

Item 13:**Proposed Revisions to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates,
Subchapter A, Admission to Educator Preparation Programs****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose revisions to 19 Texas Administrative Code (TAC) Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs. The proposed revisions would update current requirements for candidate admission into educator preparation programs (EPPs) to align with proposed revisions to Chapter 228, Requirements for Educator Preparation Programs, and Chapter 230, Professional Educator Preparation and Certification. The proposed revisions would implement House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 227, Subchapter A, is the Texas Education Code (TEC), §§21.031; 21.041 including 21.041(e), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.044(a) and (g)(2) and (3); 21.0441; 21.04422, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0489(c); 21.049(a); 21.050(a); and Texas Occupations Code (TOC), §§53.105, 53.151, 53.152, and 53.153.

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, as amended by HB 2, 89th Texas Legislature, Regular Session, 2025, authorizes the SBEC to adopt rules as necessary for its own procedures and to regulate educators, specify the requirements for issuance or renewal of an educator certificate, administer statutory requirements, and provide an exemption from the requirements of Texas Government Code (TGC), §2001.0045.

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.

TEC, §21.04422, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, requires the SBEC to propose rules for recruiting and admitting candidates into the Teacher Residency Preparation route.

TEC, §21.0489(c), requires the SBEC to adopt rules establishing eligibility requirements for 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, §53.105, 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.

TOC, §53.151, sets the definitions of "licensing authority" and "occupational license" to have the meanings assigned to those terms by the TOC, §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 concerning 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, §53.152, to an individual who was denied a certificate because the individual was convicted of an offense.

EFFECTIVE DATE: If approved for filing as proposed, and if adopted, subject to State Board of Education (SBOE) review, the proposed effective date of the proposal would be August 2, 2026 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

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 establish requirements for admission into an EPP and preliminary evaluation of certification eligibility.

Requirements in Subchapter A, Admission to Educator Preparation Programs, ensure that EPPs attract and admit applicants who demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of Texas. At the September 19 and December 4-5, 2025 meetings, the SBEC discussed potential updates to 19 TAC Chapter 227 to align with revisions made to 19 TAC Chapters 228 and 230 and to implement HB 2, 89th Texas Legislature, 2025. The updates to 19 TAC Chapter 227 discussed included definitions, admission requirements for the Residency route, and contingency and formal admission requirements.

In response to subsequent updates in 19 TAC Chapter 228, additional refinements and revisions were proposed related to admissions requirements for other routes and to existing rules for clarity. Technical edits are also proposed to conform to *Texas Register* style requirements.

The following is a description of the proposed amendments to 19 TAC Chapter 227, Subchapter A, shown in the attachment.

Subchapter A, Admission to Educator Preparation Programs

§227.5. Definitions

The proposed amendments to §227.5 would include the addition of definitions for Classroom Teacher, Late Hire, Partnership Preservice Program, Preparing and Retaining Educators Through Partnership (PREP) Program, PREP Alternative Preservice Program, PREP Residency Preservice Program, PREP Traditional Preservice Program, School Year, and Teacher of Record to align with requirements established by HB 2. Numbering of definitions was adjusted to accommodate the proposed new definitions.

The proposed amendment to §227.5(1), Accredited Institution of Higher Education, would increase clarity and consistency.

The proposed amendment to §227.5(2), Alternative Certification Route, would clarify and align the definition with requirements established by HB 2.

The proposed amendment to §227.5(6), Certification Class, would clarify the certification classes offered by EPPs.

Proposed new §227.5(7) adds a definition for Classroom Teacher and aligns with 19 TAC Chapter 228.

The proposed amendment to §227.5(8), Clinical Teaching, would update the definition to align with the revised definition in 19 TAC Chapter 228.

The proposed amendment to §227.5(11), Contingency Admission, would remove the term “conditional” from the definition of Contingency Admission for clarity and consistency.

The proposed amendment to §227.5(12), would update the definition of EPP for clarity.

Proposed new §227.5(14), Graduate Degree, would add clarity to degree requirements for admissions.

The proposed amendment to §227.5(18), Post-Baccalaureate Program, would realign the definition as applicable to a route that includes candidates pursuing certification in classes other than classroom teacher at university-based EPPs. This amendment would allow for the realignment of the Traditional route to include candidates in the Teacher class who are pursuing initial teacher certification concurrent with a graduate degree that is a result of new routes identified in HB 2.

Proposed new §227.5(26), Traditional Route, would distinguish the route as separate from the PREP Traditional route defined in §227.22 to align routes with those identified in HB 2.

§227.6. Implementation Date and §227.20. Implementation Date.

The proposed revisions to the admission requirements in Chapter 227 would specify that the requirements should be effective for applicants admitted into EPPs on or after the date the requirements are effective. The repeal of §227.20 and new §227.6 would align with formatting in 19 TAC Chapter 228.

§227.10. Admission Criteria.

The proposed amendment to §227.10(a)(1) would clarify that candidates seeking a degree concurrent with certification must be enrolled in the university and align the route with new routes identified in HB 2.

The proposed amendment to §227.10(a)(2) would clarify the degree required at admission based on the new routes identified in HB 2 and add further clarity by aligning with existing admission requirements for the Superintendent class in §242.5, Minimum Requirements for Admission to a Superintendent Preparation Program.

The proposed amendment to §227.10(a)(3)(A) and (B) would maintain the statutory requirement in TEC, §21.0441, requiring a 2.50 GPA at minimum but update the language for clarity and to more closely align with the language in the statute for operational flexibility. The updates would further refine the language in the rule to align with new routes identified in HB 2.

A refinement to proposed §227.10(a)(3)(C) would clarify the CTE certificate categories that are exempt from the minimum GPA requirement. A proposed amendment to §227.10(a)(3)(D) would clarify the GPA requirement.

The proposed amendment to §227.10(a)(7) would align the language with the new route requirements identified in HB 2.

The proposed amendment to §227.10(a)(8) and proposed new subsection (a)(9) would separate the application submission and screening processes related to admission criteria. Proposed new subsection (a)(9) would add clarity to and elevate quality in

requirements for the applicant screening process. The addition of proposed new paragraph (9) resulted in shifting the numbering of the following item to paragraph (10).

Proposed new §227.10(b) would align with the statutory requirements in TEC, §21.04422(b)(1), related to recruiting and admissions for SBEC-approved Residency programs; would require EPPs use research-based best practices for recruiting and admitting candidates into a Residency route; would elevate the Residency partnership experience by encouraging EPPs in partnerships to provide counseling and support for applicants to consider pursuing certification in areas that support partner local education agency (LEA) hiring needs. The addition of proposed new §227.10(b) would shift the citations following the additions.

Proposed new §227.10(d)(3) and §227.10(e) would support transparency for applicants to, and candidates in, EPPs regarding expiring certification examinations and/or certificates so that candidates are informed of expiration deadlines and can plan to complete preparation requirements efficiently to meet expiration deadlines.

The proposed amendment to §227.10(g) would clarify the language related to admission requirements for applicants seeking certification in Trade and Industrial Workforce Training: Grades 6-12.

The proposed amendment to §227.10(i)(4) would update the list of certificates that include certification in early childhood that qualify for admission into the Early Childhood: Prekindergarten-Grade 3 certificate area seeking additional training required in Chapter 228 for certification-by-examination purposes. The addition of one certificate category would require renumbering.

§227.15. Contingency Admission.

The proposal, including §227.15(a) and (e), would address updates to preparation routes to align with new routes identified in HB 2 and refine some existing language for clarity.

The proposed amendment to §227.15(c) would clarify the process EPPs use to notify the Texas Education Agency (TEA) of a candidate's contingency admission into the EPP.

The proposed amendment to §227.15(d) would clarify that EPPs that contingently admit candidates must collect an official transcript to verify the degree has been conferred.

The proposed amendment to §227.15(f) would update the language to reflect that the end of a semester would be dependent upon the calendar of the accredited institution of higher education in which the candidate is enrolled pursuing a degree because the common calendar is no longer maintained by the Texas Higher Education Coordinating Board effective November 2024.

Proposed new §227.15(g) would clarify the consequence for a contingently admitted candidate if the required degree does not confer as expected as required in §227.15(f).

§227.17. Formal Admission.

The proposal, including §227.17(f), would address updates to preparation routes in alignment with new routes identified in HB 2 and refine some existing language for clarity.

The proposed amendment to §227.17(e) would clarify the process EPPs use to notify the TEA of a candidate's formal admission into the EPP.

§227.19. Incoming Class Grade Point Average.

The proposal would address updates to preparation routes in alignment with new routes identified in HB 2 and align revisions with the GPA language referenced in §227.10(a)(3).

FISCAL IMPACT: Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years enforcing or administering the rules does not have foreseeable implications relating to cost or revenues of the state or local governments. There are no additional costs to entities required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: This proposal is exempt from the requirements of TGC, §2001.0045, per TEC, §21.041(e), as added by HB 2, 89th Texas Legislature, Regular Session, 2025.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would create a new regulation by requiring the EPP to notify candidates upon admission if the certificate sought by the candidate, or the test required for the certificate sought by the candidate, is set to expire. This provides transparency to candidates for efficient processing. The proposed rulemaking would also expand an existing regulation by adding a requirement for residency programs that they must use research-based best practices for recruiting and admitting candidates into the route and offer counseling and support for applicants and candidates to consider pursuing certification in the areas of need for partner LEAs. This addition implements a statutory requirement.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not limit or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the proposal is in effect, the public benefit anticipated would be aligning the rules with statute and reflecting current procedures. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

ENVIRONMENTAL IMPACT: The proposal does not require an environmental impact analysis because the proposal does not include major environmental rules under TGC, §2001.0225.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: The TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins March 13, 2026, and ends April 13, 2026. The SBEC will take registered oral and written comments on the proposal in accordance with the SBEC board operating policies and procedures.

MOTION TO BE CONSIDERED:

Approve the proposed revisions to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs, as presented, to be published in the *Texas Register*.

Staff Member Responsible:

Lorrie Ayers, Director, EPP Management

Attachment:

Text of Proposed Revisions to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs

ATTACHMENT
Text of Proposed Revisions to 19 TAC

Chapter 227. Provisions for Educator Preparation Candidates

Subchapter A. Admission to Educator Preparation Programs

§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 (IHE) 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 route--A pathway to certification [~~program~~ ~~An approved educator preparation program,~~] delivered by entities described in §228.25 of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional [~~undergraduate~~] certification program, that may offer an internship or practicum experience for individuals already holding the degree that is required for Standard certification that was conferred by [at least a bachelor's degree from] an accredited IHE [institution of higher education] .
- (3) Applicant--An individual seeking admission to an educator preparation program (EPP) for any class of certificate.
- (4) Candidate--An individual who has been formally or contingently admitted to an EPP [~~educator preparation program~~] ; also referred to as an enrollee or participant.
- (5) Certification category--A certificate type within a certification class, as described in Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).
- (6) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; may contain one or more certification categories as described in Chapter 233 of this title.
- (7) Classroom teacher--An educator who is employed by a school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. This term does not include an educational aide, a full-time administrator, or a substitute teacher. For the purposes of this chapter, a classroom teacher includes an educator who may not yet hold a certificate issued under Texas Education Code (TEC), Chapter 21, Subchapter B.
- (8) [~~7~~] Clinical teaching--A supervised teacher assignment through an EPP in the classroom of a cooperating teacher at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching. [An assignment, as described in §228.67 of this title (relating to Clinical Teaching).]
- (9) [~~8~~] Content certification examination--A standardized test or assessment required by statute or SBEC [~~State Board for Educator Certification~~] rule that governs an individual's admission to an EPP [~~educator preparation program~~] .
- (10) [~~9~~] Content pedagogy examination--A standardized test or assessment required by statute or SBEC [~~State Board for Educator Certification~~] rule that governs an individual's certification as an educator.
- (11) [~~10~~] Contingency admission--Admission [Conditional admission] to an EPP [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.
- (12) ~~(41)~~ Educator preparation program--An entity that is ~~is~~ must be approved by SBEC ~~[the State Board for Educator Certification]~~ to prepare and recommend candidates for certification in one or more certification classes ~~[classes of certificates]~~ .
- (13) ~~(42)~~ Formal admission--Admission to an EPP ~~[educator preparation program]~~ when an applicant meets all admission requirements specified in §227.10 of this title (relating to Admission Criteria).
- (14) Graduate degree--A degree earned from and conferred by an IHE after the initial undergraduate degree.
- (15) ~~(43)~~ Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an EPP ~~[educator preparation program]~~ .
- (16) Late hire--An individual who is both accepted into an EPP after the 45th day before the first day of instruction and hired for a teaching assignment by a school after the 45th day before the first day of instruction or within the first semester of the academic year; or who is both admitted into the EPP and hired by the district after the school's academic year has begun.
- (17) Partnership preservice program--A Preparing and Retaining Educators Through Partnership (PREP) Preservice program established under TEC, §21.902, that includes a partnership between a school district or eligible charter school and an eligible EPP. Also known as PREP route as defined in §228.2 of this title (relating to Definitions). The PREP routes include PREP Traditional, Residency, and Preservice Alternative Certification.
- (18) ~~(44)~~ Post-baccalaureate program--An EPP ~~[educator preparation program]~~ , delivered by an accredited IHE ~~[institution of higher education]~~ and approved by SBEC ~~[the State Board for Educator Certification]~~ to prepare and recommend candidates for certification in non-teacher classes concurrent with obtaining a graduate degree ~~[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]~~ .
- (19) Preparing and Retaining Educators Through Partnership (PREP) program--One of the five PREP programs under TEC, §§21.903-21.907 and 48.157.
- (20) Preparing and Retaining Educators Through Partnership (PREP) Alternative Preservice program--The PREP Alternative Preservice program established under TEC, §21.905. Also called Preservice Alternative Certification route as defined in §228.2 of this title (relating to Definitions).
- (21) Preparing and Retaining Educators Through Partnership (PREP) Residency Preservice program--The PREP Residency Preservice program established under TEC, §21.904. Also called Residency route as defined in §228.2 of this title (relating to Definitions).
- (22) Preparing and Retaining Educators Through Partnership (PREP) Traditional Preservice program--The PREP Traditional Preservice program established under TEC, §21.903. Also called PREP Traditional route as defined in §228.2 of this title (relating to Definitions).
- (23) ~~(45)~~ Semester credit hour--One semester credit hour is equal to 15 clock-hours at an accredited IHE ~~[institution of higher education]~~ .
- (24) School year--The period of time starting with the first instructional day for students through the last instructional day for students as identified on the calendar of the campus or district for the school year in which the candidate is completing the clinical experience.
- (25) Teacher of record--An educator who is employed by a school or district and who teaches in an academic instructional setting or a career and technical instructional setting not less than an average of four hours each day and is responsible for evaluating student achievement and assigning grades.
- (26) Traditional route--A pathway to teacher certification that provides a clinical teaching experience for candidates who are seeking a degree concurrent with certification.

(27) ~~(16)~~ Undergraduate degree--A bachelor's degree earned from and conferred by an accredited IHE ~~[institution of higher education]~~ .

§227.6. Implementation Date.

The provisions of this chapter that were in effect on the date an educator preparation program (EPP) candidate was admitted to an EPP shall determine the program requirements applicable to that candidate.

§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 a university ~~traditional teacher route or a university post-baccalaureate route for a class other than teacher~~ ~~[undergraduate or post-baccalaureate program]~~ , an applicant shall be enrolled in an accredited institution of higher education (IHE).
 - (2) For an alternative certification ~~or Preservice Alternative Certification route~~ ~~[program]~~ or a ~~university post-baccalaureate route for a class other than teacher~~ ~~[program]~~ , an applicant shall have, at a minimum, a bachelor's degree earned from and conferred by an accredited IHE. Applicants to a Superintendent program must hold, at minimum, a master's degree or higher earned from and conferred by an accredited IHE as required in §242.5 of this title (relating to Minimum Requirements for Admission to a Superintendent Preparation Program).
 - (3) ~~[For an undergraduate university program, alternative certification program, or post-baccalaureate program, to]~~ To be eligible for admission into an EPP, an applicant shall have a grade point average (GPA) of at least 2.50 on a four-point scale or the equivalent [2.5] before admission.
 - (A) The GPA shall be calculated from an official transcript as follows:
 - (i) 2.50 [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) 2.50 [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) In accordance with the Texas Education Code, (TEC), §21.0441(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 only if these requirements are met:
- (i) ~~the program director documents [documentation and certification from the program director]~~ that ~~the [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 TEC, §21.0441(a)(2)(B), ~~the [an]~~ applicant achieves a passing score on [must pass] an appropriate content certification examination as specified in paragraph (4)(C) of this subsection for each subject in which the applicant seeks certification prior to admission. ~~[In accordance with the TEC, §21.0441(b), 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 as described in §233.14(c) and (d) of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)) 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 2.50 [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 the appropriate content certification examination as specified in the figure provided in this subparagraph.
- Figure: 19 TAC §227.10(a)(4)(C) (No change.)
- (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 of this title (relating to Student Services Certificates); Chapter 241 of this title (relating to Certification as Principal); and Chapter 242 of this title (relating to Superintendent Certificate). 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 prior to admission.
- (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 Exemption [~~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 Traditional, PREP Traditional, or Residency program [~~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 participate in a screening process that uses at least one evaluative tool, scored on a rubric developed for that purpose, to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.
- (10) [~~(9)~~] An applicant must fulfill any other academic criteria for admission that are published and applied consistently to all EPP applicants.
- (b) A program approved by the State Board for Educator Certification to offer a Residency route shall use research-based best practices for recruiting and admitting candidates into the route and offer counseling and support for applicants and candidates to consider pursuing certification in the areas of need for partner local education agencies.
- (c) [~~(b)~~] An EPP may adopt admission requirements in addition to and not in conflict with those required in this section.
- (d) [~~(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, intern, 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.
 - (3) is seeking certification in a certificate category or class where the certificate and/or related certification examination is scheduled to expire within one calendar year of the admission date if the EPP is not approved to offer the next generation of that certificate.
- (e) Candidates who are admitted into certificate areas where the certification examination and/or certificate will expire must be notified by the EPP of the expiration timeline at admission and, thereafter, must be notified prior to expiration within a reasonable amount of time, based on the structure and requirements of the program, for the candidate to be able to complete requirements for standard certification before the certification examination and/or certificate expires.
- (f) [~~(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).
- (g) [~~(e)~~] An EPP may admit an applicant for the Trade and Industrial Workforce Training: Grades 6-12 certification who has met all requirements specified in §233.14(e) of this title (relating to Career and Technical

Education Certificates requiring experience and preparation in a skill area, Trade and Industrial Workforce Training: Grades 6-12 certificate). ~~[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 paragraph (2) of this subsection, 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;]~~

(h) ~~[(f)]~~ 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.

(i) ~~[(g)]~~ An applicant is eligible to enroll in an EPP for the purpose of completing the course of instruction, defined in §228.45(b) of this title (relating to Coursework and Training Requirements for Early Childhood: Prekindergarten-Grade 3 Certification), 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) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;~~

~~(5) [(4)]~~ Core/Fine Arts/Physical Education/Health with the Science of Teaching Reading: Early Childhood-Grade 6;

~~(6) [(5)]~~ Core/Special Education with the Science of Teaching Reading: Early Childhood-Grade 6;

~~(7) [(6)]~~ Core/Bilingual Education Spanish with the Science of Teaching Reading: Early Childhood-Grade 6;

~~(8) [(7)]~~ Core/English as a Second Language Supplemental with the Science of Teaching Reading: Early Childhood-Grade 6;

~~(9) [(8)]~~ Core with the Science of Teaching Reading: Early Childhood-Grade 6;

~~(10) [(9)]~~ Early Childhood Education;

~~(11) [(10)]~~ Elementary--General;

~~(12) [(11)]~~ Elementary--General (Grades 1-6);

~~(13) [(12)]~~ Elementary--General (Grades 1-8);

~~(14) [(13)]~~ Elementary Early Childhood Education (Prekindergarten-Grade 6);

~~(15) [(14)]~~ Elementary Self-Contained (Grades 1-8);

~~(16) [(15)]~~ English as a Second Language Generalist: Early Childhood-Grade 4;

~~(17) [(16)]~~ English as a Second Language Generalist: Early Childhood-Grade 6;

- (18) ~~[(17)]~~ Generalist: Early Childhood-Grade 4;
- (19) ~~[(18)]~~ Generalist: Early Childhood-Grade 6;
- (20) ~~[(19)]~~ Kindergarten;
- (21) ~~[(20)]~~ Prekindergarten-Grade 5--General;
- (22) ~~[(21)]~~ Prekindergarten-Grade 6--General; or
- (23) ~~[(22)]~~ Teacher of Young Children--General.

§227.15. Contingency Admission.

- (a) An applicant may be accepted into an alternative certification program preparing candidates in any certification class or a post-baccalaureate program preparing candidates in a class other than teacher on a contingency basis pending receipt of an official transcript showing the degree required for admission [conferred], as specified in §227.10(a)(1) and (2) ~~[(§227.10(a)(2))]~~ of this title (relating to Admission Criteria), has been conferred, provided that:
 - (1) the applicant is currently enrolled in and expects to complete the courses and other requirements for obtaining ~~[(;)]~~ the minimum [at a minimum, a bachelor's] degree required for admission 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 educator preparation program (EPP) [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 by creating an admission record in the Educator Certification Online System (ECOS) for that entity.
- (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 an intern or a probationary certificate until the EPP verifies on an official transcript that the required degree [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 program within a university-based EPP [post baccalaureate or alternative certification program at an IHE] may admit an applicant if coursework and training was provided by the same institution of higher education (IHE) [IHE] as part of:
 - (1) the degree to be conferred;
 - (2) prerequisite courses for a degree [a prerequisite for a master's degree] leading to initial certification; or
 - (3) a different ~~[(post-baccalaureate)]~~ program of study.
- (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 the semester is determined by the calendar of the IHE in which the candidate is enrolled. [The end of each semester shall be consistent with the common calendar established by the Texas Higher Education Coordinating Board.]
- (g) The EPP must collect an official transcript that reflects the required degree has been conferred. If the required degree is not conferred at the end of the semester identified in subsection (f) of this section, the candidate must be removed from the EPP. A candidate who is removed and who seeks reinstatement into

the EPP must apply and meet all admission requirements as set forth in §227.10 of this title (relating to Admission Criteria) and must be formally admitted as set forth in §227.17 of this title (relating to Formal Admission).

§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 by creating an admission record in the Educator Certification Online System (ECOS) for that entity.
- (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 program within a university-based EPP [~~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 accredited institution of higher education [IHE] as part of:
 - (1) a previous degree that was conferred;
 - (2) [a] prerequisite courses for a [~~master's~~] degree leading to initial certification; or
 - (3) a different [~~post-baccalaureate~~] program of study.

§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 shall [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.

§227.20. Implementation Date.

[The provisions of this chapter that were in effect on the date an educator preparation program (EPP) candidate was admitted to an EPP shall determine the program requirements applicable to that candidate.]