessment conducted by an Academic Advisor.
- Secondary Education students: earn a minimum cumulative 2.0 GPA in the content area. Students must earn a minimum of "C-" (or higher, where stipulated by the program) in all content area courses.
- Middle Grades students: earn a minimum cumulative 2.0 GPA in the concentration area. Students must earn a minimum of "C-" (or higher, where stipulated by the program) in all concentration area courses.
- Students not obtaining Pennsylvania State Teacher certification within five years of completing their programs must take additional coursework before the College of Education will consider recommending them for certification.

**Candidacy**

Students in teacher certification programs are admitted to Temple University and enrolled in the College of Education where they take foundational courses required, however PDE guidelines mandate that all students must be admitted into the Teacher Education Certification Program through an application process; this process is referred to as "Candidacy". Students complete and submit a Candidacy Application at the midway point of their education (for most programs this occurs in the fourth semester of courses) and must earn Candidacy approval before they are able to progress into teaching methods courses and ultimately, student teaching. Students cannot register for teaching methods courses or the student teaching experience without achieving Candidacy.

**Candidacy requirements include:**

- Pass Basic Skills Assessment using SAT or ACT scores or, when those scores do not meet minimum scores required, take and pass all three sections (reading, writing and math) of either the PAPA or Praxis Core for Educators tests; see "Certification Testing" above for more details.
- Complete all courses stipulated as pre-Candidacy courses, earning a C- or higher in each.
- Complete six credits of college-level math as specified by your program. Developmental, pre-College and courses at the 0xxx level are not applicable to this requirement.
- Complete six credits of college-level English, specifically 3 credits of composition and 3 credits of literature. Developmental, pre-College and courses at the 0xxx level are not applicable to this requirement.
- Pass a speech screening assessment conducted by an Academic Advisor.
- Earn a minimum cumulative GPA of 3.0*  
  - Secondary Education students must also earn a minimum cumulative 2.0 GPA in the content area. Students must earn a minimum of "C-" (or higher, where stipulated by the program) in all content area courses.
  - Middle Grades students must also earn a minimum cumulative 2.0 GPA in the concentration area. Students must earn a minimum of "C-" (or higher, where stipulated by the program) in all concentration area courses.
More information can be found on the College of Education's Candidacy web site (http://education.temple.edu/ugrad/candidacy-application-review).

**Certification Testing**

Students enrolled in teacher certification programs must successfully complete the Pennsylvania Department of Education's certification exams in order to receive certification from PDE:

- Basic Skills Assessment: students must achieve the minimum scores required by PDE on one of the following Basic Skills Assessments to be approved for Candidacy prior to beginning teaching methods courses:
  - PAPA (Math, Writing and Reading minimum score in each = 220 or the composite score system which requires a total minimum composite score = 686 with minimum scores in each module of Reading: 193, Math: 197, Writing: 192)
  - Praxis Core for Educators (Math minimum score = 150, Reading minimum score = 156, Writing minimum score = 162)
  - SAT (1550 total with no section score below 500)
  - ACT (composite score of 23 along with a combined English/Writing score of 22 and a Math score of 21)
- Praxis II to be certified in Secondary Education, Middle Grades Education or Career and Technical Education
- PECT Prek-4 and/or Special Education to be certified in Early Childhood Education and Special Education

Students can find further details and updates about all certification exam information on the College of Education web site at http://education.temple.edu/teach/pect-papa and on the College of Education Undergraduate Community on Blackboard.

Students should visit the PAPA web site (http://www.pa.nesinc.com/GetInfo.aspx?f=PA001_TestPage.htm&c=Test%20Information&q=What%20is%20the%20cost%20of%20the%20test?&t=PA001&h=FindInfoTestFee), the PECT web site (http://www.pa.nesinc.com) or the Praxis II web site (http://www.ets.org/praxis) to acquire test dates, registration information, minimum score information, and suggestions for preparation.

**GPA Information as it Relates to Certification**

Graduation from the College of Education does not carry automatic endorsement for state certification. Students must complete all the requirements for their specific Teacher Education Certification Program, including student teaching, and must earn a minimum cumulative GPA of 3.0 (or meet the Pennsylvania Department of Education's Certification Testing and Scores requirements (http://www.education.state.pa.us/portal/server.pt/community/testing_requirements/8638), and must pass all required certification tests.

**Speech Assessment**

Candidates for Teacher Education Certification are given a diagnostic speech assessment. Additional diagnostic testing may be required, and corrective actions may be taken to remediate problems. Decisions about remedial efforts and student eligibility to continue in a program will be determined by the Chair of the Department in which the student is enrolled and approved by the Associate Dean of Teacher Education of the College of Education.

**Field Experience, Practicum and Student Teaching**

The College of Education places a great deal of emphasis on students' in-school experiences. All undergraduates are required to complete courses that place them in school settings for a specified duration.

Student teaching, completed in a student's final semester, constitutes the most important field experience for prospective teachers. Application for student teaching placement must be submitted by the deadline communicated to students by the student teaching placement office.

Any student going into the field must obtain clearances. See the College of Education's clearance web site (http://education.temple.edu/ofp/clearances) for all details.

**Performance Assessments**

In addition to the teacher certification tests (PAPA and PECT/Praxis II tests) required by the Pennsylvania Department of Education, students are required to complete three performance assessments in order to gauge the extent to which they:

1. Know the content they will teach,
2. Can teach the content, and
3. Embody the professional attributes required of professional educators.

The performance assessments occur at three points in the undergraduate program: initially when prospective students are being admitted to certification programs through Candidacy; in the junior year, prior to student teaching (intermediate assessment); and before graduation, while student teaching (senior assessment). In addition to assessing and informing candidates about their teaching, the performance assessments are intended for use by faculty as a tool for program evaluation.
All undergraduate Education majors seeking certification must successfully complete the Intermediate Performance Assessment (IPA), a Temple University and PA Department of Education requirement for teacher education majors before student teaching. Under state guidelines, a teacher education institution must:

1. Conduct performance assessments throughout the preparation program for all students admitted to a professional educator (certification) program
2. Use the assessment information to determine eligibility for student teaching.

The Intermediate Performance Assessment (IPA) was developed in response to a regulation of the Pennsylvania Department of Education and as part of the College of Education's interest in ensuring teacher candidates' continuous progress in the teacher education certification program. The Temple IPA, like College of Education courses, is aligned to the program's six standards of effective teaching. At the completion of the teacher education program, teacher candidates will have had instruction to help them meet all of these standards in their teaching practice. The IPA measures progress toward these standards part way through the program; students must complete and pass this formal assessment to be eligible to student teach.

The IPA is followed by the Senior Performance Assessment (SPA) in the final semester of the program. All candidates for certification must successfully complete the Intermediate and Senior Performance Assessments. This is both a Temple University and PA Department of Education requirement for teacher education majors. Candidates for certification will not be submitted to the state as having met all requirements if they fail either the IPA or SPA twice.

Professional Education Portfolio

As a culmination of the teacher education certification program, students will be required to develop a professional teaching portfolio. The specific requirements for the portfolio will be available from the Senior Seminar course instructor.

Teacher Certification Programs at Temple University

Temple University provides a variety of ways to obtain teacher certification. These include:

- Early Childhood (preK-4th) Education
- Early Childhood (preK-4th) with Special Education (K-8th)
- Middle Grades (includes 4-6th all elementary subjects combined with 7-8th grade concentrations in Math/Science; Math/Literacy or Science/Literacy)
- Secondary Education: Math, Science, English, Social Studies (7-12th) or World Languages (K-12th)
- Career and Technical Education (Business, Computer, and Information Technology Education or Marketing Education).

Students seeking Teacher Education Certification in other areas should contact the school/college listed below. Information about these teacher education certification programs can also be found within that school or college's section of this Undergraduate Bulletin:

- Art - Tyler School of Art (http://tyler.temple.edu)
- Health and Physical Education - College of Public Health (http://cph.temple.edu)
- Music - Boyer College of Music and Dance (http://www.temple.edu/boyer)
- Speech - College of Public Health (http://cph.temple.edu)
- In addition to the Secondary Math and Science Education programs offered in the College of Education, students can earn teacher certification through TUteach (http://cst.temple.edu/academics/accelerated-programs/tuteach), a joint program between the College of Science and Technology and the College of Education. This program is housed in the College of Science and Technology.

Non-certification Programs: Bachelor of Arts/Bachelor of Science

Non-Certification Programs:

Adult and Organizational Development (BA) and Human Development and Community Engagement (BS)

Students receive a Bachelor of Arts degree by meeting the following minimum College requirements:

* Completion of program requirements as detailed on the 8-semester matrix.¹
* Earn a "C-" or above in all required Education Courses.
* Earn a "C-" or above in all required University General Education Courses.
* Earn a minimum cumulative GPA of 2.0.
* Fulfill all University Requirements as noted above

¹ The required total credit hours vary depending on the course of study. These credit hours are satisfied by taking courses in four categories:

1. University General Education requirements
2. Courses required in the Program
3. Elective courses, as noted in each program of study

**Courses Not Applicable to Degree Program:**

Just because a student has reached the minimum credits required for a degree does not mean they have completed the degree as the student may have taken additional courses that are credits not applicable to the program. Some credits from ROTC and preparatory courses do not count towards the total number of semester hours needed to graduate. Students should meet with an Academic Advisor once per semester to ensure they are on track for completing all degree requirements.

**Courses Over Ten Years Old**

Courses over ten years old will not count toward degree requirements in the College of Education.

**Academic Advising Information**

Undergraduate Academic and Student Affairs  
http://education.temple.edu/services  
215-204-8011

**Overview of Services and the Undergraduate Academic and Student Affairs Unit**

The Undergraduate Academic and Student Affairs staff in the College of Education works with and supports students in a variety of areas including orienting students (transfer and freshmen), understanding of curricular requirements, creation of academic plans to ensure progress in the major and timely degree completion, planning for study abroad opportunities, changing programs (majors), developing professionally, addressing academic standing and progress issues, and resolving academic challenges. Services are provided by a staff of the Director for Undergraduate Academic and Student Affairs, professional Academic Advisors, and an Undergraduate Coordinator. The department offers the following services:

- New Student and Transfer Orientations and advising.
- Academic advising and registration assistance for all students in the College of Education.
- Semesterly consultation with each student prior to registration to help students ensure they stay on course for their anticipated graduation date.
- Development of a meaningful education plan compatible with career and life goals.
- Developmental advising for students facing academic challenges, especially those at risk for any reason, students on Academic Warning or Academic Probation, students not achieving critical milestones/not completing critical courses, and students whose midterm reports indicate concerns.
- Change of Program workshops and individual advising for students interested in changing into a College program.
- Submission, review and processing of petitions and other requests including: Re-enrollment Requests, permission to take courses elsewhere; petitions for academic overloads, Third Attempt Petitions, medical/excused withdrawals, etc.
- Workshops on topics relevant to Education students (i.e.: PAPA exam preparedness and Clearances).
- Dissemination of information relevant to Education students.
- Candidacy application information, appointments and academic audits.
- Student Teaching academic audits to determine if students are cleared academically in order to student teach.
- Graduation clearances for all undergraduate students.
- Dean's List letters

- Assistance to the College with development of transfer articulation agreements with other institutions in consultation with the College of Education Faculty and Senior Vice Provost for Undergraduate Studies office.

**Undergraduate Advising Appointments**

- **Same Day Appointments:** offered only on Main Campus. Same Day Appointments are available on Mondays throughout fall and spring semesters as well as during peak advising periods (the first two weeks (drop/add period) of each fall and spring semester and during the entirety of the Priority Registration periods in fall and spring semesters). To schedule, students call 215-204-8011 or stop into the Shimada Resource Center at 8:45 a.m. on days Same Day Appointments are offered. (Same Day Appointments are not available in summer.)

- **Appointments scheduled in advance:** offered on Main Campus on Tuesdays through Fridays in fall and spring semesters and most days in summer. To schedule, students call 215-204-8011 or stop into the Shimada Resource Center to schedule an appointment in person. Appointments can be scheduled up to two weeks in advance. Ambler campus-based students should call 267-468-8200 to schedule an appointment.

All Academic Advisors are trained to evaluate information carefully to give students the best possible advice. However, primary responsibility for course selection and degree completion rests with the student. Every student must be aware of the requirements of his or her degree and should collaborate with an Advisor each semester to ensure timely completion of his or her program.

**Faculty**

For additional information on the College of Education's faculty please visit the College's faculty directory (http://education.temple.edu/coe/faculty) .
Gregory Anderson, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D.

Janelle M. Bailey, Associate Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education; Ph.D., University of Arizona.

Cynthia S. Belliveau, Assistant Professor (Teaching/Instructional), Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Temple University.

Julie L. Booth, Assistant Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Carnegie Mellon University.

Jean A. Boyer, Assistant Professor (Teaching/Instructional), Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Cincinnati.

Joseph Boyle, Associate Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Kansas.

Carol B. Brandt, Assistant Professor, Department of Teaching and Learning, College of Education; Ph.D., University of New Mexico.

Wanda M. Brooks, Associate Professor, Department of Teaching and Learning, College of Education; Ed.D., University of Pennsylvania.

James P. Byrnes, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Temple University.

Corrine A. Caldwell, Professor Emerita, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Pennsylvania.

Michelle Chaplin, Associate Professor (Teaching/Instructional), Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Dayton.

Robert W. Clark, Associate Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education; Ph.D., Pennsylvania State University.

Jennifer G. Cromley, Associate Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Maryland College Park.

Maia Bloomfield Cucchiara, Assistant Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Pennsylvania.

James Earl Davis, Professor, Department of Teaching and Learning, College of Education; Ph.D., Cornell University.

Meixia Ding, Assistant Professor, Department of Teaching and Learning, College of Education; Ph.D., Texas A and M University.

Joseph P. DuCette, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Cornell University.

Richard M. Englert, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ed.D., University of California Los Angeles.

Frank H. Farley, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of London.

Catherine A. Fiorello, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Kentucky.

Joseph P. Folger, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Wisconsin-Madison.

William Fullard Jr., Professor Emeritus, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Pennsylvania.

Steven Jay Gross, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ed.D., University of Pennsylvania.

Shanta Hattikudur, Assistant Professor (Teaching/Instructional), Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Wisconsin-Madison.

Joseph Haviland, Associate Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education; Ed.D., Temple University.

Annemarie H. Hindman, Associate Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Michigan.
Shana Hornstein, Assistant Professor (Teaching/Instructional), Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D.

Erin McNamara Horvat, Associate Professor, Department of Teaching and Learning, College of Education; Ph.D., University of California Los Angeles.

Portia L. Hunt, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Indiana State University.

Vivian W. Ikpa, Associate Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Maryland College Park.

Tricia S. Jones, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Ohio State University.

Will J. Jordan, Associate Professor, Department of Teaching and Learning, College of Education; Ph.D., Columbia University, Teachers College.

Yasuko Kanno, Associate Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Toronto.

Avi Kaplan, Associate Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Michigan.

Novella E. Keith, Associate Professor Emerita, Department of Teaching and Learning, College of Education; Ph.D., Rutgers University.

Julie Beth Kessler, Assistant Professor (Teaching/Instructional), Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Temple University.

Larry J. Krafft, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Michigan State University.

Peshe C. Kuriloff, Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education; Ph.D., Bryn Mawr College.

Janice C. Laurence, Associate Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., George Mason University.

Yoon H. Lee, Assistant Professor (Teaching/Instructional), Department of Psychological, Organizational, and Leadership Studies, College of Education; Ed.D., Columbia University.

Marjory Levitt, Associate Professor (Teaching/Instructional), Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Temple University.

Doug Lombardi, Assistant Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Nevada, Las Vegas.

Kristina Najera, Assistant Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education; Ph.D., University of Delaware.

Kristie Jones Newton, Associate Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Maryland College Park.

Aneta Pavlenko, Professor, Department of Teaching and Learning, College of Education; Ph.D., Cornell University.

Laura Pendergast, Assistant Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Pennsylvania State University.

Ivan J. Quandt, Professor, Department of Teaching and Learning, College of Education; Ed.D., Indiana University.

Elizabeth Richard, Assistant Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education; Ph.D., Pennsylvania State University.

Jayminn S. Sanford-DeShields, Associate Professor, Department of Teaching and Learning, College of Education; Ed.D., Harvard University.

Kenneth G. Schaefer, Professor, Department of Teaching and Learning, College of Education; Ph.D., Columbia University.

Catherine C. Schifter, Associate Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Pennsylvania.

Joan Poliner Shapiro, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ed.D., University of Pennsylvania.

Michael W. Smith, Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Chicago.

Tamara Sniad, Assistant Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education; Ph.D., University of Pennsylvania.
Cathleen S. Soundy, Associate Professor, Department of Teaching and Learning, College of Education; Ed.D., Rutgers University.

Francis J. Sullivan, Associate Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Pennsylvania.

Jill May Swavely, Associate Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education; Ed.D., Temple University.

Neil Theobald, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., University of Washington.

S. Kenneth Thurman, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Vanderbilt University.

Matthew J. Tincani, Associate Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Ohio State University.

Gregory M. Tucker, Associate Professor (Teaching/Instructional), Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Temple University.

Matthew J. Elvis Wagner, Associate Professor, Department of Teaching and Learning, College of Education; Ed.D., Columbia University.

Barbara A. Wasik, Professor, Department of Psychological, Organizational, and Leadership Studies, College of Education; Ph.D., Temple University.

Meredith Weber, Assistant Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education; Ph.D., Temple University.

Kimberly Elizabeth Wilson, Instructor (Teaching/Instructional), Department of Psychological, Organizational, and Leadership Studies, College of Education; Ed.M., Temple University.

Christine A. Woyshner, Professor, Department of Teaching and Learning, College of Education; Ed.D., Harvard University.