

# SCHOOL OF EDUCATION

**Dean: Rene Garrison, Ph.D.**

**Administrative Assistant: Alex Payne**

## Faculty

P. Abkowitz, Ed.D.  
 K. Andrews, Ph.D.  
 D. Baker, Ph. D.  
 P. Brawdy, Ed.D.  
 A. Brown, Ph.D.  
 T. Bynoe, Ed.D.  
 D. Dombek, Ed.D.  
 J. Eason, MSED  
 A. Fisher, Ed.D.  
 H. Henry, Ph.D.  
 M. Hindman, Ph.D.  
 J. Hines, Ph. D.  
 V. Lam, Ph. D.  
 C. Luke, Ph.D.  
 J. Margolis, Ed.D.  
 K. McCurdy, Ph. D.  
 D. Oh, Ph.D.  
 D. Payne III, Ph.D.  
 T. Schrems, Ph.D.  
 P. Scraba, O.S.F., Ph.D.  
 S. Voss, Ph.D.  
 E. White, Ph. D.

The University values preparing students for the education professions and through the School of Education accepts the responsibility of educating qualified teachers, counselors and administrators. The School offers undergraduate and graduate students an opportunity to pursue courses of study designed to provide the academic and professional requirements for entry into the education professions.

## Mission

Embracing our Franciscan-informed values, the St. Bonaventure University School of Education aims to provide students with evidence-based, transformative learning experiences that nurture compassion, seek wisdom, build integrity, and encourage life-long learning.

## Shared Vision

The St. Bonaventure University School of Education supports students in developing the competencies and values needed to be effective in their chosen fields through authentic experiences designed to prepare them for professional practice.

Keeping with our Franciscan values, we produce innovative professionals who are grounded in current theory and practices that are guided by research in human development and the learning sciences.

We support students to serve schools, agencies, and communities in an ever-changing world.

We support all those in our community to help them become their best selves through culturally responsive practice and reflection.

## General Information

The School's Undergraduate Teacher Education programs administer degrees and programs that are registered in New York. Some programs lead to initial teacher certification; sport studies and education studies do not. Students may obtain a bachelor of science in childhood education, adolescence (7-12) education with discipline concentration, physical education, education studies, or sport studies. Childhood education majors may choose an option leading to certification in Childhood Education (NY, grades 1-6), an option leading to dual certification in Childhood Education (NY, grades 1-6) and Children with Disabilities (NY grades 1-6), an option leading to the dual certification in Childhood Education (NY, grades 1-6) and Early Childhood Education (NY, birth-grade 2); or triple certification in Inclusive Childhood and Early Childhood Education (NY, Birth - grade 6 and grades 1-6 special education). Adolescence education majors may choose a discipline concentration leading to certification in English, History, Physics, Chemistry, Biology, Mathematics, and Spanish (NY, grades 7-12). Adolescence education majors may also choose to prepare for special education at the 7-12 grade levels. Students majoring in Physical Education are eligible for certification in New York (grades K-12).

All initial teacher preparation programs require coursework in both professional education studies and an academic area. Childhood education majors must complete an academic concentration of no fewer than 30 credit hours in a liberal arts area (English, Math/Science/Technology and Social Studies are the areas that allow students to complete the program in four years). Physical education majors complete their academic concentration in biology. This preparation in the concentration provides teachers with a well-rounded liberal arts background that supports their professional studies.

All teacher preparation programs support candidates in significant clinical experiences prior to the student teaching semester. Placements for tutoring, clinical experience, and student teaching are administered through the Office of Educator Preparation, Placement, and Certification (EPPC). Students are billed for costs related to participation in clinical experience. Students must provide their own transportation for clinical experiences and student teaching. The EPPC works with students to arrange for placements and ride-share with other students when needed.

It should be noted that induction into the teaching profession takes place over time. The School of Education teacher preparation programs provide experiences that build upon each other sequentially. Students in all teacher preparation programs complete courses required for certification that may not be applicable to other programs. For this reason, it is imperative that students declare their intent to major in these programs early in their college career. Making a decision to major in one of the teacher preparation programs late in one's college career can delay graduation.

A grade of C or better (2.0) is required in all education courses. In order for St. Bonaventure to recommend a student for NY certification a student must have a cumulative GPA of 3.0 or better and a GPA in all education courses of 3.0 or better.

## 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 Office of Educator Preparation Placement and Certification compiles and tracks documentation for candidate progress through program gates, provides information on licensure exams, clearances, and professional liability and arranges for school placements. Candidates may not approach partner schools directly, but must work through this office to arrange placement. The office also has a certification officer who assists students as they process certification applications for New York and will counsel candidates seeking out-of-state certification.

## Admission Requirements

Students may declare their intent to major in one of the School of Education programs upon entry to the University. Formal admission to the programs occurs after two years. Students should note the specific requirements for their program and see an education adviser early to be certain that they are pursuing the correct sequence of courses.

In the teacher preparation programs, the professional sequence (Clinical Experience) begins in the first semester of the junior year. At this juncture, called "Gate 1", students must meet all criteria listed below, apply for admission to a program, and complete a formal admission process before taking any courses in the Field Block sequence. A second evaluation and decision process (Gate 2) occurs prior to student teaching.

### Gate 1 Requirements

Element	Childhood Education and Adolescence Education	Physical Education
General	Declare an academic concentration	
GPA	Cumulative GPA of 2.8 and a major GPA of 3.0	Cumulative GPA of 3.0 and a major GPA of 3.0
Course Work Completed	Completion of minimum of 45 credit hours (exclusive of EDUC, ECED & SPED courses)	Completion of minimum of 45 credit hours (exclusive of EDUC & PHED courses)
Faculty Recommendation	Two from education faculty	One from physical education & one from education faculty
Liability Coverage	Proof of professional liability insurance coverage and appropriate police/child abuse clearances	Proof of professional liability insurance coverage and appropriate police/child abuse clearances
Required Certifications		<ul style="list-style-type: none"> <li>• CPR for Professional Rescuer</li> <li>• Lifeguarding</li> <li>• Water Safety Instructor</li> </ul>