College of Education

The College of Education at Temple University promotes education – in schools, in the workplace, in organizations, and through community engagement – as a critically important way to achieve social justice. Our mission is to prepare our students to become agents of change who employ leading-edge understandings and evidence-based practices in any setting in which they might work. Our faculty include experts not only in early childhood/elementary, middle-grades, and secondary teacher education, but also in adult and organizational development, applied behavior analysis, career and technical education, counseling psychology, educational psychology/human development, higher education, leadership, school psychology, special education, teaching English to speakers of other languages, and urban education.

In our research, we work both to conduct well-designed investigations that have the potential to improve learning and teaching, especially for historically underserved populations, and to provide effective mentorship of master's and doctoral students so that they can engage in similar kinds of investigations on their own. In our teaching, we strive to provide practitioners and prospective practitioners with deep understandings both of research and theory and of how research and theory can be translated into effective practice. As a result of our strategic location in North Philadelphia and our long history of collaboration with the School District of Philadelphia and other community partners, the College of Education is uniquely situated to have a collective impact in the surrounding neighborhoods. We also endeavor to bring our work to the largest possible audience in the city of Philadelphia, the region, the nation, and the world.

While the founding of the College of Education is officially stated 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. In 1919, the College of Education was founded as Teachers College. Its initial programs in elementary and then secondary education were offered largely in response to the Philadelphia school district's decision that higher positions in its school system would be open only to those with a college degree. As a consequence, the college began offering two-, three-, and four-year programs to teachers, as well as extension work, through 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 degree first awarded in 1931. The official name was changed to the 'College of Education' in 1960.

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 School District of Philadelphia and for many suburban districts. Many principals and superintendents in 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. In addition, recognizing that education occurs both in and out of school, the College of Education has in recent years 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.

**Programs**

**Degree Programs and Certificates**

- Accomplished Teaching, M.S.Ed.
- Adult and Organizational Development, M.Ed.
- Applied Behavior Analysis, M.S.Ed.
- Career and Technical Education, M.S.Ed.
- Career and Technical Education/Business, Computer and Information Technology, M.Ed.
- Career and Technical Education/Industrial Education, M.Ed.
- Career and Technical Education/Marketing Education, M.Ed.
- Counseling Psychology, M.Ed.
- Counseling Psychology, Ph.D.
- Early Childhood Education, M.Ed.
- Early Childhood Education and Special Education, M.Ed.
- Education/Applied Linguistics, Ph.D.
- Education/Educational Psychology, Ph.D.
- Education/Literacy and Learners, Ph.D.
- Education/Science, Mathematics and Educational Technology, Ph.D.
- Education/Special Education, Ph.D.
- Educational Leadership, M.Ed.
- Educational Leadership, Ed.D.
- Educational Psychology, M.Ed.
- Higher Education, M.Ed.
- Higher Education, Ed.D.
- Middle Grades Education/Language Arts, M.Ed.
- Middle Grades Education/Mathematics, M.Ed.
- Middle Grades Education/Mathematics and Language Arts, M.Ed.
- Middle Grades Education/Mathematics and Science, M.Ed.
- Middle Grades Education/Science, M.Ed.
- Middle Grades Education/Science and Language Arts, M.Ed.
- Middle Grades Education/Social Studies, M.Ed.
- Middle Grades and Special Education/Language Arts, M.Ed.
- Middle Grades and Special Education/Mathematics, M.Ed.
- Middle Grades and Special Education/Mathematics and Language Arts, M.Ed.
- Middle Grades and Special Education/Mathematics and Science, M.Ed.
- Middle Grades and Special Education/Science, M.Ed.
- Middle Grades and Special Education/Science and Language Arts, M.Ed.
- Policy and Organizational Studies, Ph.D.
- School Leadership/Curriculum Supervision, M.Ed.
- School Leadership/Principal Leadership, M.Ed.
- School Leadership/Reform and Change Leadership, M.Ed.
- School Psychology, Ed.S.
- School Psychology, Ph.D.
- Secondary Education/English Education, M.Ed.
- Secondary Education/Mathematics Education, M.Ed.
- Secondary Education/Science Education, M.Ed.
- Secondary Education/Social Studies Education, M.Ed.
- Secondary Education / World/Foreign Languages Education, M.Ed.
- Secondary Education and Special Education/English Education, M.Ed.
- Secondary Education and Special Education/Mathematics Education, M.Ed.
- Secondary Education and Special Education/Science Education, M.Ed.
- Secondary Education and Special Education/Social Studies Education, M.Ed.
- Secondary Education and Special Education / World/Foreign Languages Education, M.Ed.
- Special Education, M.Ed.
- Teacher Leadership, M.Ed.
- Teaching English to Speakers of Other Languages (TESOL), M.S.Ed.
- Urban Education, M.Ed.
- Urban School Leadership, M.Ed.
- Graduate Certificate: Applied Behavior Analysis
- Graduate Certificate: Autism Endorsement
- Graduate Certificate: College Access and Success
- Graduate Certificate: Conflict Process
- Graduate Certificate: Data-Driven Decision Making
- Graduate Certificate: Digital Education Leadership
- Graduate Certificate: Disability Studies
- Graduate Certificate: Diversity Leadership
- Graduate Certificate: English as a Second Language
- Graduate Certificate: English Language Teaching
- Graduate Certificate: Institutional Effectiveness
- Graduate Certificate: Instructional Learning Technology
- Graduate Certificate: Student Affairs Leadership
- Graduate Certificate: Teaching in Higher Education
• Graduate Certificate: Training and Organizational Development
• Graduate Certificate: Urban Education

**Certificates Not Currently Open for Enrollment**

• Career and Technical Education/K-12
• English Education/7-12
• Instructional Coaching Endorsement
• Mathematics Education/7-12
• Middle Grades Education/4-8
• Science Education/7-12
• Social Studies Education/7-12
• World/Foreign Languages Education/K-12

**Graduate Faculty**

*Gregory Anderson*, Professor, Department of Policy, Organizational, and Leadership Studies, College of Education; Ph.D., City University of New York.

*Janelle M. Bailey*, Assistant Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Arizona.

*Julie L. Booth*, Associate Professor, Department of Teaching and Learning, College of Education; Ph.D., Carnegie Mellon University.

*Joseph Boyle*, Associate Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Kansas.

*Carol B. Brandt*, Associate 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 Studies in Education, College of Education; Ph.D., Temple University.

*Sarah A. Cordes*, Assistant Professor, Department of Policy, Organizational, and Leadership Studies, College of Education; Ph.D., New York University.

*Maia Bloomfield Cucchiara*, Associate Professor, Department of Policy, Organizational, and Leadership Studies, College of Education; Ph.D., University of Pennsylvania.

*James Earl Davis*, Professor, Department of Policy, Organizational, and Leadership Studies, College of Education; Ph.D., Cornell University.

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

*Joseph P. Ducette*, Professor, Department of Psychological Studies in Education, College of Education; Ph.D., Cornell University.

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

*Armando X. Estrada*, Assistant Professor, Department of Policy, Organizational, and Leadership Studies, College of Education; Ph.D., University of Texas at El Paso.

*Frank H. Farley*, Professor, Department of Psychological Studies in Education, College of Education; Ph.D., University of London.

*Edward Fergus*, Assistant Professor, Department of Policy, Organizational, and Leadership Studies, College of Education; Ph.D., University of Michigan.

*Catherine A. Fiorello*, Professor, Department of Psychological Studies in Education, College of Education; Ph.D., University of Kentucky.

*Timothy P. Fukawa-Connelly*, Associate Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Maryland.

*Allison Gilmour*, Assistant Professor, Department of Teaching and Learning, College of Education; Ph.D., Vanderbilt University.

*Sara Goldrick-Rab*, Professor, Department of Policy, Organizational, and Leadership Studies, College of Education; Ph.D., University of Pennsylvania.

*John Hall*, Assistant Professor, Department of Policy, Organizational, and Leadership Studies, College of Education; Ph.D., University of California Berkeley.
Insook Han, Assistant Professor, Department of Teaching and Learning, College of Education; Ed.D., Columbia University, Teachers College.

Annemarie H. Hindman, Associate Professor, Department of Teaching and Learning, College of Education; Ph.D., University of Michigan.

Will J. Jordan, Associate Professor, Department of Policy, Organizational, and Leadership Studies, College of Education; Ph.D., Columbia University, Teachers College.

Avshalom Kaplan, Associate Professor, Department of Psychological Studies in Education, College of Education; Ph.D., University of Michigan.

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

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

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

Sabina Neugebauer, Assistant Professor, Department of Teaching and Learning, College of Education; Ed.D., Harvard University.

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

Timothy J. Patterson, Assistant Professor, Department of Teaching and Learning, College of Education; Ph.D., Columbia University, Teachers College.

Laura Pendergast, Associate Professor, Department of Psychological Studies in Education, College of Education; Ph.D., The Pennsylvania State University.

Lia E. Sandilos, Assistant Professor, Department of Psychological Studies in Education, College of Education; Ph.D., The 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.

W. Joel Schneider, Associate Professor, Department of Psychological Studies in Education, College of Education; Ph.D., Texas A and M University.

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

S. Kenneth Thurman, Professor, Department of Teaching and Learning, College of Education; Ph.D., Vanderbilt University.

Matthew J. Tincani, Professor, Department of Teaching and Learning, College of Education; Ph.D., The Ohio State University.

Renee M. Tobin, Professor, Department of Psychological Studies in Education, College of Education; Ph.D., Texas A and M University.

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

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

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