

College of Education and Human Development

Overview

Our Vision

We envision a world where all people have access to an outstanding education.

Our Mission

The College of Education and Human Development educates, supports and prepares learners and leaders to advance equitable systems and practices in schools and communities. Through research, teaching, service and community partnerships, we create positive change in the city of Philadelphia, the Commonwealth and beyond.

Our Values

- **Community:** Our diverse perspectives and collective impact allow us to advance our unique mission and change the world.
- **Equity:** We evaluate structures to reduce systemic bias and provide opportunities and support for each person to realize their full potential.
- **Excellence:** We pursue high-quality outcomes for our students, our colleagues and our community partners through impactful teaching, research and service.
- **Inclusion:** We value all diversity and seek out opportunities to understand and respect the lived experience of others.
- **Leadership:** We lead with integrity, transparency and responsibility.
- **Learning:** We cultivate curiosity, opening the door to new knowledge and innovation.

History

While the official date for the founding of the College of Education and Human Development 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. The college was founded in 1919 as Teachers College. Its initial programs in elementary and then secondary education were offered largely in response to the School District of Philadelphia's decision that higher positions in the city's school system would be open only to those with a college degree. Therefore, 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. Programs of graduate study at the master's level were introduced in 1923, with the doctor of education degree being first awarded in 1931.

Historically, Temple's College of Education and Human Development has had a significant impact on local and regional practice. The college continues to be a large provider of teachers for the School District of Philadelphia and for many suburban districts. Many principals and superintendents of neighboring regions 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 and Human Development has helped to shape the educational direction of the region. In addition, recognizing that education occurs both in and out of traditional school environments, the college has diversified its programs to provide preparation to those who plan to work with learners across the lifespan not only in schools but also in businesses and community-based organizations.

Academic Departments

The College of Education and Human Development consists of the following departments:

- Policy, Organizational and Leadership Studies (POLS)
- Psychological Studies in Education (PSE)
- Teaching and Learning (T&L)

Accreditation

The College of Education and Human Development offers programs approved by the Pennsylvania Department of Education that are designed for students seeking certificates to teach in early childhood/elementary, middle-grades, secondary, special education and business education settings.

Academic Opportunities

+1 Accelerated Degree Programs

The College of Education and Human Development (CEHD) offers many +1 accelerated degree programs for CEHD students and several programs that are available to students in any major at Temple University. Eligible undergraduate students begin graduate courses while completing their bachelor's degree. The graduate coursework, if successfully completed, will appear on a graduate transcript and most often count toward the master's degree requirements if the student matriculates into the graduate year immediately upon completion of the bachelor's degree.* In an accelerated +1 program,

eligible undergraduate students register for graduate courses during their undergraduate semesters. Upon graduation from their undergraduate program, students continue to complete the remaining requirements of the master's degree which they complete, in most cases, in one additional year.

Why should students consider a +1 accelerated degree program?

- Students are eligible to take *up to* four graduate courses at the undergraduate tuition rate.
- +1 programs accelerate the time it takes to earn a master's degree.
- Completion of an accelerated degree demonstrates ambition and ability to take on a challenge.

CEHD academic advisors work closely with +1 students as they progress through their +1 program, guiding and supporting them from the application period through completion of their bachelor's and then master's degrees. Each student is provided with an academic plan that reflects the graduate coursework. Students can read more about available +1 programs in this *Bulletin* and should contact plus1@temple.edu with inquiries.

* In some cases, degree requirements for the intended master's degree may change during a student's undergraduate semesters, and this could result in the need for additional courses/an adjusted academic plan. In cases when students delay matriculation, degree requirements may change and therefore may affect whether graduate courses fulfill degree requirements.

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 <https://undergradstudies.temple.edu/research/diamond>. Students can also view research opportunities within the college.

Minors and Certificates

The college offers a variety of minors and certificates (p. 3) available to CEHD students, with some that are open to all undergraduate students, regardless of major (program). We encourage students to review the options and to meet with a CEHD academic advisor to learn more and declare the desired minor or certificate. CEHD students can make an appointment online in their TUportal; students not in the college should e-mail edadvising@temple.edu to schedule an appointment.

Student Organizations and Engagement

The college offers a variety of opportunities for students to become engaged in their field of study. Participating in student groups provides peer support and future professional contacts. It also presents opportunities to give back to the community, either locally or globally. Opportunities include:

- The Human Development and Community Engagement Club, which provides networking opportunities, professional development workshops, career exploration, and social events;
- Jumpstart, which is a national early education organization that trains students to work with preschool children in low-income neighborhoods;
- Kappa Delta Pi Honor Society, the national honor society that promotes academic excellence and provides a network for future educators; and
- Future Educators of Temple University (FETU).

Education Abroad Opportunities

All CEHD students are encouraged to explore study away/education abroad opportunities. Every undergraduate major in the CEHD provides a pathway to studying abroad, often without extending the time to graduation. Numerous courses required for degree completion are available at Temple campuses in Rome and Tokyo, and at programs in places such as Oviedo, Spain. Education majors can also gain experience teaching English overseas as well.

Secondary Education World Language majors are especially encouraged to study overseas, when possible, in relevant foreign language-speaking areas through Temple or external study abroad programs. Temple offers semester and year-long programs at Temple's Rome campus and Oviedo, Spain, as well as a few exchange options, depending upon major (program). Temple offers various summer language programs in Rome, Germany, Spain, and France. The Latin American Studies Semester program is an immersion experience available at Temple's Main Campus to all Spanish majors during spring semesters.

There is also the exciting opportunity for CEHD first-year students to begin their Temple academic career in Rome through the Temple Rome Entry Year Program. Students should review the current list of programs and review the information on the university's admission page as well.

Learn more about studying abroad and explore a list of government-sponsored teaching abroad scholarships. Any student exploring studying abroad should meet with an academic advisor to create a degree completion plan. Many degree completion plans that include studying abroad *do not extend* the student's time to degree.

Career Development

The College of Education and Human Development is committed to preparing students with the professional knowledge, skills and experiences necessary for today's competitive job market. Career planning is an ongoing process that begins from the moment students join our college, with

workshops, counseling, guest speakers, internships/clinical practice, and connections to clubs/organizations affiliated with the university and college. As students approach graduation, the college, in partnership with the University Career Center, offers a range of individualized support and organized events to help them conduct a successful career search, including career fairs, networking with professional associations and employment agencies, professional development days, mock interviews, resume workshops, and more. For additional information or to schedule an appointment, please visit Handshake.

The college's Career Development Office services include:

- career counseling to select and refine goals and interests
- guidance around experience and employment opportunities
- job alerts
- networking strategies and opportunities
- workshops and professional development events

Scholarships and Awards

Through the generous support of our loyal alumni, faculty, staff and friends of the College of Education and Human Development, we are able to offer a limited number of scholarships to our incoming and current students based on merit and/or financial need. Current students are notified via their Temple e-mail address early in the spring semester about available scholarships. Learn more about the College of Education and Human Development's scholarship terms and conditions.

Administration

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cehddean@temple.edu

<https://education.temple.edu/>

Contact Information

College of Education and Human Development
Shimada Resource Center
150 Ritter Annex
1301 Cecil B. Moore Ave.
Philadelphia, PA 19122
215-204-8011
Office Hours: 8:30 a.m.–5:00 p.m. Monday through Friday

Departmental e-mail addresses to get answers and information:

- **Undergraduate Academic Advising** - edadvising@temple.edu
- **Graduate Academic Advising** - gradcehd@temple.edu (gradcehd@temple.edu)
- **Office of Enrollment Management and Marketing** - educate@temple.edu
- **Teacher Education Certification Office** - edcert@temple.edu
- **Office of Field Placement and Professional Experiences** - edfield@temple.edu
- **Clearances** - edfield@temple.edu
- **Accelerated +1 programs** - plus1@temple.edu

Additional Contacts and Directories

- Office of the Dean
- Faculty and Staff Directory
- Offices and Centers
- Ombudsperson

Undergraduate Programs

- Adult Learning, Training and Organizational Development BA
- Adult Learning, Training and Organizational Development Minor
- Applied Behavior Analysis Certificate

- Career and Technical Education BSEd
- Career and Technical Education BSEd with Business, Computer and Information Technology Education
- Career and Technical Education BSEd with Marketing Education Concentration
- Diversity and Inclusion Certificate
- Early and Elementary Education BSEd
- Early and Elementary Education BSEd with Special Education Concentration
- Education Minor
- English Language Teaching Certificate
- Human Development and Community Engagement BS
- Human Development and Community Engagement Minor
- Leadership and Military Science Certificate
- Middle Grades Education BSEd with Language Arts Concentration
- Middle Grades Education BSEd with Mathematics and Language Arts Concentration
- Middle Grades Education BSEd with Mathematics and Science Concentration
- Middle Grades Education BSEd with Mathematics Concentration
- Middle Grades Education BSEd with Science and Language Arts Concentration
- Middle Grades Education BSEd with Science Concentration
- Middle Grades Education BSEd with Social Studies Concentration
- Secondary Education / English Education BSEd
- Secondary Education / Mathematics Education BSEd
- Secondary Education / Social Studies Education BSEd
- Secondary Education / World Languages Education BSEd
- Special Education (Pre-K-12) BSEd

Academic Policies and Regulations

Students are responsible for complying with all university and college policies and procedures. Teacher education students are responsible for understanding additional policies related to Pennsylvania Department of Education (PDE) requirements for teacher certification.

Academic Responsibility

The College of Education and Human Development expects students to take responsibility for understanding the requirements for their degrees. Students should review all degree requirements for their catalog term and should follow the academic plan as set forth in the *Bulletin* that corresponds to their catalog term. Academic advisors work with students to develop individual academic plans based on students' goals and needs. All students are expected to consult with an academic advisor each semester to discuss questions and concerns regarding timely degree completion.

Academic Overload Requests

Students in the College of Education and Human Development must petition through an academic advisor when requesting permission to take more than 18 credits in either the fall or spring semesters or more than 8 credits in either summer session. Each petition is evaluated individually, and a decision rendered. Criteria considered when reviewing an overload petition include but are not limited to: current cumulative GPA; total number of credits attempted and earned; previous semesters, if any, in which a student took an academic overload and the GPA earned in such semesters; amount of overload credits requested; and specific courses the student will be taking in that semester. Decisions are made at the discretion of the college; submission of a petition does not guarantee approval. Students will be notified via their TEmail address of the decision.

Attendance

Attendance policies for College of Education and Human Development courses are established at the discretion of the instructor. Supplementing the university's Attendance policy, the college requires all students to adhere to instructors' attendance policies as set forth in each course's syllabus.

Awarding of Bachelor Degrees

The College of Education and Human Development 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 PhD degree, regardless of when the degree was completed.

Candidacy

The Pennsylvania Department of Education requires that undergraduate students in teacher preparation majors (programs) meet specific criteria before the student is eligible to take upper-level teacher preparation courses, including all 3000- and 4000-level teaching methods courses and student teaching. When a student has met all of the requirements, they have achieved "candidacy" in the teacher preparation program and can continue their academic plan toward degree completion. The Candidacy review process includes an application made by the student and a comprehensive review of

the student's record, conducted by academic advising. Students can find information about Candidacy in the College Requirements (p. 8) section of this *Bulletin* and on the college's CEHD Undergraduate Student Canvas Course.

Change of Program (COP)

Changing into a College of Education and Human Development Major From Another College at Temple

Students in other colleges/schools at Temple who wish to change their major (program) to a College of Education and Human Development (CEHD) must complete the Change of Program (COP) course in Canvas. After completing this course, students are eligible to schedule an appointment with a CEHD academic advisor to complete the change of major (program). To be enrolled in the Change of Program course, students should self-enroll in the Canvas site or can e-mail edadvising@temple.edu.

IMPORTANT NOTE: Changing programs *may*:

1. mean that courses taken in the previous major (program) do not fulfill degree requirements of the new major (program), and
2. result in additional time to degree completion.

Both of these factors should be taken into consideration by the student when making the decision to change the major (program). Students should be aware that all requirements of the university-approved curricula (as per the eight-semester plans that appear in this *Bulletin*) must be fulfilled. Students should consult with a College of Education and Human Development academic advisor to create an academic plan that identifies courses/requirements that need to be fulfilled and to determine the anticipated graduation date.

GPA Requirements for COP

Students seeking to transfer into a teacher education/certification program *must* have a minimum cumulative GPA of 2.8; no exceptions are made to this GPA requirement.¹ Students interested in a teacher education program who do not yet have a 2.8 or who 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 taking classes prior to declaring the new program must complete the CEHD Change of Program Canvas course and must meet with an academic advisor to discuss which courses they are eligible to take that would apply to their prospective program.

Students wishing to change their program to a non-certification program [Adult Learning, Training and Organizational Development (ALTO) or Human Development and Community Engagement (HDCE)] *must* have a minimum cumulative GPA of 2.0.¹

¹ Students in their first semester at Temple University who have not yet established a GPA are eligible to change their majors.

Changing Programs Within the College of Education and Human Development

Students must be in good academic standing to change their current CEHD major (program) to another CEHD major (program). Students must schedule a Change of Program appointment with an academic advisor to complete the process, develop a new academic plan, and determine if there is a change to the anticipated graduation date.

Clearances

The College of Education and Human Development's clearances policy requires that all students enrolled in CEHD courses that require fieldwork submit updated copies of the following clearances to the college annually (each summer), 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), and
4. P.P.D. (TB) Test (School Health regulations, 28 PA Code, Section 23.44).

In limited circumstances, a student's place of current employment may be approved by their program as their site to complete their fieldwork. Students who have been approved by their program to complete their fieldwork in their place of employment may submit an Employer Clearances Verification for On-the-Job Fieldwork form (pdf) in lieu of annually renewed clearances (see On-the-Job Fieldwork for details). Typically, students who receive this approval are enrolled in Career and Technical Education, select postbaccalaureate certification programs, emergency certification programs, and add-on certification programs.

For questions about these requirements, contact the Office of Field Placement and Professional Experiences in the Shimada Resource Center at edfield@temple.edu.

Completion of Degree

All students must complete the entirety of the degree program in which they are enrolled to graduate from that major, as aligned with the catalog year of the program. Students who cannot or do not want to complete all degree requirements must change their major (program); students should consult with an academic advisor to discuss this decision and options.

Co-requisites and Prerequisites

Students should be aware of all prerequisites and co-requisites; they may be administratively dropped from classes for which they do not meet prerequisites and co-requisites. (Candidacy approval is considered a prerequisite to all upper-level teaching methods courses.)

Courses Over Five and Ten Years Old

Courses over five years old are subject to review to fulfill requirements. Courses over ten years old will not count toward degree requirements nor certification requirements.

Dean's List

Each fall and spring semester those undergraduates who have met the credit hour and academic criteria established 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. Dean's List letters are sent from the University Registrar.

Educators' Code of Professional Conduct

The College of Education and Human Development 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:

1. Students must adhere to Pennsylvania's Code of Professional Practice and Conduct for Educators (<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter235/chap235toc.html&d=>).
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.

Field Experience

Students in teacher education programs should be aware there are numerous processes and policies governing field placements, all of which can be found in the current year's Teacher Education Field Handbook in the Teacher Education resources of the College of Education and Human Development section on TUportal and on the Office of Field Placement and Professional Experiences web site. Contact edfield@temple.edu with inquiries.

Grievances

Students with grievances must first address concerns with the professor to seek a resolution. When a resolution cannot be achieved, the student should contact the Ombudsperson to begin the formal Appeal process: education.ombudsperson@temple.edu.

College of Education and Human Development students with grade grievances in courses outside of the college must follow the process in the college/school who manages the course.

Letters of Completion

Any student who has 1) successfully completed all requirements of the degree program and 2) whose degree has been officially *conferred* by the University Registrar may request a "Letter of Completion". As per university and college policy, no final Letter of Completion can be provided to a student until after the university's graduation clearance and degree conferral process is completed (as per established university deadlines). Students must request a Letter of Completion.

Non-Traditional Credits

The CEHD accepts credit for prior learning in the form of Advanced Placement (AP), International Baccalaureate (IB), College Level Exam Program (CLEP), Dantes Subject Standardized Test (DSST), Military Science Courses, and certain Professional Certifications/Licensures. Non-traditional credits maximums are as follows:

- AP and IB are unlimited.
- Generally, a maximum of 12 credits combined from CLEP, DSST, and/or Upper-Level Military Science credits, with generally no more than 8 credits in any single type. Certain programs may be eligible for more than these maximums, at the discretion of the college. Certain programs may also allow Professional Certification or Licensure credits, at the discretion of the college.

Participation in the College of Education and Human Development Graduation Ceremony

The College of Education and Human Development recognizes that in certain circumstances students who have not yet completed all degree requirements may wish to participate in the University Commencement and/or the college graduation ceremony. The following guidelines outline the circumstances under which undergraduate students may be allowed to participate in the CEHD graduation ceremony. For policy related to participation in the University Commencement, students should refer to the university's Petition for Permission for Non-Graduates to Participate in Commencement. Students may participate in the CEHD graduation ceremony only once. Students with an approved petition to participate as a non-graduate forfeit their right to participate when they actually complete their degrees.

CEHD students with no more than fifteen credits remaining in their degree *and* who will complete their degree requirements in the immediate summer or fall semester(s) may *petition* to participate in the May CEHD graduation ceremony. Students intending to petition must work with an academic advisor to develop a valid academic plan and must submit that academic plan along with a petition to the academic advisor. Decisions are at the discretion of the college.

Submission of a petition does not guarantee approval. Petitions will be reviewed by college administration and students will be notified of the decision via TUmial.

Prerequisites

See Co-requisites and Prerequisites, above.

Re-enrollment

A student who has not been registered for one (or more) semesters and who is not on an approved Leave of Absence is no longer an active student as per university policy. Former students must initiate the re-enrollment process. The College of Education and Human Development 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 a student **must** re-enroll into the current version of the selected curriculum. This can impact degree requirements, how prior coursework may/may not apply to the degree requirements, and might impact expected time to degree. Students approved for re-enrollment must meet with an academic advisor to discuss remaining requirements and anticipated graduation date.

University-established deadlines for Re-enrollment Requests are:

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

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

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 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 new Re-enrollment Request must be submitted. If transcripts are provided after the university-established deadlines noted above, review of the Re-enrollment Request will be at the discretion of the CEHD.
- 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 new Re-enrollment Request must be submitted. 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 CEHD.

Repeating a Course

It is recommended that any student who must repeat a course for any reason meet with an academic advisor prior to reattempting a course. Academic advisors will work with the student to identify strategies/resources that may support success and will help the student review his/her academic plan. As per university policy, students making a third attempt at a course cannot self-register; they must meet with an academic advisor and must submit a petition. Petitions for a third attempt of a course are reviewed and the student is notified of the decision via their TUmail account. Submission of a petition does not guarantee approval. Approvals of third attempt petitions may come with stipulations. Students should refer to the university policy on Repeating a Course for further information.

Student Teaching Policies

- Generally, students are not permitted to take any academic class along with student teaching unless that course is indicated on their curriculum sheet in the 8th (student teaching) semester.
- Repeating student teaching: Students must meet with the Office of Field Placement to discuss eligibility to repeat student teaching after failing it. Students are only allowed to take student teaching and the affiliated seminar a total of two times. The college determines a student's eligibility for repeating student teaching.
- Students in teacher education programs should be aware there are numerous processes and policies governing student teaching, all of which can be found in the current year's *Student Teaching Handbook* in the Student Teaching Channel found on the College of Education and Human Development tab in TUportal.

Temple University Requirements

- All students must successfully complete Temple University's General Education (GenEd) curriculum, making sure they are informed of any GenEd waivers that may be included in their program. Students should consult with an academic advisor if they have any questions about GenEd requirements for their degree.
- All students must successfully complete a minimum of two writing-intensive courses at Temple University (including transfer students).

Teacher Education Programs: Bachelor of Science in Education Degree

Early and Elementary Education (with optional Special Education Concentration), Middle Grades Education, Secondary Education, Special Education, and Career and Technical Education

Areas of Certification within the College of Education and Human Development ¹

All curricula leading to Pennsylvania certification have been approved by Temple University's Board of Trustees and the Pennsylvania Department of Education.

- Career and Technical Education, concentration options:
 - Business, Computer, and Information Technology Education K-12
 - Marketing Education K-12
- Early and Elementary Education
- Early and Elementary Education with Special Education (Pre K to 12)
- Middle Grades Education (grades 4-8)
 - Mathematics
 - Science

- Language Arts
- Social Studies
- Mathematics and Science
- Mathematics and Language Arts
- Science and Language Arts
- Special Education (Pre K to 12)
- Secondary Education (grades 7-12)
 - English
 - Mathematics
 - Social Studies
- World Languages (grades K-12)
 - Chinese
 - French
 - German
 - Italian
 - Latin
 - Spanish

Students can find further details and updates about all certifications on the College of Education and Human Development web site.

College of Education and Human Development Graduation Requirements

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

- Completion of program requirements as detailed on the 8-semester academic plan;²
- Earn a "C-" or above in all required Education Courses
- Earn a "C-" or above in all required University General Education Courses.

Meeting the minimum credits required for a degree does not mean the degree is complete as the student may have taken additional courses/credits not applicable to the student's program/degree requirements. Students must successfully complete all requirements as indicated in their program's requirements. Some credits from ROTC and preparatory/remedial courses do not count towards the total number of semester hours needed to graduate.

College of Education and Human Development Teacher Certification Requirements

Teacher Candidacy

The Pennsylvania Department of Education requires that undergraduate teacher education students meet specific requirements in order to take upper-level education courses, such as teaching methods and student teaching. When a student has met all of these requirements, based on review of their application, they are approved for Teacher Candidacy in the teacher preparation program. Students can find information about Teacher Candidacy on the college's Teacher Education Canvas site. (Students *cannot* register for teaching methods courses without achieving Teacher Candidacy.)

To achieve Teacher Candidacy, students must:

- Submit an application to the College of Education and Human Development Academic Advising Office.
- Generally, successfully complete:
 - six credits of *college-level* math to be approved for Teacher Candidacy;*
 - three credits of *college-level* literature;**
 - three credits of English/college composition.**
- Complete a minimum of 48 credits (transfer included).
- Earn a C- or higher in all courses identified as pre-Teacher Candidacy courses on the 8-semester program plan.
- Earn a minimum cumulative GPA of 3.00.
 - Students whose GPA is below a 3.00, but above a 2.80 are eligible to *petition* for a GPA appeal. Petitions are reviewed and may be approved based on fulfillment of all teacher candidacy criteria and within Pennsylvania Department of Education and PA legislative guidelines and rule. Students needing to submit an appeal must schedule an appointment with an academic advisor.
- Basic Skills Assessment (BSA): Effective July 1, 2025, the BSA will no longer be required for students for entry into a Pennsylvania baccalaureate teacher preparation program for students with a *3.00 cumulative GPA*.

- Teacher candidacy applicants who have a *cumulative GPA of 2.80-2.99*, and who are eligible to apply for a GPA appeal for teacher candidacy entry/approval, must fulfill the BSA in some manner.
- NOTE: The basic skills assessment was waived for three years from July 8, 2022 to July 8, 2025.
- Students should consult the PDE web site for updates and current requirements.

**Developmental courses, pre-college courses, MATH 0701, and MATH 0702 are not applicable to this requirement.*

***Developmental courses, pre-college courses, ENG 0701, and ENG 0711 are not applicable to this requirement.*

Certification Requirements

Successful completion of a teacher preparation program is one step towards teaching certification in Pennsylvania. Upon successful completion of a program, all teacher education students seeking PA certification must apply directly to the Pennsylvania Department of Education through TIMS.

Students with questions about teacher certification should contact the certification officer at edcert@temple.edu.

CEHD Recommendation for Certification

As part of the TIMS application, the college verifies program completion and recommends the student for certification. Students must meet all of the following requirements to secure the college's recommendation on TIMS.

- Complete all the requirements for their specific Teacher Education Certification Program, including:
 - If applicable, meeting Basic Skills requirements in Reading, Writing and Mathematics (see Teacher Candidacy).
 - Completing all field and course requirements as specified for their program.
 - Successfully completing student teaching, when applicable, (with a minimal score of 4 on the PDE 430).
 - Earn a minimum cumulative GPA of 3.00, generally.
- Submit an online application through the PTeacher Information Management System (TIMS).
- Complete the online Temple University Request for Recommendation. This applies to all applicants for certification, including those who completed a program in the past but did not file for certification at that time.

Additional PA Requirements for Certification:

- Be a United States citizen or a legal permanent resident holding a valid Green Card. (Special note: Foreign Educated Certification Applicants.)
 - Demonstration of General Knowledge, Professional Knowledge and/or Subject Area Knowledge as required by their specific area of certification.
- NOTE: Students may complete these requirements before or after the college submits their recommendation.

For more information see Pennsylvania Department of Education's Testing Requirements.

Students with questions about teacher certification should contact the certification officer at edcert@temple.edu.

Field Experience, Practicum and Student Teaching

The Pennsylvania Department of Education (PDE) has detailed four stages of field experience(s) for teacher preparation programs. To meet Stages 1-3, CEHD partners with schools and districts to arrange relevant, diverse, and supported field experiences, to advance students' analytic and teaching skills, reflexive practice, and professional network-building. These experiences are built into methods courses and practicum courses. Students are not permitted to engage in any fieldwork with or near minors without annually updated clearances.

For student teaching (Stage 4), candidates enroll in Supervised Teaching. Through this experience, they receive coaching and guidance from school-based teacher mentors and university-assigned supervisors, as they take the lead of classroom instruction.

To be eligible for student teaching, candidates are required to have:

- 3.00 GPA (Students with a 2.80 or higher and who have taken certification exams might be eligible for an appeal process; see an academic advisor);
- A minimum of C- in all required courses;
- No academic or financial holds;
- No Incompletes;
- Updated clearances on Edportal, valid through the end of their student teaching; and,
- Completed application submitted to Associate Directors of Clinical Practice one year prior to student teaching.

Students in teacher education programs are expected to abide by the processes and policies governing field placements and student teaching. Details can be found on the Teacher Education Channel of the College of Education and Human Development tab on TUportal and on the Office of Field Placement and Professional Experiences web site.

Programs that do not lead to Teacher Certification: Bachelor of Arts/Bachelor of Science

Adult Learning, Training and Organizational Development (BA) and Human Development and Community Engagement (BS)

Students receive a BA in Adult Learning, Training and Organizational Development or a BS in Human Development and Community Engagement by meeting the following minimum college requirements:

- Completion of program requirements as detailed on the 8-semester matrix.
- 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 2.00.
- Earn the minimum credits required for the degree.

Minors and Certificates

Refer to the College of Education and Human Development's Programs section (p. 3) of this *Bulletin* for a list of minors and certificates.

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- ¹ 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 and Architecture
 - Music - Boyer College of Music and Dance
 - In addition to the Secondary Math and Science Education programs offered in the College of Education and Human Development, students can earn teacher certification through TTeach, a joint program between the College of Science and Technology and the College of Education and Human Development. This program is housed in the College of Science and Technology.
- ² 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.

Academic Advising Information

Shimada Resource Center
150 Ritter Annex
1301 Cecil B. Moore Ave.
Philadelphia, PA 19122
215-204-8011
edadvising@temple.edu

Vision

Our vision is to cultivate an environment where all students, regardless of background, are empowered to reach their full potential and become compassionate, confident leaders and educators.

Mission

We are committed to fostering student success by providing holistic, student-centered advising services and programming. Through strong partnerships with faculty, staff, and campus resources, we aim to equip every student with the tools, guidance, and support needed to navigate their academic journeys with confidence, accuracy, and purpose. By building meaningful relationships and prioritizing a collaborative approach, we address both academic challenges and broader student needs, ensuring a comprehensive support system from orientation to graduation.

Undergraduate Academic Advising Services

Academic advising plays an important role in helping students create personalized and accurate academic plans. Meetings with advisors provide opportunities to ask questions, learn about available resources, and make informed decisions about academic and career paths. Advisors offer feedback and provide guidance, ensuring students make well-informed choices. Advisors in the College of Education and Human Development employ best

practices to guide students from pre-admission through to degree completion. They help students understand degree requirements, university policies, and available resources, while also supporting them in creating academic plans. This collaborative process encourages students to take ownership of their educational decisions as they work toward achieving their goals

The undergraduate academic advising staff in the College of Education and Human Development supports students in a variety of areas, including:

- collaborating with students to develop individual academic plans to support student goals and on-time graduation
- registration assistance
- offering orientations and advising for all incoming students
- providing guidance for students facing academic challenges
- change of program (major) advising
- graduation processing
- connecting students to relevant resources
- processing teacher candidacy applications
- providing guidance on how to integrate study abroad experiences into academic plans
- assisting students in exploring minors, double majors, or elective courses to broaden their academic experience.

Undergraduate Advising Appointment Scheduling

In the College of Education and Human Development (CEHD), undergraduate students are not assigned a specific advisor, giving them the flexibility to choose one who best meets their needs and schedule. Students can schedule an advising appointment in the following ways:

- self-schedule online in the Student Tools tab in TUportal
- edadvising@temple.edu
- 215-204-8011
- CEHD Undergraduate and Graduate Virtual Front Desk: <https://temple.zoom.us/j/98951365095>

Academic Responsibility Policy

The College of Education and Human Development expects students to assume primary responsibility for knowing the requirements for their degrees and for acquiring current information about their academic status. All students are expected to collaborate with an academic advisor each semester to discuss questions and concerns, review their academic plans, and ensure timely degree completion. College of Education and Human Development academic advisors are trained to provide sound advice aligned with university and college policies and practice.

Faculty

For additional information on the College of Education and Human Development's faculty please visit the college's faculty directory.

Gregory Anderson, Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, City University of New York.

Crystal L. Austin, Assistant Professor of Instruction, Department of Psychological Studies in Education, College of Education and Human Development; PhD, University at Albany, State University of New York.

Julie Bacak, Clinical Assistant Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, University of North Carolina.

Janelle M. Bailey, Associate Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, University of Arizona.

Jean A. Boyer, Assistant Professor of Instruction, Department of Teaching and Learning, College of Education and Human Development; PhD, University of Cincinnati.

Joseph Boyle, Associate Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, University of Kansas.

Carol B. Brandt, Associate Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, University of New Mexico.

Wanda M. Brooks, Professor, Department of Teaching and Learning, College of Education and Human Development; EdD, University of Pennsylvania.

Kathryn Burke, Research Assistant Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, University of Kansas.

James P. Byrnes, Professor, Department of Psychological Studies in Education, College of Education and Human Development; PhD, Temple University.

Sarah A. Cordes, Associate Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, New York University.

Maia Bloomfield Cucchiara, Associate Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, University of Pennsylvania.

James Earl Davis, Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, Cornell University.

Sarah Elizabeth Diamond, Associate Professor of Practice, Department of Teaching and Learning, College of Education and Human Development; PhD, Auburn University.

Meixia Ding, Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, Texas A and M University.

Arthur G. Dowdy, Assistant Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, Temple University.

Joseph P. DuCette, Professor Emeritus, Department of Psychological Studies in Education, College of Education and Human Development; PhD, Cornell University.

Richard M. Englert, Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; EdD, University of California Los Angeles.

Armando X. Estrada, Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, University of Texas at El Paso.

Catherine A. Fiorello, Professor, Department of Psychological Studies in Education, College of Education and Human Development; PhD, University of Kentucky.

Judith Flanigan, Associate Professor of Instruction, Department of Teaching and Learning, College of Education and Human Development; PhD, Temple University.

Timothy P. Fukawa-Connelly, Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, University of Maryland.

Sally A. Gould-Taylor, Research Associate Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, Temple University.

Linda Grobman, Associate Professor of Instruction, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; EdD, University of Pennsylvania.

Shanta Hattikudur, Professor of Instruction, Department of Psychological Studies in Education, College of Education and Human Development; PhD, University of Wisconsin-Madison.

Heidi Hutman, Associate Professor of Practice, Department of Psychological Studies in Education, College of Education and Human Development; PhD, University of Albany.

Xu (Lilya) Jiang, Associate Professor, Department of Psychological Studies in Education, College of Education and Human Development; PhD, University of South Carolina.

Jennifer Johnson, Associate Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, University of Maryland College Park.

Paul Jones, Assistant Professor of Instruction, Department of Psychological Studies in Education, College of Education and Human Development; PhD, Temple University.

Avshalom Kaplan, Professor, Department of Psychological Studies in Education, College of Education and Human Development; PhD, University of Michigan.

Suzanne Kelley, Clinical Assistant Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, Temple University.

Julie Beth Kessler, Associate Professor of Instruction, Department of Teaching and Learning, College of Education and Human Development; PhD, Temple University.

Janice H. Laurence, Professor Emerita, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, George Mason University.

Shana Levi-Nielsen, Assistant Professor of Instruction, Department of Psychological Studies in Education, College of Education and Human Development; PhD, Temple University.

Di Liu, Assistant Professor of Instruction, Department of Teaching and Learning, College of Education and Human Development; EdD, Boston University.

Christopher W. McGinley, Professor of Practice, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; EdD, University of Pennsylvania.

Kelly M. McGinn, Assistant Professor, Department of Psychological Studies in Education, College of Education and Human Development; PhD, Temple University.

Sabina Neugebauer, Associate Professor, Department of Teaching and Learning, College of Education and Human Development; EdD, Harvard University.

Kristie Jones Newton, Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, University of Maryland College Park.

Beth Olanoff, Associate Professor of Instruction, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; JD, University of Pennsylvania.

Timothy J. Patterson, Associate Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, Columbia University, Teachers College.

Laura Pendergast, Associate Professor, Department of Psychological Studies in Education, College of Education and Human Development; PhD, The Pennsylvania State University.

Linn Posey-Maddox, Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, University of California, Berkeley.

M. Meghan Raisch, Assistant Professor of Instruction, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, Temple University.

Jessica Reinhardt, Associate Professor of Practice, Department of Psychological Studies in Education, College of Education and Human Development; PhD, University of Denver.

W. Joel Schneider, Professor, Department of Psychological Studies in Education, College of Education and Human Development; PhD, Texas A and M University.

Danielle Schueller, Assistant Professor of Instruction, Department of Psychological Studies in Education, College of Education and Human Development; MS, Villanova University.

Monika Williams Shealey, Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, University of Central Florida.

Lori A. Shorr, Associate Professor of Instruction, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, University of Pittsburgh.

Molly Siuty, Associate Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, University of Kansas.

Katie Smith, Associate Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, North Carolina State University.

Michael W. Smith, Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, University of Chicago.

Judith C. Stull, Research Professor, Department of Policy, Organizational and Leadership Studies, College of Education and Human Development; PhD, Boston College.

Jill May Swavelly, Professor of Instruction, Department of Teaching and Learning, College of Education and Human Development; EdD, Temple University.

Matthew J. Tincani, Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, The Ohio State University.

Renee M. Tobin, Professor, Department of Psychological Studies in Education, College of Education and Human Development; PhD, Texas A and M University.

Benjamin Torsney, Assistant Professor of Instruction, Department of Psychological Studies in Education, College of Education and Human Development; PhD, Temple University.

Jason C. Travers, Professor, Department of Teaching and Learning, College of Education and Human Development; PhD, University of Nevada, Las Vegas.

Matthew J. Elvis Wagner, Associate Professor, Department of Teaching and Learning, College of Education and Human Development; EdD, Columbia University, Teachers College.

Barbara A. Wasik, Professor and the PNC Chair in Early Childhood Education, Department of Teaching and Learning, College of Education and Human Development; PhD, Temple University.

Christine A. Woyshner, Professor, Department of Teaching and Learning, College of Education and Human Development; EdD, Harvard University.