

SCHOOL OF EDUCATION

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Graduate Faculty

P. Abkowitz, Ed.D.

K. Andrews, Ph. D.

D. Baker, Ph. D.

T. Bynoe, Ed.D.

A. Fisher, Ed.D.

H. Henry, Ph.D.

M. L. Hindman, Ph. D.

V. Lam, Ph. D.

C. Luke, Ph.D.

J. Margolis, Ph.D.

K. McCurdy, Ph. D.

D. Payne, Ph. D.

T. Schrems, Ph.D.

S. Voss, Ph.D.

E. White, Ph. D.

Office of Educator Preparation, Placement, and Certification

Director: Jon Morris

Administrative Coordinator: Aubree Freeman

Clinical Experience and Certification Coordinator for Counselor Education: Mia O'Brien, M.Ed.

The EPPC office compiles and tracks documentation for candidate progress through program gates, provides information on licensure exams, clearances, and professional liability, and arranges for school and agency placements. Teacher Education candidates may not approach partner schools directly, but must work through the Office of EPPC to arrange placements. Counselor Education and Educational Leadership candidates who are already employed in a school district or agency and plan on completing clinical experience in their place of work, must furnish the Office of EPPC with the name and contact information of site and proposed site supervisor. A signed Memorandum of Understanding (MOU) between the University and the school district or agency must be in place before any candidate begins a placement.

The EPPC office recommends candidates who complete registered programs at St. Bonaventure for certification or licensure in New York State.

School of Education

The School of Education is dedicated to furthering the mission of the university and to incorporating Franciscan culture and values into the preparation of expert educators for the twenty-first century. It provides a deep, broad, and inclusive professional preparation with a strong academic core. The School, through structured experiences, mentoring, and attention to individual learner needs and goals, seeks to prepare educators who can connect their Franciscan culture and academic and professional curricula to learners and learning communities of the future.

Operating within a conceptual framework of "Education@SBU: A Journey to Excellence" with an emphasis on Competence, Experience, and Social Justice, all professional preparation programs foster inquiry, reflection, strong collegial relationships, leadership in the change process, and dedication to lifelong learning.

Graduate programs in the School of Education emphasize strong research and information-gathering skills, integrated use of technology for both teaching and learning, and practical application of theory and research.

In School of Education graduate degree programs, students complete some common graduate courses to support and enhance graduate-level study in education professions. CE-500/EDUC-500 provides all education graduate students with the skills to critique and interpret research, as well as to posit and investigate research problems generated in school and community settings. CE 511/EDUC 510 explores human growth and development at an advanced level.

All school-practitioner graduate degrees require an extensive practicum and/or internship experience that is intended to integrate theory with practice and support an extensive action research project.

All school practitioner graduate degrees and certification programs require clinical experiences and/or practicum and internship that will require time in K-12 schools during regular school hours.

Admission Date Requirements

It should be noted that applications for all graduate programs should be received by November for spring enrollment, April for summer enrollment, and July for fall enrollment. Because multiple criteria are used to determine admission, applications received after those dates cannot be assured processing in time for the beginning of the semester. Applicants may not enroll in courses until departmental review of applications is completed. This applies to both degree-seeking and certification applicants. All applicants for graduate study in any education program is expected to have a GPA of 3.00 or better in previous college coursework. Candidates for the Literacy and Inclusive Special Education program must show proof of teacher certification when they are admitted, but may be admitted provisionally, with the understanding that they obtain teacher certification no later than the end of the first semester of the program. Additional information about graduate admissions is available at <https://www.sbu.edu/admissions/graduate-admissions>.

- Adolescence Education (Grades 7-12), MSED (<https://catalog.sbu.edu/graduate/education/adolescence-education/adolescence-education-msed/>)
- Adolescent Grades 5-12 Literacy Extension, ACS (<https://catalog.sbu.edu/graduate/education/literacy/grade5-to-grade12-literacy-acs/>)
- Birth to Grade 12 Literacy, MSED (<https://catalog.sbu.edu/graduate/education/literacy/birth-to-grade12-literacy-msed/>)
- Birth to Grade 6 Literacy Extension, ACS (<https://catalog.sbu.edu/graduate/education/literacy/birth-to-grade6-literacy-acs/>)
- Clinical Mental Health Counseling, MSED (<https://catalog.sbu.edu/graduate/education/counseling/clinical-mental-health-counseling-msed/>)
- Doctorate in Educational Leadership, EdD (<https://catalog.sbu.edu/graduate/education/doctorate-educational-leadership/>)
- Educational Leadership, MSED (<https://catalog.sbu.edu/graduate/education/school-administration/educational-leadership-msed/>)

- Inclusive Special Education, MSED (<https://catalog.sbu.edu/graduate/education/inclusivespecialeducation/childhood/>)
- School Building Leader Advanced Certification (<https://catalog.sbu.edu/graduate/education/school-administration/school-building-leader-advanced-certification/>)
- School Counseling, MSED (<https://catalog.sbu.edu/graduate/education/counseling/school-counseling-msed/>)
- School District Leader Advanced Certification (<https://catalog.sbu.edu/graduate/education/school-administration/school-district-leader-advanced-certification/>)

All programs in the School of Education are internationally accredited by CAEP. In addition the programs in Counselor Education (School and Clinical Mental Health) are accredited by CACREP. The School of Education's programs that include a Certification component are designed to prepare students for the most current New York State certification as noted in the individual program descriptions. This preparation may be applicable for comparable certification in other states.

Since eligibility criteria for education certification are a function of the various states, the criteria are subject to legislative and regulatory changes. All candidates for teaching/counseling/administrative certificates are responsible for keeping up to date on the most current requirements that may affect their certification eligibility status at the time of program completion.