Educator Preparation Programs: Changes to a Registered Program

EPP-I

9/2018

SUNY approval and SED registration are required for many changes to registered programs. Use this form to request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate/advanced certificate that does not involve the creation of a new program.[1] A Chief Executive or Chief Academic Officer must submit a signed cover letter and this completed form as one PDF document to the SUNY Provost at program.review@suny.edu. Additional information is available in the *Guide to Academic Program Planning for Educator Preparation Programs.*

Section 1. General Information				
a) Institutional Information	Date of Proposal:	**June 16, 2026**		
	SED Institution Code:	**211000**		
	Institution Name:	**Binghamton University**		
	Institution Address:	**4400 Vestal Parkway East, Binghamton, NY 13902**		
	Dept of Labor/Regent's Region:	**Southern Tier Region**		
b) Program Locations	List the name, address, and SED Institution Code of each additional campus where the entire program will be offered:			
	List the name and address of extension sites or extension centers where courses will offered, **or check here [ ] if not applicable**			
c) Registered Program to be Changed (Current information)	Current registered program title:	**TESOL**		
	SED Program Code:	**40614**	Award (e.g., B.A., M.S.): **Advanced Certificate**	
	Number of Credits:	Minimum [**15**] If tracks or options, largest minimum [ ]		
	HEGIS Code:	**1508.00**		
	Desired **effective date of change**:	**1/1/26**		
	Date by which current students will have completed the current program:	**5/15/27**		
	Certificate title(s) to which program leads:	**ESOL PreK-12**	Initial ☐ Professional ☐ Initial/Prof ☒	
d) Contact Person for this Proposal	Name and title: **Terrence Deak, Vice Provost and Dean of the Graduate School** Telephone: **607-777-2077** E-mail: **tdeak@binghamton.edu**			
e) Chief Executive *or* Chief	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the program as revised.			

[1] To propose a change that would create a new program, use EPP-J.

Academic Office Approval	Name and title: **Donald Hall, Provost and Executive Vice President for Academic Affairs** Signature and date:
	If the revised program is or will be registered jointly[2] with one more other institutions, provide the following information for each partner institution. The signature confirms support of the changes.
	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):
Section 2. Requested Changes.	
Section 2.1. Changes in Program Content	

a) Check all that apply; then describe each proposed change and why it is proposed.

[ ] Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 40 credits for bachelor's degree programs)
[ ] Changes in a program's focus or design
[ ] Adding or eliminating one or more options, tracks, or certificate titles
[X] Adding or eliminating a requirement for program completion (such as an internship, clinical placement, or other field-based experience)
[ ] Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in Section 3.47(c)(1-4) of Regents Rules
[ ] Change in the total number of credits in a certificate or advanced certificate program
[ ] Change in pedagogical core

The curriculum will remain unchanged; however, the program will be updated to align with the updated clinical teacher preparation requirements established by the New York State Education Department. Clinical experiences will be embedded throughout all courses and distributed across the program, allowing teacher candidates to engage in sustained, job-embedded practice with mentor teachers while meeting the state's updated requirements.

Course numbers will be updated to differentiate courses for this program from those for a similar advanced certificate

b) Provide a side-by-side comparison of all the courses in the existing and proposed revised programs; clearly indicate all new or significantly revised courses and other changes. Expand tables as necessary.

Existing Program		Proposed Revised Program		
Course Number/Title	**Credits**	**Course Number/Title**	**Credits**	
EDUC Z584 Methods of Assessment for ELLs	3	EDUC Z584A Methods of Assessment for MLs	3	
EDUC Z529 Grammar for English Teachers	3	EDUC Z529A Grammar for English Teachers	3	
EDUC Z588 Content Based ESL Curriculum and Instruction	3	EDUC Z588A Content Based ENL Curriculum and Instruction	3	
EDUC Z583 Second Language Acquisition	3	EDUC Z583A Second Language Acquisition	3	
EDUC Z591 Internship in TESOL	3	EDUC Z591A Internship in TESOL - ACE	3	
Total required credits	15		15	

[2] If the partner institution is non-degree-granting, see CEO Memo 94-04.

NOTE: *For each new or significantly revised course, provide a syllabus at the end of this form; syllabi for all courses should be available upon request. Each syllabus should show that all work is of the appropriate rigor and generally includes a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (see SUNY policy on credit/contact hours), general course requirements, and expected student learning outcomes.*

c) What are the additional costs of the change, if any? If there are no anticipated costs, explain why. There will be no additional cost as the program will remain largely unchanged with the exception of clinical hours to meet the new reduced hour requirement from NYSED.

Section 2.2. Other Changes

Check all that apply; then describe each proposed change and why it is proposed.

[ ] Program title

[ ] Program award

[ ] Mode of delivery

NOTES: *(1) If the change in delivery enables students to complete 50% of more of the program via distance education, submit a Distance Education Format Proposal if required. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or certification qualifications, SED may register the version as a separate program.*

[ ] Format change(s) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program

1) State proposed format(s) and consider the consequences for financial aid
2) Describe availability of courses and any change in faculty, resources, or support services.

Section 3. Program Schedule

Complete the **SUNY Program Schedule** to show how a **typical** student may progress through the revised program. Read all **NOTES** below before completing the program schedule.

For **undergraduate programs:**

- *Complete all columns of the Program Schedule.*
- *Include all curricular requirements to demonstrate that the program conforms to SUNY policies and SED regulations.*
- *Baccalaureate degree programs must have at least 45 credits of upper division study, with 30 credits in the LAS content major, and at least 18 upper division credits in the LAS content major.*
- *Insure that a student can complete all program requirements within SUNY credit limits, including appropriate Liberal Arts and Sciences (LAS) credits, and General Education Requirements.*
- *Meet SUNY Transfer Path requirements, when available, and demonstrate how students can complete Transfer Path (TPath) courses in both pedagogy and content (see Transfer Path Requirements within the first two years of full-time study (or 60 credits), consistent with SUNY's Student Seamless Transfer Policy and MTP 2013-03.*
- *As necessary, a Waiver Request for a program-level waiver of SUNY credit limits, SUNY GER, and/or a SUNY Transfer Path may be submitted.*

SUNY Graduate Program Schedule
Program/Track Title and Award:_____TESOL Advanced Certificate_____

a) Indicate **academic calendar type**: [X] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

Term 1:					**Term 2:**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**		**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
EDUC Z584A Methods & Assessment for ELLs	3				EDUC Z588A Content Based ESL Content and Instruction	3		
EDUC Z529A Grammar for English Teachers	3				EDUC Z583A Second Language Acquisition	3		
Term credit total:	6				Term credit total:	6		
Term 3:					**Term 4:**			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**		**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
EDUC Z591A_Internship in TESOL-ACE	3							
Term credit total:	3				Term credit total:			
Program Total:	**Total Credits: 15**		**Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:** EDUC Z591A will be the culminating internship experience for the program. All courses must be completed prior to enrollment in this course.					

New: X if new course **Prerequisite(s)**: list prerequisite(s) for the listed courses

Section 4. Pedagogical Core Coursework and Student Teaching (For teacher preparation programs only)

For programs leading to an **Initial** teaching certificate, list all pedagogical courses in the proposed program in the Pedagogical Core Courses Table below. The table is designed for a program leading to a **single certificate** or **multiple certificates**. See the example on the table for an inclusive childhood education program leading to Childhood Education 1-6 (Cert Code: 02) and Teaching Students with Disabilities 1-6 (Cert Code: 06).

Step 1: *In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.*

Step 2: *Use the Certification Area Codes listed immediately below to identify the certificate area(s) the program leads to and insert the certificate area number code(s) in the Cert Code column(s). For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Cert Code columns. See example on Pedagogical Core Courses Table.*

Certification Area Code

01. *Early Childhood Education*
02. *Childhood Education*
03. *Middle Childhood Education*
04. *Adolescence Education*
05. *Teaching a Special Subject*
06. *Teaching Students with Disabilities in Early Childhood and Childhood*
07. *Teaching Students with Disabilities 7-12 Generalist*
08. *Teaching Students Who are Deaf and Hard of Hearing*
09 *Teaching Students Who are Blind or Visually Impaired*
10. *Teaching Students with Speech and Language Disabilities*
11. *Teaching English to Speakers of Other Languages*
12. *Literacy*
13. *Teaching the Career Field*
14. *Teaching a Specific Career and Technical Subject*
15. *Library Media Specialist*
16. *Educational Technology Specialist*
17. *Bilingual Education Extensions**
18. *Bilingual Education Extensions***
19. *Grades 5 and 6 Extensions*
20. *Grades 7 through 9 Extensions*
21. *Gifted Education Extensions*
22. *Coordination of Work-Based Learning Programs Extensions*
24. *Teaching Students with Severe or Multiple Disabilities Extensions*

** Bilingual education extensions for all with exception of library media specialist and educational technology specialist.*
*** Bilingual education extensions for library media specialist and educational technology specialist.*

Step 3: *Using the Roman numerals embedded in the Certification Area Codes above, identify the general and program-specific pedagogical core requirements addressed by the course and insert the Roman numerals corresponding to the requirements in the appropriate columns. See example on Pedagogical Core Courses Table. The general and program-specific requirements can be found by clicking on the link to each certification area.*
NOTE*: The Roman numerals found in the Certification Area Codes (e.g., ii, vi, vii,) reflect the regulatory requirements for each certificate title. However, the Roman numerals used in the table and found in the links do not always align with the Roman numerals in Section 52.21. For purposes of completing the Pedagogical Core Courses table, please use only the Roman numerals found within the Certification Area Codes linked above.*

Step 4: *Provide a description of each existing pedagogical course for this program as it appears in the college catalog by pasting it below, ensuring that the description reflects alignment with the regulatory requirements.*

Step 5: *Attach syllabi for each **new** course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades.*

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
					02	06		
Ex: EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	(ii);	(vi); (vii); (viii);		
EDUC Z584A Methods of Assessment for MLs	3		Jessica Fundalinski/Kellie Tompkins	(i); (ii); (iv); (v); (vii);	(i); (ii);			
EDUC Z529A Grammar for English Teachers	3		Beth Clark-Gareca/Boukary Ouedraogo	(ii); (iv): (v)	(i); (ii)			
EDUC Z588A Content Based ENL Curriculum and Instruction	3		Kellie Tompkins, Beth Clark-Gareca	(ii); (v); (vii);	(i); (ii)			
EDUC Z583A Second Language Acquisition	3		Alexandra Laletina	(iv)	(i); (ii)			
EDUC Z591A Internship in TESOL - ACE	3		Kellie Tompkins/Beth Clark-Gareca	(i); (ii); (v);	(i); (ii)			

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Section 5. Field Experience, Practica, Student Teaching

Each field experience, practica, and student teaching must meet the following regulatory requirements:

- It is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
- It is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and
- It provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners and students with disabilities.

List courses that require field experiences*

Course Number	Course Title	Instructor	Grade Level	Clock Hours
EDUC Z584A	Methods & Assessment for MLs	Kellie Tompkins/ Beth Clark-Gareca	Current Teaching Grade Band	10
EDUC Z529A	EDUC Z529 Grammar for English Teachers	Boukary Ouedraogo / Beth Clark-Gareca	Current Teaching Grade Band	10
EDUC Z588A	Content Based ENL Content and Instruction	Kellie Tompkins / Beth Clark-Gareca	Opposite of Current Teaching Grade Band	10
EDUC Z583A	Second Language Acquisition	Alexandra Laletina	Current Teaching Grade Band	10
EEDUC Z591A	Internship in TESOL - ACE	Kellie Tompkins/ Beth Clark-Gareca	Current Teaching Grade Band	10

*Based on SED regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

● SUNY student teaching policy requires that candidates complete a minimum of 75 days in classrooms and schools in two separate experiences, at least one of which is in a high-need school.

List courses that require college-supervised student-teaching experiences*

Course Number	Course Title	Instructor	Grade Level	No. of Full School Days
EDUCZ 591A	Internship in TESOL - Advanced Certificate		(PreK--6,7-12)	3.5

*Based on SED regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

External Instruction Placement Sites (List up to 5)

Placement Site Contact Person Name, Title	Placement Site Name, Address	Type of Placement* (F, S, I, P)	Number of Placements per Year
Hauppauge Public Schools Timothy McCarthy, EdD, Assistant Superintendent for Curriculum, Instruction and Technology	Hauppauge Public Schools, Hauppauge Union Free School District, 495 Hoffman Lane Hauppauge, NY 11788.	F/I	5
Brewster Central School District Alicia Balzano, Secretary to the Assistant Superintendent for Curriculum, Instruction & Assessment	Brewster Central School District 30 Farm to Market Road Brewster, NY 10509	F/I	5
New Lebanon School District Joshua G. Noble Principal	New Lebanon School District Walter B. Howard Elementary School 1478 US-20 New Lebanon, NY 12125	F/I	5
Binghamton City School District Dawne Anna-Adams, Director of Personnel	Binghamton City School District, 164 Hawley Street, Binghamton, NY 13901	F/I	5
Port Chester Rye Union Free School District Juan Carlos Sanchez, Executive Director of Human Resources	Port Chester Rye Union Free School District, 113 Bowman Avenue Port Chester, NY 10573	F/I	5

*Field Experience (F), Student Teaching (S), Internship (I), Practicum (P)

Section 6. SUNY Faculty Table

a) Complete all columns of the **SUNY Faculty Table** (click here) to describe current faculty and to-be-hired (TBH) faculty. List all full-time (FT) faculty first, followed by part-time (PT) and then to-be-hired (TBH).

b) Append at the end of this document position descriptions or announcements for each to-be-hired faculty member.

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Beth Clark-Gareca, Ph.D. Associate Professor of TESOL	90%	EDUCZ 584 Methods and Assessment for ELLs EDUCZ 529 Grammar for English Teachers EDUCZ 588 Content Based ESL Instruction EDUCZ 583 Second Language Acquisition EDUCZ 591 Internship Seminar	Ph. D. New York University	Teaching English to Speakers of Other Languages	More than 30 years in the field of TESOL and teacher preparation Certified teacher in PA Spanish K-12
Jessica Fundalinski, Ph.D. Post-Doc, PRODIG+	90%	EDUCZ 584 Methods and Assessment for ELLs EDUCZ 588 Content Based ESL Instruction EDUCZ 583 Second Language Acquisition	Ph.D. Syracuse University	Teaching and Curriculum	NYS ESOL K-12 Certified NYS El Ed 1-6 Certified
Part 2. Part-Time Faculty					
Kellie Tompkins, MS TESOL, Lecturer at the English Language Institute Adjunct Instructor		EDUC 584 Methods and Assessment EDUCZ 588 Content Based ESL Instruction EDUC Z591 Internship in TESOL	M. S. Ed. SUNY Cortland		
Alexandra Laletina, PhD, EdD Adjunct Instructor.		EDUC Z583 Second Language Acquisition	Ed. D. Binghamton University Ph.D. University of Nizhny, Novgorod, Russia	Education, Theory and Practice English and Linguistics	NYS ESOL K-12 Certified
Boukary Ouedraogo, EdD Adjunct Instructor		EDUC Z529 Grammar for English Teachers	Ed.D. Binghamton University	Education, Theory and Practice	