Mission Statement

The College of Education and Human Development 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 under-served 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 and Human Development is uniquely situated to have a collective impact in the surrounding neighborhoods. We also endeavor, however, to bring our work to the largest possible audience in the city of Philadelphia, the region, the nation, and the world.

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 Philadelphia School District’s decision that higher positions in the city’s 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, 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 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 and Human Development has helped to shape the educational direction of the region. In addition, recognizing that education occurs both in and out of school, the College 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.

Accreditation

The College of Education and Human Development is an accredited member of the Middle States Accreditation.

The College offers programs approved by the Pennsylvania Department of Education (PDE) 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 Programs

Eligible undergraduate students begin graduate courses to fulfill requirements for their undergraduate degree that will also count toward a graduate degree. Upon graduation from their undergraduate program, students move seamlessly into their graduate program which they complete in one
additional year. The College of Education and Human Development offers many +1 programs for College of Education and Human Development students as well as students in other majors at Temple University. Students can read more about available +1 programs in this Bulletin.

English Language Teaching Certificate
The undergraduate English Language Teaching Certificate (ELT) prepares students who are interested in teaching English to adult immigrant learners, international college students, and/or students overseas. Some may already be involved in teaching English as a second language (ESL) in the Writing Center, serve as conversation partners in ESL programs, or volunteer as teachers in community-based ESL programs. Others may anticipate going abroad and teaching English as a foreign language (EFL). For more information and to add this certificate, students should meet with their advisor to discuss adding the certificate and how the requirements fit into their degree program; students not in the College of Education and Human Development must then meet with a College of Education and Human Development Undergraduate Advisor to add this certificate. (Note: Students in teacher education programs should not declare the ELT certificate; such students should meet with a College of Education and Human Development Undergraduate Advisor to discuss completing coursework that leads to ESL certification.)

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/research/diamond.html; students can also visit the College of Education and Human Development web site for research opportunities within the College.

Other Opportunities
The College offers a variety of minors and certificates available to all Temple students. More information can be found in this Bulletin under All Minors and Certificates.

Career Development
The College of Education and Human Development 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 planning is an ongoing process that begins early. While partnering with the Career Center, the College 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 provide students with a range of resources designed to help them conduct a successful career search, including employment agencies, career fairs, networking, web sites, professional associations, chambers of commerce, job search clubs, informational interviewing, etc.

The College's Career Development Office can assist with:
- Selecting or refining career goals and interests
- Developing résumés, cover letters and thank you letters
- Finding and applying for internships or full-time employment
- Conducting mock interviews
- Provide networking guidance
- Offering professional development workshops

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 information regarding scholarships available can be found via AcademicWorks. Incoming students should contact educate@temple.edu for specific questions about scholarship opportunities. Current students are notified via their Temple e-mail address early in the spring semester about available scholarships and application processes. Visit the College of Education and Human Development web site for more information about scholarship terms and conditions.

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
Academic Policies & 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 their curricular requirements and making progress toward their degrees; students must assume primary responsibility for knowing the requirements for their degrees and for acquiring current information about their academic status. 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; submission of a petition does not guarantee approval. 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; which specific courses the student will be taking in that semester. Decisions are made at the discretion of the College. Students will be notified via their TUmail address of the decision.

Attendance

Attendance policies for College of Education and Human Development courses are established at the discretion of the instructor. Supplementing University 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 Ph.D. degree, regardless of when the degree was completed.

Candidacy

All students enrolled in teacher education programs must achieve Candidacy to progress to upper level professional teacher preparation (teaching methods) courses and student teaching. This requirement is aligned with Pennsylvania Department of Education and Pennsylvania legislation. Students can find information about Candidacy in the College Requirements (p. 7) section of this Bulletin and on the College’s Teacher Education Canvas site.

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 one must complete the Change of Program (COP) course in Canvas. After completing this course, students are eligible to schedule an appointment with an Academic Advisor; this is the final step in changing the major (program). To be enrolled in the Change of Program course, students should call 215-204-8011 or email edadvising@temple.edu.

IMPORTANT NOTE: Changing programs may:

1. mean that courses taken for a previous major/program do not count toward the new one; prior coursework may not be required in the new degree.
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 anticipated graduation date.

**GPA Requirements for COP**

Students seeking to transfer into a teacher education/certification program must have a minimum cumulative GPA of 3.0; no exceptions are made to this GPA requirement. Students interested in a teacher education program who do not yet have a 3.0 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 online COP 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 and Organizational Development (AOD) 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 College of Education and Human Development major (program) to another College of Education and Human Development major (program). Students must schedule a Change of Program appointment with an Academic Advisor.

**Clearances**

The College of Education and Human Development's Clearances Policy requires that all students enrolled in College of Education and Human Development 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)

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

**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 teaching methods courses.)

**Courses Over Five Years Old**

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

**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. 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:


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. Students 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 the student's 8-semester academic plan as it appears for their catalog year are eligible to petition to graduate without certification.

- Students enrolled in a teacher education program who have completed all academic requirements other than those listed in the 8th semester who cannot complete student teaching for any reason 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.
- Students enrolled in a teacher education program who have decided they no longer wish to pursue teacher certification, but who 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 a Change of Program to a non-teacher education program within the College of Education and Human Development (or to discuss external options). This path is not recommended as it will add time to a student's degree.

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 Channel of the College of Education and Human Development tab on TUPortal and on the Office of Field Placement and Professional Experiences web site.

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 Letter of Completion can be provided to a student until after the University's graduation clearance and degree conferral process is completed (as per university deadlines). Contact edadvising@temple.edu to request a Letter.
Participation in the College of Education and Human Development Graduation Ceremony

The College of Education and Human Development recognizes that due to extenuating circumstances, students who have not yet completed all degree requirements may wish to participate in the University Commencement and/or the College Graduation ceremonies. The following guidelines outline the circumstances under which undergraduate students may be allowed to participate in the College of Education and Human Development 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.)

College of Education and Human Development students with no more than fifteen credits remaining in their degree and who will complete their degree requirements in the summer or fall semester may petition to participate in the May 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 and factors taken into consideration include, but are not limited to: viability of academic plan, seating availability/capacity of the venue, and timeliness of the petition (see an Academic Advisor for the deadline).

Students may participate in the College of Education and Human Development 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, even if they do not attend the ceremony for which their petition was approved.

Petitions will be reviewed by College administration and students will be notified of the decision via TUmail.

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 the student is eligible as per all policies and permission has been obtained prior to taking the course(s). Students must complete the request form which can be found in TUPortal. Communications regarding the request – including final decisions – are sent to students’ TUmail accounts.

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. Such former students 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 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 that if the student's original curriculum has been updated, the student must re-enroll into the most current curriculum or choose a different current curriculum (major) upon his/her return. This can impact degree requirements, how prior coursework may/may not apply to the current requirements, and 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 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 can 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 and Human Development.
- 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 and Human Development.
Repeating a Course

It is recommended that any student who must repeat a course for any reason meet with an Academic Advisor prior to attempting a course for the second time. 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.

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. Each petition is reviewed individually; submission of a petition does not guarantee approval. Approvals of third attempt petitions may come with stipulations.

Please refer to the University policy on Repeating a Course for further information.

Student Teaching Policies

• 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 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 take a minimum of two writing-intensive courses at Temple University (including transfer students).

Teacher Education Programs: Bachelor of Science in Education Degree

Early Childhood-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

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 Childhood-Elementary Education (Pre K to 4)
  • Early Childhood-Elementary Education (Pre K to 4) with Special Education (Pre K to 8) Concentration
  • Middle Grades Education (grades 4 to 8)
    • Mathematics
    • Science
    • Language Arts
    • Social Studies
    • Mathematics and Science
    • Mathematics and Language Arts
    • Science and Language Arts
  • Special Education (Pre K - 12)
  • Secondary Education (grades 7-12)
    • English
    • Mathematics
    • Science
    • Social Studies
  • K-12 Certification in World Languages
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

Candidacy

Pennsylvania State legislation mandates that all students must formally apply and be admitted into the Teacher Education Certification portion of their program (typically beginning in the 5th semester of the program). At the College of Education and Human Development, students who successfully complete this process become "candidates" or "achieve candidacy".

Students cannot register for teaching methods courses without achieving Candidacy.

To achieve candidacy, students must:

- Demonstrate skills in Reading, Writing and Math as stipulated by the Pennsylvania Department of Education. Students should consult the PDE website as guidelines and scores are subject to change by the PDE.
- Earning a C- or higher in all courses identified as pre-candidacy courses on the 8-semester program plan.
- Generally, successfully completing:
  - six credits of college-level math to be approved for Candidacy. Developmental courses, pre-College courses, MATH 0701, and MATH 0702 are not applicable to this requirement.
  - three credits of college-level English* 
  - three credits of English/college composition*
- 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 and should schedule an appointment with an Academic Advisor to discuss this.
- Secondary Education students must earn a minimum cumulative 2.0 GPA in the content courses (i.e. second major courses). Students must earn a minimum of "C-" (or higher, where stipulated by the program) in all content area courses.
- Middle Grades students must 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.

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

- Application submitted to College of Education and Human Development Academic Advising Office.
- Secondary Education students must also earn a minimum cumulative 2.0 GPA in the second major 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.

Certification Requirements

Graduation from the College of Education and Human Development does not carry automatic endorsement for Pennsylvania Department of Education teacher certification. All students seeking certification must first secure the recommendation of their college. The College must verify program completion and recommendation through TIMS.
Students must meet all of the following requirements to secure a recommendation for certification:

- Complete the minimum number of credits at Temple as specified by the University to earn their Bachelor's degree.
- Complete all the requirements for their specific Teacher Education Certification Program, including: successfully complete student teaching (with a minimal score of 4 on the PDE 430).
- Hold a minimum of a bachelor's degree. Earn a minimum cumulative GPA of 3.0.
- Submit an online application through the PA Teacher Information Management System (TIMS).
- All applicants for certification, including those who completed a program in the past but did not file for certification at that time, must complete the online Temple University Request for Recommendation.

Additional State 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 Basic Skills in Reading, Writing and Mathematics prior to entry into a preparation program (see Candidacy).
- Demonstration of General Knowledge, Professional Knowledge and/or Subject Area Knowledge prior to issuance of a certificate.
  - PECT PRE K-4 (Early Childhood Education)
  - PECT PRE K-4 and SPED PK-8 (dual Early Childhood Education and Special Education)
  - Praxis Content Area Exams (Middle Grades, Secondary Education, and Career and Technical Education programs)

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

Applicants for Certification must meet both PROGRAM and TEST requirements in place at the time of application.

Students should consult the Pennsylvania Department of Education (PDE) for Certification guidelines.

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

**GPA Information as it Relates to Certification**

Graduation from the College of Education and Human Development does not carry automatic endorsement for state certification. Students must complete all the requirements for their specific Teacher Education Certification Program, including: successfully complete student teaching, earn a minimum cumulative GPA of 3.0, and must pass all required certification tests (or must meet the Pennsylvania Department of Education's Certification Testing and Scores requirements.)

**Field Experience, Practicum and Student Teaching**

The Pennsylvania Department of Education (PDE) has detailed four stages of competencies that teacher candidates are expected to demonstrate through field experience(s). To meet Stages 1-3 through our partnerships with regional school districts, Temple's teacher education programs include a range of courses with field-based observations, reflections, and practical experiences.

To be eligible for certification, all teacher candidates are required to complete 12 weeks of student teaching (Stage 4). During this time, candidates work with school-based teacher mentors and university assigned coaches, and gradually take lead of classroom instruction. This typically occurs in the student's final semester of their program. To be eligible for student teaching, candidates are required to have:

- 3.0 GPA (or complete an appeal process)
- A minimum of C- in all required courses
- No academic or financial holds
- No Incompletes
- Updated clearances on Edportal
- Application submitted to Associate Directors of Clinical Practice

Students in teacher education programs should be aware there are numerous processes and policies governing field placements and student teaching. Details on other policies and processes 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. NOTE: No student will be permitted to complete any fieldwork with or near minors without annually updated clearances.
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.

Programs that do not lead to Teacher Certification: Bachelor of Arts/Bachelor of Science
Adult and Organizational Development (BA) and Human Development and Community Engagement (BS)

Students receive a BA in Adult 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 2.0.
- Earn the minimum credits required for the degree.

Minors & Certificates
A full list and information can be found in the College of Education and Human Development's All Minors & Certificates section of this Bulletin.

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

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

Undergraduate Academic Advising Services
All students in the College of Education and Human Development have the flexibility to meet with any of the Academic Advisors once they have officially matriculated into the College. To support students in achieving their goals, the Academic Advisors utilize best practices to facilitate academic growth while guiding students from pre-admission to degree completion. Our Academic Advisors encourage independent thinking, provide academic planning guidance, and promote resource utilization for the students we serve. Through collaboration and open lines of communication, we work to help our students feel empowered to take ownership of their decisions, choices, and goals relating to academic and professional aspirations.

The Undergraduate academic advising staff in the College of Education and Human Development works with students in a variety of areas. The unit provides services and support including, but not limited to:

- Collaboration with students to develop individual academic plans
- Freshmen and Transfer Orientations and advising
• Academic planning and advising to support student success and on-time graduation
• Advising for students facing academic challenges
• Change of Program (major) online workshops and individual advising for students interested in changing into a College of Education and Human Development program
• Petitions
• Workshops
• Candidacy applications
• Information and processes for teacher education students regarding Pennsylvania Department of Education (PDE) guidelines and requirements
• Student Teaching/Fly in 4/and pre-graduation audits
• Graduation clearances
• Registration assistance

Undergraduate Advising Appointment Scheduling
Schedule online via the Student Tools tab in TUPortal or call 215-204-8011.

Academic Responsibility Policy
The College of Education and Human Development expects students to take responsibility for understanding their curricular requirements and making progress toward their degrees; students must 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 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; Ph.D., City University of New York.

Crystal L. Austin, Assistant Professor (Teaching/Instructional), Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., University at Albany, State University of New York.

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

Clymer Bardsley, Assistant Professor (Teaching/Instructional), Department of Psychological Studies in Education, College of Education and Human Development; J.D., Benjamin N. Cardozo School of Law.

Cynthia S. Belliveau, Professor (Teaching/Instructional), Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., Temple University.

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

Jean A. Boyer, Assistant Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education and Human Development; Ph.D., University of Cincinnati.

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

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

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

Kathryn Burke, Assistant Professor (Research), Department of Teaching and Learning, College of Education and Human Development; Ph.D., University of Kansas.

James P. Byrnes, Professor, Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., Temple University.
Sarah A. Cordes, Assistant Professor, Department of Policy, Organizational, and Leadership Studies, College of Education and Human Development; Ph.D., New York University.

Casey Crass, Assistant Professor (Clinical), Department of Teaching and Learning, College of Education and Human Development; Ph.D., Temple University.

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

Cindy Cupitt, Instructor (Clinical), Department of Teaching and Learning, College of Education and Human Development; M.Ed., Wilmington University.

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

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

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

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

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

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

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

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

Edward Fergus, Associate Professor, Department of Policy, Organizational, and Leadership Studies, College of Education and Human Development; Ph.D., University of Michigan.

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

Amanda G. Fisher, Associate Professor (Practice), Department of Teaching and Learning, College of Education and Human Development; Ph.D., The Ohio State University.

Judith Flanagan, Assistant Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education and Human Development; Ph.D., Temple University.

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

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

Steven Jay Gross, Professor Emeritus, Department of Policy, Organizational, and Leadership Studies, College of Education and Human Development; Ed.D., University of Pennsylvania.

John Hall, Assistant Professor, Department of Policy, Organizational, and Leadership Studies, College of Education and Human Development; Ph.D., University of California Berkeley.

Insook Han, Assistant Professor, Department of Teaching and Learning, College of Education and Human Development; Ed.D., Columbia University, Teachers College.

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

Joseph Haviland, Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education and Human Development; Ed.D., Temple University.
Annemarie H. Hindman, Professor, Department of Teaching and Learning, College of Education and Human Development; Ph.D., University of Michigan.

Heidi Hutman, Assistant Professor (Teaching/Instructional), Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., University of Albany.

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

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

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

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

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

Suzanne Kelley, Assistant Professor (Clinical), Department of Teaching and Learning, College of Education and Human Development; Ph.D., Temple University.

Julie Beth Kessler, Associate Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education and Human Development; Ph.D., Temple University.

Janice C. Laurence, Professor, Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., George Mason University.

Di Liu, Assistant Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education and Human Development; Ed.D., Boston University.

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

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

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

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

Beth Olanoff, Associate Professor (Teaching/Instructional), Department of Policy, Organizational, and Leadership Studies, College of Education and Human Development; J.D., University of Pennsylvania.

Joe Paris, Assistant Professor (Teaching/Instructional), Department of Policy, Organizational, and Leadership Studies, College of Education and Human Development; Ph.D., Temple University.

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

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

Charles Price, Associate Professor, Department of Policy, Organizational, and Leadership Studies, College of Education and Human Development; Ph.D., Graduate Center, City University of New York.

M. Meghan Raisch, Assistant Professor (Teaching/Instructional), Department of Policy, Organizational, and Leadership Studies, College of Education and Human Development; Ph.D., Temple University.

Jessica Reinhardt, Associate Professor (Practice), Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., University of Denver.
Lia E. Sandilos, Assistant Professor, Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., The Pennsylvania State University.

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

Catherine C. Schifter, Associate Professor Emerita, Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., University of Pennsylvania.

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

Joan Poliner Shapiro, Professor Emerita, Department of Policy, Organizational, and Leadership Studies, College of Education and Human Development; Ed.D., University of Pennsylvania.

Lori A. Shorr, Associate Professor (Teaching/Instructional), Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., University of Pittsburgh.

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

Tamara Sniad, Associate Professor (Teaching/Instructional), Department of Teaching and Learning, College of Education and Human Development; Ph.D., University of Pennsylvania.

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

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

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

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

Benjamin Torsney, Assistant Professor (Teaching/Instructional), Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., Temple University.

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

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

Daniel Walinsky, Associate Professor (Teaching/Instructional), Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., University of North Dakota.

Barbara A. Wasik, Professor, Department of Teaching and Learning, College of Education and Human Development; Ph.D., Temple University.

Diana L. Wildermuth, Associate Professor (Practice), Department of Psychological Studies in Education, College of Education and Human Development; Ph.D., Temple University.

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