

Item 17:**Discussion of Proposed Revisions to 19 TAC Chapter 227,
Provisions for Educator Preparation Candidates, Subchapter
A, Admission to Educator Preparation Programs****DISCUSSION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed revisions to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs. The proposed revisions would implement the statutory requirements of Senate Bill (SB) 1839 and House Bills (HBs) 2039 and 3349, 85th Texas Legislature, Regular Session, 2017. The proposed revisions would add clarification for select definitions, would add language for admission requirements for the Early Childhood through Grade 3 (EC-3) certificate and for the Trade and Industrial Workforce Training: Grades 6-12 certificate, and would clarify the effective date in Subchapter A. The proposed revisions would implement subject-matter-only assessments to be used for the Pre-Admission Content Test (PACT) in lieu of the current examination that tests an applicant's knowledge of both content and pedagogy prior to admission to an educator preparation program (EPP). The proposed amendments would also implement changes based on stakeholder input and Texas Education Agency (TEA) staff recommendations.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 227, Subchapter A, is the Texas Education Code (TEC), §§21.031; 21.041(b)(1); 21.044(a), (g)(2), and (g)(3); 21.0441; 21.0489(c), as added by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017; 21.049(a); 21.050(a); and Texas Occupations Code (TOC), §§53.151, 53.152, and 53.153, as added by HB 1508, 85th Texas Legislature, Regular Session, 2017. The statutory authority for 19 TAC Chapter 227, Subchapter B, is the TOC, §53.105.

TEC, §21.031, authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.044(a), requires the SBEC to propose rules establishing training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program.

TEC, §21.044(g)(2) and (3), requires each EPP to provide certain information related to the effect of supply and demand forces on the educator workforce of the state and the performance over time of the EPP.

TEC, §21.0441, requires the SBEC to adopt rules setting certain admission requirements for EPPs, including allowing content certification examinations to substitute for required college classroom credit hours in the subject in which the candidate is seeking initial certification.

TEC, §21.0489(c), requires the SBEC to adopt requirements that would establish an Early Childhood: Prekindergarten-Grade 3 certificate.

TEC, §21.049(a), authorizes the SBEC to propose rules providing for educator certification programs as an alternative to traditional EPPs.

TEC, §21.050(a), requires a person who applies for a teaching certificate for which SBEC rules require a bachelor's degree must possess a bachelor's degree received with an academic major or interdisciplinary academic major, including reading, other than education, that is related to the curriculum as prescribed under the TEC, Chapter 28, Subchapter A.

TOC, §53.151, sets the definitions of "licensing authority" and "occupational license" to have the meanings assigned to those terms by the TOC, Section 58.001.

TOC, §53.152, requires EPPs to provide applicants and enrollees certain notice regarding potential ineligibility for a certificate based on convicted offenses, the SBEC rules regarding the certificate eligibility of an individual with a criminal history, and the right of the individual to request a criminal history evaluation letter.

TOC, §53.153, requires an EPP to refund tuition, application fees, and examination fees paid by an individual if the EPP failed to provide the required notice under the TOC, Section 53.152 to an individual who was denied a certificate because the individual was convicted of an offense.

TOC §53.105, specifies that a licensing authority may charge a person requesting an evaluation under the TOC, Chapter 53, Subchapter D, a fee adopted by the authority. Fees adopted by a licensing authority under the TOC, Chapter 53, Subchapter D, must be in an amount sufficient to cover the cost of administering this subchapter.

FUTURE ACTION EXPECTED: TEA staff anticipates bringing this item back for proposal in July after receiving input from the Board at the February meeting and collecting additional stakeholder feedback.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 227 are organized as follows: Subchapter A, Admission to Educator Preparation Programs, and Subchapter B, Preliminary Evaluation of Certification Eligibility. These subchapters provide for rules that establish requirements for admission to an educator preparation program and preliminary evaluation of certification eligibility.

The following is a description of the proposed revisions included in Attachment II.

§227.1. General Provisions

The proposed amendment in §227.1(b) would change the word “should” to “shall” to clarify the responsibility of the program to inform all applicants that they must undergo a criminal history background check prior to employment as an educator and prior to clinical teaching. This change would ensure that all applicants are aware of these requirements before moving into a role with students. This change would also ensure that applicants are aware of their eligibility to serve in a role with students early in their teacher preparation process.

§227.5. Definitions.

The proposed amendment in §227.5(6) would add the phrase, “may contain one or more certification categories,” and delete the phrase, “also known as a certification field,” to clarify that a class of certificates may contain one or more categories within a certification area. This change would better distinguish between a class and a category since a category is a subgroup of a class.

The proposed amendments in §227.5(8) and §227.5(9) would create new definitions of “content certification examination” and “content pedagogy examinations” to distinguish that a standardized test or assessment required by statute or the SBEC that governs an individual’s certification as an educator is different than the required standardized test or assessment required for admission purposes.

These new definitions would clarify that EPPs will use content certification examinations for admitting candidates into EPPs, and content pedagogy examinations will be used for certificate issuance. These definitions would support the overall policy shift from using an examination that tests both pedagogy and subject matter knowledge for the PACT to using a subject-matter-only examination. This shift would allow the PACT to better mirror the coursework requirement for which it is a substitute and would make the PACT a more effective admission requirement because candidates should not be expected to understand pedagogy before they have even begun their studies at an EPP. It is reasonable to assess only subject-matter knowledge for admission purposes because it is the role of the EPP to teach the candidate pedagogy through coursework and training.

§227.10. Admission Criteria.

The proposed amendment in §227.10(a)(3)(B)(ii) and (a)(4)(C) would set admission criteria for applicants to pass an appropriate content certification examination. These subject-matter knowledge examinations would replace the certification examinations currently used for the PACT that tests a candidate’s knowledge of both content and pedagogy. The designated content-only examinations would be set out in a new figure that lists the appropriate subject-matter content certification examination for each certificate area. The new test designations would have an effective date of January 1, 2020.

The proposed amendments would implement policy changes regarding the PACT, which is currently an examination testing both content and pedagogy that candidates take prior to

admission into either an alternative certification program or post-baccalaureate certification program. Negative consequences of the current PACT route pathway include:

- Candidates testing through the PACT route have not obtained the required training to successfully complete questions that contain content pedagogy (the method and practice of teaching); for example, during the 2017-2018 reporting year, candidates in traditional routes passed the EC-6 English Language Arts test at an 84% pass rate, candidates in alternative routes passed at an 86% pass rate, and candidates through the PACT route passed at an 67% pass rate. Candidate support provided by EPPs increases the likelihood of success on certification assessments. An increase in the number of candidates that are successful on certification assessments can lead to an increase in the number of qualified teachers in the field.
- Every test attempt through the PACT route counts towards a candidate's five-time test attempt limit since it is also the exam that candidates take at the end of their educator preparation to determine whether they are eligible for certification by the SBEC; and
- Traditional preparation programs do not have the option to use PACT, which means they are accountable for candidate scores on both the content pedagogy test and the pedagogy and professional responsibilities (PPR) test, whereas some alternative and post-baccalaureate preparation programs are accountable **only** for the PPR test since the content pedagogy test was taken before they were admitted into the program.

To address these concerns, this amendment would provide all programs, including traditional preparation programs, with the opportunity to use the PACT now that it is a subject-matter-only examination because traditional programs are also accepting students that are being prepared in their chosen content subject outside of the educator preparation program. The requirements in Texas Education Code § 21.0441 provide the basis for the PACT examination as a substitute for a candidate completing hours of college course work in the subject in which the candidate is seeking initial certification. Converting the PACT into a subject-matter-only examination would better mirror the statutorily-required coursework for which it is intended as a substitute and would better reflect the skills a candidate should possess prior to entry into an EPP.

Only initial certifications that are subject-matter specific would have the option for PACT. For example, special education is a specialized pedagogical skill set that applies to all subject areas, so it does not lend itself to having a subject-matter only test. Additionally, due to the broad but basic content knowledge required in elementary education, the proposed amendments would use a basic skills assessment as the PACT assessment for those seeking Elementary certifications. For the purposes of our language assessments that draw a low number of test takers (e.g., Portuguese, Hindu, etc.), staff proposes retaining the use of the current content pedagogy assessments as there was not a cost-effective alternative available.

Proposed amendments to the figure 227.10(a)(4)(C) would provide the list of PACT assessments for their related certification area. The list would include assessments aligned to the Texas Essential Knowledge and Skills (TEKS) in the related certification areas. The content certification (subject-matter only) examination would be open to all interested candidates, therefore, §227.10(a)(4)(D) would no longer be needed because the scores would carry over from one program to another. If a candidate wants to change content, they would take a different content exam for purposes of admission into the new EPP. The proposed assessments would be provided from our current testing vendor, Pearson. These assessments align with the TEKS. Standard setting committees would be conducted in the spring of 2019 to determine the acceptable passing standard for admission purposes.

The proposed amendment in §227.10(e) would create new admission requirements for Trade and Industrial Workforce Training program certification to implement the statutory requirements prescribed in HB 3349, 85th Texas Legislature, Regular Session, 2017. This language would ensure a pathway is available for industry members to transition into an educator preparation program.

The proposed amendment in §227.10(g) would add requirements for currently certified educators to enroll in an Early Childhood: Prekindergarten-Grade 3 preparation program to implement the statutory requirements prescribed in SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017. This amendment would ensure that candidates currently certified to teach a grade level in the early childhood through grade three are required to enroll in an educator preparation program if they would like to pursue the Early Childhood: Prekindergarten-Grade 3 certification.

PUBLIC AND STUDENT BENEFIT: The proposed revisions to 19 TAC Chapter 227 will result in clear guidance for applicants and EPPs on requirements for admission to EPPs as well as eligibility for a preliminary evaluation of certification eligibility.

Staff Member Responsible:

Tam Jones, Director, Educator Preparation

Attachments:

- I. Statutory Citations
- II. Draft Text of Proposed Revisions to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs

ATTACHMENT I**Statutory Citations Relating to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates****Texas Education Code, §21.031, Purpose (excerpt):**

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.
- (b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

Texas Education Code, §21.041, Rules; Fees (excerpt):

- (b) The board shall propose rules that:
 - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;

Texas Education Code, §21.044, Educator Preparation (excerpt):

- (a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.
- (g) Each educator preparation program must provide information regarding:
 - (2) the effect of supply and demand forces on the educator workforce in this state;
 - (3) the performance over time of the educator preparation program;

Texas Education Code, §21.0441, Admission Requirements for Educator Preparation Programs:

- (a) Rules of the board proposed under this subchapter must provide that a person, other than a person seeking career and technology education certification, is not eligible for admission to an educator preparation program, including an alternative educator preparation program, unless the person:
 - (1) except as provided by Subsection (b), satisfies the following minimum grade point average requirements:
 - (A) an overall grade point average of at least 2.50 on a four-point scale or the equivalent on any course work previously attempted at a public or private institution of higher education; or
 - (B) a grade point average of at least 2.50 on a four-point scale or the equivalent for the last 60 semester credit hours attempted at a public or private institution of higher education; and
 - (2) if the person is seeking initial certification:
 - (A) has successfully completed at least:

- (i) 15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking certification to teach mathematics or science at or above grade level seven; or
 - (ii) 12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not seeking certification to teach mathematics or science at or above grade level seven; or
 - (B) has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.
- (b) The board's rules must permit an educator preparation program to admit in extraordinary circumstances a person who fails to satisfy a grade point average requirement prescribed by Subsection (a)(1)(A) or (B), provided that:
 - (1) not more than 10 percent of the total number of persons admitted to the program in a year fail to satisfy the requirement under Subsection (a)(1)(A) or (B);
 - (2) each person admitted as described by this subsection performs, before admission, at a satisfactory level on an appropriate subject matter examination for each subject in which the person seeks certification; and
 - (3) for each person admitted as described by this subsection, the director of the program determines and certifies, based on documentation provided by the person, that the person's work, business, or career experience demonstrates achievement comparable to the academic achievement represented by the grade point average requirement.
- (c) The overall grade point average of each incoming class admitted by an educator preparation program, including an alternative educator preparation program, may not be less than 3.00 on a four-point scale or the equivalent or a higher overall grade point average prescribed by the board. In computing the overall grade point average of an incoming class for purposes of this subsection, a program may:
 - (1) include the grade point average of each person in the incoming class based on all course work previously attempted by the person at a public or private institution of higher education; or
 - (2) include the grade point average of each person in the incoming class based only on the last 60 semester credit hours attempted by the person at a public or private institution of higher education.
- (d) A person seeking career and technology education certification is not included in determining the overall grade point average of an incoming class under Subsection (c).

Texas Education Code, §21.0489, Early Childhood Certification, as added by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017 (excerpt):

- (c) To be eligible for a certificate established under this section, a person must:
 - (1) either:

- (A) satisfactorily complete the course work for that certificate in an educator preparation program, including a knowledge-based and skills-based course of instruction on early childhood education that includes:
 - (i) teaching methods for:
 - (a) using small group instructional formats that focus on building social, emotional, and academic skills;
 - (b) navigating multiple content areas; and
 - (c) managing a classroom environment in which small groups of students are working on different tasks; and
 - (ii) strategies for teaching fundamental academic skills, including reading, writing, and numeracy; or
 - (B) hold an early childhood through grade six certificate issued under this subchapter and satisfactorily complete a course of instruction described by Paragraph (A);
- (2) perform satisfactorily on an early childhood certificate examination prescribed by the board; and
 - (3) satisfy any other requirements prescribed by the board.

Texas Education Code, §21.049, Alternative Certification (excerpt):

- (a) To provide a continuing additional source of qualified educators, the board shall propose rules providing for educator certification programs as an alternative to traditional educator preparation programs. The rules may not provide that a person may be certified under this section only if there is a demonstrated shortage of educators in a school district or subject area.

Texas Education Code, §21.050, Academic Degree Required for Teaching Certificate; Internship (excerpt):

- (a) A person who applies for a teaching certificate for which board rules require a bachelor's degree must possess a bachelor's degree received with an academic major or interdisciplinary academic major, including reading, other than education, that is related to the curriculum as prescribed under Subchapter A, Chapter 28.

Texas Occupations Code, §53.105, Fees:

A licensing authority may charge a person requesting an evaluation under this subchapter a fee adopted by the authority. Fees adopted by a licensing authority under this subchapter must be in an amount sufficient to cover the cost of administering this subchapter.

Texas Occupations Code, §53.151, Definitions, as added by HB 1508, 85th Texas Legislature, Regular Session, 2017:

Notwithstanding Section 53.001, in this subchapter, "licensing authority" and "occupational license" have the meanings assigned to those terms by Section 58.001.

Texas Occupations Code, §53.152, Notice by Entities Providing Educational Programs, as added by HB 1508, 85th Texas Legislature, Regular Session, 2017:

- (a) An entity that provides an educational program to prepare an individual for issuance of an initial occupational license shall notify each applicant to and enrollee in the educational program of:
 - (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of an occupational license on completion of the educational program;
 - (2) the current guidelines issued under Section 53.025 by any licensing authority that may issue an occupational license to an individual who completes the educational program;
 - (3) any other state or local restriction or guideline used by a licensing authority described by Subdivision (2) to determine the eligibility of an individual who has been convicted of an offense for an occupational license issued by the licensing authority; and
 - (4) the right to request a criminal history evaluation letter under Section 53.102.
- (b) The entity shall provide the notice required under Subsection (a) to each applicant and enrollee regardless of whether the applicant or enrollee has been convicted of an offense.

ATTACHMENT II

Draft Text of Proposed Revisions to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates**Subchapter A, Admission to Educator Preparation Programs****§227.1. General Provisions.**

- (a) It is the responsibility of the education profession as a whole to attract applicants and to retain educators who demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.
- (b) Educator preparation programs [~~should~~] shall inform all applicants that:
- (1) pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and
 - (2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.
- (c) Educator preparation programs (EPPs) shall inform all applicants, in writing, of the following:
- (1) the admission requirements as specified in this chapter;
 - (2) the requirements for program completion as specified in Chapter 228 of this title (relating to Educator Preparation Requirements); and
 - (3) in accordance with TEC, §21.044(e)(3):
 - (A) the effect of supply and demand forces on the educator workforce in this state; and
 - (B) the performance over time of the EPP for the past five years.
- (d) EPPs shall notify, in writing, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense:
- (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP;
 - (2) the current SBEC rules provided in §249.16 of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); and
 - (4) the right to request a criminal history evaluation letter as provided in Chapter 227, Subchapter B, of this title (relating to Preliminary Evaluation of Certification Eligibility).
- (e) If the State Board for Educator Certification (SBEC) determines that an EPP has failed to provide the notice required by subsection (d) to an individual entitled to receive the notice and that the individual's application for a certificate for which the EPP prepares the individual was denied because the individual has been convicted of an offense, the SBEC shall order the EPP to:
- (1) refund the amount of any tuition paid by the individual to the EPP; and
 - (2) pay to the individual an amount equal to the total of the following, as applicable:
 - (A) the amount of any application fees paid by the individual to the SBEC; and
 - (B) the amount of any examination fees paid by the individual to the SBEC or an examination provider approved by the SBEC.
- (f) If the governor declares a state of disaster consistent with the Texas Government Code, §418.014, TEA staff may extend deadlines in this chapter for up to 90 days as necessary to accommodate persons in the affected disaster areas.

§227.5. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Accredited institution of higher education--An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (2) Alternative certification program--An approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a bachelor's degree from an accredited institution of higher education.
- (3) Applicant--An individual seeking admission to an educator preparation program for any class of certificate.
- (4) Candidate--An individual who has been formally or contingently admitted to an educator preparation program; also referred to as an enrollee or participant.
- (5) Certification category--A certificate type within a certification class; also known as certification field.
- (6) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certification), that has defined characteristics; [also known as certification field.] may contain one or more certification categories.
- (7) Clinical teaching--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (8) Content certification examination--A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's admission to an educator preparation program [or certification as an educator].
- (9) Content pedagogy examinations – A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's certification as an educator
- ~~(9)~~(10) Contingency admission--Conditional admission to an educator preparation program when an applicant meets all admission requirements specified in §227.10 of this title (relating to Admission Criteria) except graduation and degree conferred from an accredited institution of higher education.
- ~~(10)~~(11) Educator preparation program--An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more classes of certificates.
- ~~(11)~~(12) Formal admission--Admission to an educator preparation program when an applicant meets all admission requirements specified in §227.10 of this title (relating to Admission Criteria).
- ~~(12)~~(13) Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.
- ~~(13)~~(14) Post-baccalaureate program--An educator preparation program, delivered by an accredited institution of higher education and approved by the State Board for Educator Certification to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor's degree from an accredited institution of higher education and are seeking an additional degree.
- ~~(14)~~(15) Semester credit hour--One semester credit hour is equal to 15 clock-hours at an accredited institution of higher education.
- ~~(15)~~(16) Undergraduate degree--A bachelor's degree earned from and conferred by an accredited institution of higher education.

§227.10. Admission Criteria.

- (a) The educator preparation program (EPP) delivering educator preparation shall require the following minimum criteria of all applicants seeking initial certification in any class of certificate, unless specified otherwise, prior to admission to the program.
- (1) For an undergraduate university program, an applicant shall be enrolled in an accredited institution of higher education (IHE).
 - (2) For an alternative certification program or post-baccalaureate program, an applicant shall have, at a minimum, a bachelor's degree earned from and conferred by an accredited IHE.
 - (3) For an undergraduate university program, alternative certification program, or post-baccalaureate program, to be eligible for admission into an EPP, an applicant shall have a grade point average (GPA) of at least 2.5 before admission.
 - (A) The GPA shall be calculated from an official transcript as follows:
 - (i) 2.5 on all coursework previously attempted by the person at an accredited IHE:
 - (I) at which the applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or
 - (II) from which the most recent bachelor's degree or higher from an accredited IHE was conferred (alternative certification program formal admission or post-baccalaureate program formal admission); or
 - (ii) 2.5 in the last 60 semester credit hours on all coursework previously attempted by the person at an accredited IHE:
 - (I) at which the applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission). If an applicant has less than 60 semester credit hours on the official transcript from the accredited IHE at which the applicant is currently enrolled, the EPP shall use grades from all coursework previously attempted by a person at the most recent accredited institution(s) of higher education, starting with the most recent coursework from the official transcript(s), to calculate a GPA for the last 60 semester credit hours; or
 - (II) from which the most recent bachelor's degree or higher from an accredited IHE was conferred. If an applicant has hours beyond the most recent degree, an EPP may use grades from the most recent 60 hours of coursework from an accredited IHE (alternative certification program formal admission or post-baccalaureate program formal admission).
 - (B) An exception to the minimum GPA requirement may be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any incoming class of candidates. An applicant is eligible for this exception if:
 - (i) documentation and certification from the program director that an applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and
 - (ii) in accordance with the Texas Education Code, §21.0441(b), an applicant must pass an appropriate content certification examination as specified in paragraph (4)(C) [~~and (D)~~] of this subsection for each subject in which the applicant seeks certification prior to admission. Applicants who do not meet the minimum GPA

requirement and have previously been admitted into an EPP may request permission to register for an appropriate content certification examination if the applicant is not seeking admission to the same EPP that previously granted test approval for a certification examination in the same certification class.

- (C) An applicant who is seeking a career and technical education (CTE) certificate that does not require a degree from an accredited IHE is exempt from the minimum GPA requirement.
 - (D) An applicant who does not meet the minimum GPA requirement and is seeking certification in a class other than classroom teacher must perform at or above a score equivalent to a 2.5 GPA on the Verbal Reasoning, Quantitative Reasoning, and Analytic Writing sections of the GRE® (Graduate Record Examinations) revised General Test. The State Board for Educator Certification will use equivalency scores established by the Educational Testing Service, and the Texas Education Agency (TEA) will publish those equivalency scores annually on the TEA website.
- (4) For an applicant who will be seeking an initial certificate in the classroom teacher class of certificate, the applicant shall have successfully completed, prior to admission, at least:
- (A) a minimum of 12 semester credit hours in the subject-specific content area for the certification sought, unless certification sought is for mathematics or science at or above Grade 7; or
 - (B) 15 semester credit hours in the subject-specific content area for the certification sought if the certification sought is for mathematics or science at or above Grade 7; or
 - (C) a passing score on a the appropriate [comparable] content certification examination as specified in the figure provided in this subsection [administered by a vendor on the TEA approved vendor list published by the commissioner of education on the TEA website] for the calendar year during which the applicant seeks admission~~[- or and].~~
- Figure 19 TAC §227.10(a)(4)(C), effective date January 1, 2020
- ~~[(D) — for an applicant who has not previously been admitted into an EPP, a passing score on a content certification examination administered by a TEA approved vendor. An applicant who has previously been admitted into an EPP may request permission to register for a content certification examination if an applicant is not seeking admission to the same EPP that previously granted test approval for a certification examination in the same certification class.]~~
- (5) For an applicant who will be seeking an initial certificate in a class other than classroom teacher, the applicant shall meet the minimum requirements for admission described in Chapter 239, Student Services Certificates, Chapter 241, Principal Certificate, and Chapter 242 Superintendent Certificate, of this title. If an applicant has not met the minimum certification, degree and/or experience requirement(s) for issuance of a standard certificate prior to admission, the EPP shall inform the applicant in writing of any deficiency.
 - (6) An applicant must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative under the rules established by the Texas Higher Education Coordinating Board (THECB) in Part 1, Chapter 4, Subchapter C, of this title (relating to Texas Success Initiative), including one of the requirements established by §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).
 - (7) An applicant must demonstrate the English language proficiency skills as specified in §230.11 of this title (relating to General Requirements).
 - (A) An applicant for CTE certification that does not require a bachelor's degree from an accredited IHE may satisfy the English language proficiency requirement with an associate's degree or high school diploma or the equivalent that was earned at an accredited IHE or an accredited high school in the United States.

- (B) An applicant to a university undergraduate program that leads to a bachelor's degree may satisfy the English language proficiency requirement by meeting the English language proficiency requirement of the accredited IHE at which the applicant is enrolled.
- (8) An applicant must submit an application and participate in either an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.
- (9) An applicant must fulfill any other academic criteria for admission that are published and applied consistently to all EPP applicants.
- (b) An EPP may adopt requirements in addition to and not in conflict with those required in this section.
- (c) An EPP may not admit an applicant who:
- (1) has been reported as completing all EPP requirements by another EPP in the same certification category or class, unless the applicant only needs certification examination approval; or
 - (2) has been employed for three years in a public school under a permit or probationary certificate as specified in Chapter 230, Subchapter D, of this title (relating to Types and Classes of Certificates Issued), unless the applicant is seeking clinical teaching that may lead to the issuance of an initial standard certificate.
- (d) An EPP may admit an applicant for CTE certification who has met the experience and preparation requirements specified in Chapter 230 of this title (relating to Professional Educator Preparation and Certification) and Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).
- ~~(e)~~ An EPP may admit an applicant for the Trade and Industrial Workforce Training (6-12) certification who has met the following requirements:
- (1) has been issued a high school diploma or a postsecondary credential, certificate, or degree;
 - (2) has seven years of full-time wage-earning experience within the preceding 10 years in an approved occupation for which instruction is offered;
 - (3) holds with respect to that occupation a current license, certificate, or registration, as applicable, issued by a nationally recognized accrediting agency based on a recognized test or measurement; and
 - (4) within the period described by Subdivision (2), has not been the subject of a complaint filed with a licensing entity or other agency that regulates the occupation of the person, other than a complaint that was determined baseless or unfounded by that entity or agency.
- ~~(f)(e)~~ An EPP may admit an applicant who has met the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those required by this section using the procedures and standards specified in Chapter 245 of this title (relating to Certification of Educators from Other Countries). An EPP at an entity that is accredited by an accrediting organization recognized by the THECB may use its own foreign credential evaluation service to meet the requirement described in §245.10(a)(2) of this title (relating to Application Procedures), if the entity is in good standing with its accrediting organization.
- (g) An applicant is eligible to enroll in an EPP for the purpose of completing the course of instruction that is required for the issuance of an Early Childhood: Prekindergarten-Grade 3 certificate if the individual holds a valid standard, provisional or one year certificate specified in §230.31 of this title (relating to Types of Certificates) in one of the following certificate categories:
- (1) Bilingual Generalist: Early Childhood-Grade 4;
 - (2) Bilingual Generalist: Early Childhood-Grade 6;

- (3) Core Subjects: Early Childhood-Grade 6;
- (4) Early Childhood Education;
- (5) Elementary—General;
- (6) Elementary—General (Grades 1-6);
- (7) Elementary—General (Grades 1-8);
- (8) Elementary Early Childhood Education (Prekindergarten-Grade 6);
- (9) Elementary Self-Contained (Grades 1-8);
- (10) English as a Second Language Generalist: Early Childhood-Grade 4;
- (11) English as a Second Language Generalist: Early Childhood-Grade 6;
- (12) Generalist: Early Childhood-Grade 4;
- (13) Generalist: Early Childhood-Grade 6;
- (14) Kindergarten;
- (15) Prekindergarten-Grade 5—General;
- (16) Prekindergarten-Grade 6—General; or
- (17) Teacher of Young Children—General;

§227.15. Contingency Admission.

- (a) An applicant may be accepted into an alternative certification program or post-baccalaureate program on a contingency basis pending receipt of an official transcript showing degree conferred, as specified in §227.10(a)(2) of this title (relating to Admission Criteria), provided that:
 - (1) the applicant is currently enrolled in and expects to complete the courses and other requirements for obtaining, at a minimum, a bachelor's degree at the end of the semester in which admission to the program is sought;
 - (2) all other admission requirements specified in §227.10 of this title have been met;
 - (3) the EPP must notify the applicant of the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or an electronic notification; and
 - (4) the applicant must accept the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.
- (b) The effective date of contingency admission shall be included in the offer of contingency admission.
- (c) An EPP must notify the Texas Education Agency within seven calendar days of a candidate's contingency admission.
- (d) An applicant admitted on a contingency basis may begin program training and may be approved to take a certification examination, but shall not be recommended for a probationary certificate until the bachelor's degree or higher from an accredited institution of higher education (IHE) has been conferred.
- (e) Except as provided by this section, an alternative certification program or post-baccalaureate program, prior to admission on a contingency basis, shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate. A post-baccalaureate or alternative certification program at an IHE may admit an applicant if coursework and training was provided by the same IHE as part of the degree to be conferred.
- (f) The contingency admission will be valid for only the fall, spring, or summer semester for which the contingency admission was granted and may not be extended for another semester. The end of each semester shall be consistent with the common calendar established by the Texas Higher Education Coordinating Board.

§227.17. Formal Admission.

- (a) For an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all the admission requirements specified in §227.10 of this title (relating to Admission Criteria).
- (b) For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.
- (c) For an applicant to be considered formally admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.
- (d) The effective date of formal admission shall be included in the offer of formal admission.
- (e) An EPP must notify the Texas Education Agency within seven calendar days of a candidate's formal admission.
- (f) Except as provided by §227.15 of this title (relating to Contingency Admission), an alternative certification program or post-baccalaureate program, prior to formal admission, shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate. A post-baccalaureate or alternative certification program at an institution of higher education (IHE) may admit an applicant if coursework and training was provided by the same IHE as part of a previous degree that was conferred.

§227.19. Incoming Class Grade Point Average.

- (a) The overall grade point average (GPA) of each incoming class admitted between September 1 and August 31 of each year by an educator preparation program (EPP), including an alternative certification program, may not be less than 3.00 on a four-point scale or the equivalent. In computing the overall GPA of an incoming class, an EPP may include:
 - (1) the GPA of each person in the incoming class based on all coursework previously attempted by the person at an accredited institution of higher education (IHE):
 - (A) at which the applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or
 - (B) from which the most recent bachelor's degree or higher from an accredited IHE was conferred (alternative certification program formal admission or post-baccalaureate program formal admission); or
 - (2) the GPA of each person in the incoming class based only on the last 60 semester credit hours of all coursework attempted by the person at an accredited IHE:
 - (A) at which the applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission). If an applicant has less than 60 semester credit hours on the official transcript from the accredited IHE at which the applicant is currently enrolled, the EPP may use grades from all coursework previously attempted by a person at the most recent accredited IHE(s), starting with the most recent coursework from the official transcript(s), to calculate a GPA for the last 60 semester credit hours; or
 - (B) from which the most recent bachelor's degree or higher from an accredited IHE was conferred. If an applicant has hours beyond the most recent degree, an EPP may use grades from the most recent 60 hours of coursework from an accredited IHE (alternative certification program formal admission or post-baccalaureate program formal admission).
- (b) A person seeking career and technical education certification is not included in determining the overall GPA of an incoming class.

Figure: 19 TAC §227.10(a)(4)(C)

Certificate TAC Reference	Certificate Name	Pre-Admission Content Test	Passing Standard
Art			
<u>§233.10</u>	<u>Art: Early Childhood-Grade 12</u>	<u>778 TX PACT Art: Early Childhood-Grade 12</u>	<u>TBD</u>
Computer Science and Technology Applications			
<u>§233.5</u>	<u>Computer Science: Grades 8-12</u>	<u>741 TX PACT Computer Science: Grades 8-12</u>	<u>TBD</u>
<u>§233.5</u>	<u>Technology Applications: Early Childhood-Grade 12</u>	<u>742 TX PACT Technology Applications: Early Childhood-Grade 12</u>	<u>TBD</u>
Core Subjects			
<u>§233.2</u>	<u>Core Subjects: Early Childhood-Grade 6</u>	<u>701 TX PACT: Essential Academic Skills (Subtest I: Reading) and 702 TX PACT: Essential Academic Skills (Subtest II: Writing) and 703 TX PACT: Essential Academic Skills (Subtest III: Mathematics) or 790 TX PACT Core Subjects: Grades 4-8</u>	<u>TBD</u>
<u>§233.2</u>	<u>Core Subjects: Grades 4-8</u>	<u>790 TX PACT Core Subjects: Grades 4-8</u>	<u>TBD</u>
Dance			
<u>§233.10</u>	<u>Dance: Grades 6-12</u>	<u>779 TX PACT Dance: Grades 6-12</u>	<u>TBD</u>
English Language Arts and Reading			
<u>§233.3</u>	<u>English Language Arts and Reading: Grades 4-8</u>	<u>717 TX PACT English Language Arts and Reading: Grades 4-8</u>	<u>TBD</u>
<u>§233.3</u>	<u>English Language Arts and Reading: Grades 7-12</u>	<u>731 TX PACT English Language Arts and Reading: Grades 7-12</u>	<u>TBD</u>
<u>§233.3</u>	<u>English Language Arts and Reading/Social Studies: Grades 4-8</u>	<u>717 TX PACT English Language Arts and Reading: Grades 4-8 and 718 TX PACT Social Studies: Grades 4-8</u>	<u>TBD</u>
Health			
<u>§233.11</u>	<u>Health: Early Childhood-Grade 12</u>	<u>757 TX PACT Health: Early Childhood-Grade 12</u>	<u>TBD</u>

<u>Certificate TAC Reference</u>	<u>Certificate Name</u>	<u>Pre-Admission Content Test</u>	<u>Passing Standard</u>
<u>Journalism</u>			
<u>§233.3</u>	<u>Journalism: Grades 7-12</u>	<u>756 TX PACT Journalism: Grades 7-12</u>	TBD
<u>Languages Other Than English</u>			
<u>§233.15</u>	<u>American Sign Language: Early Childhood-Grade 12</u>	<u>784 TX PACT American Sign Language: Early Childhood-Grade 12 (Subtest I) and 785 TX PACT: American Sign Language (ASL): Early Childhood-Grade 12 (Subtest II)</u>	TBD
<u>§233.15</u>	<u>Arabic: Early Childhood-Grade 12</u>	<u>ACTFL 605 OPI – Arabic and 600 WPT – Arabic</u>	<u>ACTFL 605 OPI – Arabic: Advanced Low; 600 WPT – Arabic: Advanced Low</u>
<u>§233.15</u>	<u>Chinese: Early Childhood-Grade 12</u>	<u>714 TX PACT: LOTE Chinese: Early Childhood-Grade-12</u>	TBD
<u>§233.15</u>	<u>French: Early Childhood-Grade 12</u>	<u>710 TX PACT LOTE French: Early Childhood-Grade 12</u>	TBD
<u>§233.15</u>	<u>German: Early Childhood-Grade 12</u>	<u>711 TX PACT LOTE German: Early Childhood-Grade 12</u>	TBD
<u>§233.15</u>	<u>Hindi: Early Childhood-Grade 12</u>	<u>ACTFL 622 OPI – Hindi and 623 WPT – Hindi</u>	<u>ACTFL 622 OPI – Hindi: Advanced Low; 623 WPT – Hindi: Advanced Low</u>
<u>§233.15</u>	<u>Italian: Early Childhood-Grade 12</u>	<u>ACTFL 624 OPI – Italian and 625 WPT – Italian</u>	<u>ACTFL 624 OPI – Italian: Advanced Low; 625 WPT – Italian: Advanced Low</u>
<u>§233.15</u>	<u>Japanese: Early Childhood-Grade 12</u>	<u>ACTFL 607 OPI – Japanese and 602 WPT – Japanese</u>	<u>ACTFL 607 OPI – Japanese: Intermediate High; 602 WPT – Japanese: Intermediate High</u>

<u>Certificate TAC Reference</u>	<u>Certificate Name</u>	<u>Pre-Admission Content Test</u>	<u>Passing Standard</u>
<u>§233.15</u>	<u>Korean: Early Childhood-Grade 12</u>	<u>ACTFL 630 OPI – Korean and 631 WPT – Korean</u>	<u>ACTFL 630 OPI – Korean: Advanced Low; 631 WPT – Korean: Advanced Low</u>
<u>Languages Other Than English (continued)</u>			
<u>§233.15</u>	<u>Latin: Early Childhood-Grade 12</u>	<u>712 TX PACT LOTE Latin: Early Childhood-Grade 12</u>	<u>TBD</u>
<u>§233.15</u>	<u>Portuguese: Early Childhood-Grade 12</u>	<u>ACTFL 632 OPI – Portuguese and 633 WPT – Portuguese</u>	<u>ACTFL 632 OPI – Portuguese: Advanced Low; 633 WPT – Portuguese: Advanced Low</u>
<u>§233.15</u>	<u>Russian: Early Childhood-Grade 12</u>	<u>ACTFL 608 OPI – Russian and 603 WPT – Russian</u>	<u>ACTFL 608 OPI – Russian: Intermediate High; 603 WPT – Russian: Intermediate High</u>
<u>§233.15</u>	<u>Spanish: Early Childhood-Grade 12</u>	<u>713 TX PACT LOTE Spanish: Early Childhood-Grade 12</u>	<u>TBD</u>
<u>§233.15</u>	<u>Turkish: Early Childhood-Grade 12</u>	<u>ACTFL 626 OPI – Turkish and 627 WPT – Turkish</u>	<u>ACTFL 626 OPI – Turkish: Advanced Low; 627 WPT – Turkish: Intermediate High</u>
<u>§233.15</u>	<u>Vietnamese: Early Childhood-Grade 12</u>	<u>ACTFL 609 OPI – Vietnamese and 604 WPT – Vietnamese</u>	<u>ACTFL 609 OPI – Vietnamese: Advanced Mid; 604 WPT – Vietnamese: Advanced Low</u>
<u>Mathematics and Science</u>			
<u>§233.4</u>	<u>Mathematics: Grades 4-8</u>	<u>715 TX PACT Mathematics: Grades 4-8</u>	<u>TBD</u>
<u>§233.4</u>	<u>Science: Grades 4-8</u>	<u>716 TX PACT Science: Grades 4-8</u>	<u>TBD</u>

<u>Certificate TAC Reference</u>	<u>Certificate Name</u>	<u>Pre-Admission Content Test</u>	<u>Passing Standard</u>
<u>§233.4</u>	<u>Mathematics/Science: Grades 4-8</u>	<u>715 TX PACT Mathematics: Grades 4-8 and 716 TX PACT Science: Grades 4-8</u>	<u>TBD</u>
<u>§233.4</u>	<u>Mathematics: Grades 7-12</u>	<u>735 TX PACT Mathematics: Grades 7-12</u>	<u>TBD</u>
<u>§233.4</u>	<u>Science: Grades 7-12</u>	<u>736 TX PACT Science: Grades 7-12</u>	<u>TBD</u>
<u>Mathematics and Science (continued)</u>			
<u>§233.4</u>	<u>Life Science: Grades 7-12</u>	<u>738 TX PACT Life Science: Grades 7-12</u>	<u>TBD</u>
<u>§233.4</u>	<u>Physical Science: Grades 6-12</u>	<u>737 TX PACT Physical Science: Grades 6-12</u>	<u>TBD</u>
<u>§233.4</u>	<u>Physics/Mathematics: Grades 7-12</u>	<u>735 TX PACT Mathematics: Grades 7-12 and 739 TX PACT: Physics Grades 7-12</u>	<u>TBD</u>
<u>§233.4</u>	<u>Mathematics/Physical Science/Engineering: Grades 6-12</u>	<u>735 TX PACT Mathematics: Grades 7-12 and 737 TX PACT Physical Science: Grades 6-12</u>	<u>TBD</u>
<u>§233.4</u>	<u>Chemistry: Grades 7-12</u>	<u>740 TX PACT Chemistry: Grades 7-12</u>	<u>TBD</u>
<u>Music</u>			
<u>§233.10</u>	<u>Music: Early Childhood-Grade 12</u>	<u>777 TX PACT Music: Early Childhood-Grade 12</u>	<u>TBD</u>
<u>Physical Education</u>			
<u>§233.12</u>	<u>Physical Education: Early Childhood-Grade 12</u>	<u>758 TX PACT Physical Education: Early Childhood-Grade 12</u>	<u>TBD</u>
<u>Social Studies</u>			
<u>§233.3</u>	<u>Social Studies: Grades 4-8</u>	<u>718 TX PACT Social Studies: Grades 4-8</u>	<u>TBD</u>
<u>§233.3</u>	<u>Social Studies: Grades 7-12</u>	<u>732 TX PACT Social Studies: Grades 7-12</u>	<u>TBD</u>
<u>§233.3</u>	<u>History: Grades 7-12</u>	<u>733 TX PACT History: Grades 7-12</u>	<u>TBD</u>
<u>Speech Communications</u>			
<u>§233.3</u>	<u>Speech: Grades 7-12</u>	<u>729 TX PACT Speech: Grades 7-12</u>	<u>TBD</u>

<u>Certificate TAC Reference</u>	<u>Certificate Name</u>	<u>Pre-Admission Content Test</u>	<u>Passing Standard</u>
Special Education			
<u>§233.8</u>	<u>Special Education: Early Childhood-Grade 12</u>	<u>701 TX PACT: Essential Academic Skills (Subtest I: Reading) and 702 TX PACT: Essential Academic Skills (Subtest II: Writing) and 703 TX PACT: Essential Academic Skills (Subtest III: Mathematics)</u>	<u>TBD</u>
Special Education (continued)			
<u>§233.8</u>	<u>Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12</u>	<u>701 TX PACT: Essential Academic Skills (Subtest I: Reading) and 702 TX PACT: Essential Academic Skills (Subtest II: Writing) and 703 TX PACT: Essential Academic Skills (Subtest III: Mathematics)</u>	<u>TBD</u>
Theatre			
<u>§233.10</u>	<u>Theatre: Early Childhood-Grade 12</u>	<u>780 TX PACT Theatre: Early Childhood-Grade 12</u>	<u>TBD</u>
Career and Technical Education			
<u>§233.13</u>	<u>Technology Education: Grades 6-12</u>	<u>771 TX PACT Technology Education: Grades 6-12</u>	<u>TBD</u>
<u>§233.13</u>	<u>Family and Consumer Sciences, Composite: Grades 6-12</u>	<u>721 TX PACT Family and Consumer Sciences, Composite: Grades 6-12</u>	<u>TBD</u>
<u>§233.13</u>	<u>Human Development and Family Studies: Grades 8-12</u>	<u>721 TX PACT Human Development and Family Studies: Grades 8-12</u>	<u>TBD</u>
<u>§233.13</u>	<u>Hospitality, Nutrition, and Food Sciences: Grades 8-12</u>	<u>721 TX PACT Hospitality, Nutrition, and Food Sciences: Grades 8-12</u>	<u>TBD</u>

<u>Certificate TAC Reference</u>	<u>Certificate Name</u>	<u>Pre-Admission Content Test</u>	<u>Passing Standard</u>
<u>§233.13</u>	<u>Agriculture, Food, and Natural Resources: Grades 6-12</u>	<u>772 TX PACT Agriculture, Food, and Natural Resources: Grades 6-12</u>	<u>TBD</u>
<u>§233.13</u>	<u>Business and Finance: Grades 6-12</u>	<u>776 TX PACT Business and Finance: Grades 6-12</u>	<u>TBD</u>