

Item 6: COVER PAGE

Type of Agenda Rule Item:

- Discussion Only:** TEA staff will present rule items with an update, potential future rule changes, and/or seek SBEC direction on potential rule changes. TEA staff will draft rule changes from the Board's discussion on the item and start preparing rule text for proposal to the Board.
- Proposal:** First SBEC reading (vote). SBEC members will give input on proposed rule text and will approve rule changes that will go out for public comment as a proposed rule with the *Texas Register*. Important to make substantive changes now because only non-substantive changes can be made at adoption.
- ✓ **Adoption:** Second and final SBEC reading (vote). Only non-substantive changes are permissible at adoption phase. If approved will go to SBOE for review and filed as an SBEC rule with *Texas Register* if SBOE takes no action.

Summary:

This item is an adoption of 19 TAC Chapter 227, Subchapter A, which covers the admission requirements for entrance into an educator preparation program (EPP). The SBEC adopted several provisions to Chapter 227 in December 2015. Subsequently, stakeholders (EPPs and EPP candidates) have requested clarification and the proposed amendments would provide clarity, flexibility and consistency among EPPs in the state. Non-substantive changes are being recommended since this item was proposed.

Statutory Authority:

All of the relevant statutes pertaining to this chapter are listed for you on the agenda title page and the entire statutory language is on Attachment I. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

TEA Staff Recommendation:

To adopt the proposed amendments as presented.

Relevant SBEC Core Principles:

- *We believe well-prepared educators are essential.*
- *We believe high certification standards measured by rigorous and reliable assessments are essential.*
- *We believe stakeholder input is essential, and we are accountable to all Texas stakeholders.*
- *We believe educators must be held to high standards of ethical conduct.*
- *We believe we must continually improve our policies and processes in response to changing needs.*

Item 6:**Consider and Take Appropriate Action on Adoption of
Proposed Amendments 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 adopt, subject to State Board of Education (SBOE) review, amendments to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs. The proposed amendments to 19 TAC §§227.1, 227.5, 227.10, 227.15, 227.17, 227.19, and 227.20 would include changes to provide clarification to questions that Texas Education Agency (TEA) staff has received from educator preparation programs (EPPs) and applicants to EPPs. In addition, the proposed amendments would clarify minimum standards for all EPPs, allow for flexibility, and ensure consistency among EPPs in the state. Additional changes are recommended to 19 TAC §§227.10, 227.15, and 227.17 since published as proposed.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 227, Subchapter A, is the Texas Education Code (TEC), §§21.031, 21.044(a) and (g)(3), 21.0441, 21.049(a), and 21.050(a).

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, §21.044(a), requires the SBEC to propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program and to specify the minimum academic qualifications required for a certificate.

TEC, §21.044(g)(3), requires EPPs to provide certain information on EPP performance.

TEC, §21.0441, requires the SBEC to adopt rules setting certain admission requirements for EPPs.

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), states that 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 TEC, Chapter 28, Subchapter A.

EFFECTIVE DATE: The proposed effective date of the proposed amendments to 19 TAC §§227.1, 227.5, 227.10, 227.15, 227.17, 227.19, and 227.20 would be October 23, 2016 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is also based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: At the June 2016 meeting, the SBEC approved the amendments to 19 TAC Chapter 227, Subchapter A, for publication in the *Texas Register* as proposed rules.

BACKGROUND INFORMATION AND JUSTIFICATION: Chapter 227, Subchapter A, provides for rules that establish requirements for admission to an EPP. The TEC, §21.031, states that the SBEC is established to oversee all aspects of the certification and continuing education of public school educators and to 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. The TEC, §21.049, authorizes the SBEC to adopt rules providing for educator certification programs as an alternative to traditional EPPs. The proposed amendments would include changes to provide clarification to questions that TEA staff has received from EPPs and applicants to EPPs after revisions to the chapter were adopted by the SBEC in December 2015.

General Provisions

In accordance with the TEC, §21.044, language to require EPPs to provide information regarding the performance over time of the EPP was added to 19 TAC §227.1(c) in December 2015. After the adoption of the amendment, EPPs asked how many years of performance data needed to be provided. Language would be added that would specify five years of performance data be provided by EPPs to clarify the new standard and ensure consistency among EPPs in the state.

Definitions

After the definition of *applicant* was added to 19 TAC §227.5 in the December 2015 adoption, EPPs asked for clarification on this definition. The definition of *applicant* would be amended to clarify that an applicant is an individual seeking admission to an EPP for "any class of certificate." This proposed amendment would clarify the definition and ensure consistency among EPPs in the state.

The definition of *candidate* in 19 TAC §227.5 would be amended to align the definition with the same definition in 19 TAC Chapters 228, 229, and 230, which are presented as separate items in this agenda. Also, definitions for *certification category* and *certification class* would be added in 19 TAC §227.5 so that the definitions align with the language used in 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter D, Types and Classes of Certificates Issued, and 19 TAC Chapter 233, Categories of Classroom Teaching Certificates. The definitions would include "also known as certification field" so that the common term for categories and classes can continue to be used by TEA staff and EPPs. To align the definitions across all chapters, these changes would be made in 19 TAC §227.5 with conforming changes made throughout the chapter.

In accordance with the TEC, §21.0441, language to require an applicant to an EPP to pass an appropriate content matter examination to be eligible for an exception to the minimum GPA requirement was added to 19 TAC §227.5 in December 2015. After the adoption of the amendment, EPPs asked for clarification regarding the difference between a content matter examination and a content certification examination. A definition for *content certification examination* would be added to this section so that the term can be used in the appropriate sections of this chapter. The proposed definition would also align with the definition used in other chapters of the TAC.

After the definition of *contingency admission* was amended in 19 TAC §227.5 in the December 2015 adoption, EPPs asked for clarification on which admission requirements needed to be met for an applicant to be considered for contingent admission. The definition of *contingency admission* would be amended to clarify that an applicant must meet all of the admission requirements specified in 19 TAC §227.10 with the exception of a pending degree being conferred.

After the definition of *post-baccalaureate program* was added to 19 TAC §227.5 in the December 2015 adoption, EPPs asked for clarification on the difference between a post-baccalaureate program at an institution of higher education (IHE) and an alternative certification program at an IHE. The definition of *post-baccalaureate program* would be amended to clarify that a post-baccalaureate program is designed for individuals who are seeking certification and an additional degree while an alternative certification program at an IHE is designed for individuals who are only seeking certification.

The definition of *internship* would be removed from 19 TAC §227.5 because this term is not used in 19 TAC Chapter 227. The remaining definitions would be renumbered as necessary.

Admission Criteria

A minor technical edit to the language in 19 TAC §227.10(a)(3) would be made to clarify that the minimum grade point average (GPA) requirement is for admission into an EPP.

After the language in 19 TAC §227.10(a)(3)(A) was amended in the December 2015 adoption, EPPs asked for clarification on which documentation should be used to determine the admission GPA. Language would be amended to clarify that an official transcript is to be used to determine the admission GPA.

After the language in 19 TAC §227.10(a)(3)(A)(ii)(I) was added in the December 2015 adoption, EPPs asked for clarification on how an EPP should determine the admission GPA for the last 60 hours of coursework for applicants who had less than 60 semester credit hours at the IHE in which they are currently enrolled. Language would be amended to clarify that an EPP may use transcripts from previously attended IHEs to determine the admission GPA for the last 60 hours of coursework for applicants who had less than 60 semester credit hours at the IHE in which they are currently enrolled.

After the language in 19 TAC §227.10(a)(3)(A)(ii)(II) was added in the December 2015 adoption, EPPs asked for clarification on whether an EPP could use grades for coursework from an IHE that were earned after an applicant had been conferred a degree but the applicant was not currently enrolled in the IHE from which the grades were earned. Language would be amended

to clarify that an EPP may use grades from an applicant's most recent transcript to determine the admission GPA for the last 60 hours of coursework if an applicant earned grades for coursework after the applicant's most recent degree. This amendment would allow an applicant who had started an additional degree but was not able to finish the degree before seeking admission to an EPP to use the additional coursework on the most recent transcript to meet the minimum GPA requirement. By allowing applicants to use grades from coursework completed after a bachelor's degree, the rules would comport with the statutory language that requires a GPA of at least 2.5 for the last 60 semester credit hours attempted at a public or private IHE.

After the language in 19 TAC §227.10(a)(3)(B)(ii) was added in the December 2015 adoption, EPPs and applicants to programs asked for clarification on the eligibility criteria for the 10% exception to the minimum GPA requirement. Language would be amended to clarify that an applicant to a teacher preparation program must pass the appropriate content certification examination to meet the subject matter requirement of the TEC, §21.0441. Also, language would be amended so that TEA staff can administratively approve requests for an applicant who has previously been enrolled in an EPP to register for a content certification examination unless the applicant is seeking to be readmitted to the EPP that had previously granted approval to attempt the content certification examination. This amendment would provide an efficient way for TEA staff to administratively approve registration requests for content certification examinations.

After the language in 19 TAC §227.10(a)(3)(B)(ii) was added in the December 2015 adoption, EPPs and applicants to programs also asked for clarification on the eligibility criteria for the 10% exception to the minimum GPA requirement as it applied to applicants for programs that lead to certification in a class other than classroom teacher. Because the SBEC does not currently have appropriate subject matter examinations for the student services, principal, and superintendent certificate classes, language would be added as 19 TAC §227.10(a)(3)(D) to identify the GRE® (Graduate Record Examinations) revised General Test as the appropriate subject matter examination for an applicant who does not meet the minimum GPA requirement and is seeking certification in a class other than classroom teacher.

Since published as proposed, TEA staff recommends that language in 19 TAC §227.10(a)(3)(D) be amended to clarify that the Educational Testing Service (ETS) will determine scores equivalent to a GPA of 2.5 on the Verbal Reasoning, Quantitative Reasoning, and Analytic Writing sections of the GRE® revised General Test. The language that was published as proposed identified the SBEC as the entity that would determine the equivalent scores. By amending the language in this way, ETS would provide equivalent scores to TEA staff, TEA staff would share the equivalent scores with the SBEC through an information item at an SBEC meeting, and any changes to the equivalent scores would also be shared with the SBEC through information items at subsequent SBEC meetings. Because ETS administers the GRE® revised General Test and has a procedure for determining equivalent GPA scores, this process would allow equivalent scores to be published on the TEA website in a timelier manner than requiring the SBEC to determine and approve equivalent scores. The equivalent scores to be used for the 2016-2017 academic year are included in Attachment III.

After the language in 19 TAC §227.10(a)(4)(D) was amended in the December 2015 adoption, EPPs and applicants asked for clarification on the procedures that TEA staff would use to allow an applicant who had previously enrolled in an EPP and wanted to register for a content certification examination for the purpose of admission into an EPP. Language would be

amended so that TEA staff can administratively approve requests by an applicant who has previously been enrolled in an EPP to register for a content certification examination unless the applicant is seeking to be readmitted to the EPP that had previously granted approval to attempt the content certification examination. This amendment would provide an efficient way for TEA staff to administratively approve registration requests for content certification examinations.

After the language in 19 TAC §227.10(a)(5) was amended in the December 2015 adoption, EPPs asked for clarification on the requirements for an applicant to demonstrate basic skills in reading, written communication, and mathematics. Language would be amended to clarify that an applicant needs to meet the Texas Success Initiative (TSI) requirement (which is currently a passing score on the TSI Assessment offered by the College Board) or one of the exemptions, exceptions, or waivers listed in the Texas Higher Education Coordinating Board (THECB) rule 19 TAC §4.54 (which includes an associate's or higher degree from an accredited IHE). The TSI requirement is used by IHEs to assess a student's reading, written communication, and mathematics readiness to enroll in an entry-level freshman course.

After the language in 19 TAC §227.10(a)(6) was amended in the December 2015 adoption, EPPs asked for clarification on the English language proficiency requirement for applicants seeking career and technical education (CTE) certifications that do not require a bachelor's degree. Language would be amended to clarify that the equivalent of a high school diploma that was earned through an accredited high school in the United States can be used to meet the English language proficiency admission requirement for CTE certifications that do not require a degree from an IHE. Texas high school graduation requirements include proficiencies in the English language. EPPs and applicants also asked for clarification on the English language proficiency requirement for applicants to undergraduate university programs. Language would be added to clarify that the English language proficiency required for admission to the IHE can be used to meet the English language proficiency admission requirement of an EPP because admission requirements of accredited IHEs include proficiencies in the English language.

Language in 19 TAC §227.10(b) would be amended to clarify that EPPs may adopt additional requirements that are not in conflict with those required in 19 TAC §227.10. Also, technical edits would be made in 19 TAC §227.10 for clarity.

Since published as proposed, TEA staff recommends that language be added in 19 TAC §227.10(e) to allow an EPP at an entity that is accredited by an accrediting organization recognized by the THECB to use its own foreign credential evaluation service to meet the requirement described in 19 TAC §245.10(a)(2) if the entity is in good standing with its accrediting organization. By adding this language, applicants to EPPs at accredited entities that have their own foreign credential evaluation service would not be required to have their transcript reviewed by a foreign credential evaluation service recognized by TEA staff because the review by the accredited entity would be sufficiently reliable and accurate.

Contingency Admission

Language in 19 TAC §227.15(b) would be amended to clarify that an applicant's acceptance of an offer for contingent admission to an EPP needs to be in writing.

Since published as proposed, TEA staff recommends that language be amended in 19 TAC §227.15(b) to clarify that the effective date of an applicant's contingent admission to an EPP be

the date that was included in the offer of contingency admission from the EPP. By amending the language in this way, the effective date of contingent admission to an EPP would be clearer and the EPP would have a clearer deadline of when to notify the TEA of an applicant's contingent admission.

During the public comment period of the December 2015 adoption of revisions to 19 TAC Chapter 227, the SBEC received a suggestion to require an EPP to notify the TEA of contingent admissions within five business days. TEA staff agreed with the suggestion, but because this additional clarification may have been considered a substantive change at adoption, this clarification was added to the draft reporting requirements in 19 TAC Chapter 229, which were discussed at the December 2015 SBEC meeting. Now that amendments to 19 TAC Chapters 227 and 229 are being recommended at the same time, language would be added as 19 TAC §227.15(c) to require an EPP to notify the TEA of contingent admissions within seven calendar days instead of five business days to provide a clearer deadline of when an EPP must notify the TEA of an applicant's admission to a program. The remaining subsections would be relettered accordingly.

After the language in 19 TAC §227.15(e) was amended in the December 2015 adoption, EPPs asked for clarification on whether post-baccalaureate programs and alternative certification programs at an IHE may admit candidates who had earned an undergraduate degree from the same IHE. Language would be amended to clarify that a post-baccalaureate program or an alternative certification program at an IHE may admit candidates who had been provided coursework or training by the IHE prior to contingent admission if the coursework or training was provided as part of the undergraduate degree.

Formal Admission

Similar changes in 19 TAC §227.17 would be made that were described as recommendations for 19 TAC §227.15.

Since published as proposed, TEA staff recommends that language be amended in 19 TAC §227.17(d) to clarify that the effective date of an applicant's formal admission to an EPP be the date that was included in the offer of formal admission from the EPP. By amending the language in this way, the effective date of formal admission to an EPP would be clearer and the EPP would have a clearer deadline of when to notify TEA of an applicant's formal admission.

Incoming Class Grade Point Average

After the language in 19 TAC §227.19(a)(2)(A) was added in the December 2015 adoption, EPPs asked for clarification on how an EPP should determine the admission GPA for the last 60 hours of coursework for applicants who had less than 60 semester credit hours at the IHE in which they are currently enrolled. Language would be amended to clarify that an EPP may use transcripts from previously attended IHEs to determine the admission GPA for the last 60 hours of coursework for applicants who had less than 60 semester credit hours at the IHE in which they are currently enrolled.

After the language in 19 TAC §227.19(a)(2)(B) was added in the December 2015 adoption, EPPs asked for clarification on whether an EPP could use grades for coursework from an IHE that were earned after an applicant had been conferred a degree but the applicant was not

currently enrolled in the IHE from which the grades were earned. Language would be amended to clarify that an EPP may use grades from an applicant's most recent transcript to determine the admission GPA for the last 60 hours of coursework if an applicant earned grades for coursework after the applicant's conferred degree. This amendment would allow an applicant who had started an additional degree but was not able to finish the degree before seeking admission to an EPP to use the additional coursework on the most recent transcript to meet the minimum GPA requirement. By allowing applicants to use grades from coursework completed after a bachelor's degree, the rules would comport with the statutory language that requires a GPA of at least 2.5 for the last 60 semester credit hours attempted at a public or private IHE.

Implementation Date

Language in 19 TAC §227.20 would be amended so that the subchapter applies to an applicant who is admitted to an EPP on or after January 1, 2017. In the previous two adoptions, the difference between the effective date of the rule and the implementation date of the rule ranged from three to seventeen days. The proposed implementation date would provide EPPs with more time (approximately ten weeks) between the effective date of the rules and the implementation date to adjust their policies and procedures to comport with the rules.

FISCAL IMPACT: The TEA staff has determined that there is no additional fiscal impact on state and local governments and there are no additional costs to persons or entities required to comply with the proposed amendments. In addition, there is no direct adverse economic impact for small businesses and microbusinesses; therefore, no regulatory flexibility analysis, specified in Texas Government Code, §2006.002, is required. There is no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed amendments to 19 TAC §§227.1, 227.5, 227.10, 227.15, 227.17, 227.19, and 227.20 would be the development of clear, minimum EPP admission criteria that would ensure educators are prepared to positively affect the performance of the diverse student population of this state.

PROCEDURAL AND REPORTING IMPLICATIONS: The proposed amendments would have no new procedural and reporting implications. However, EPPs will be required to upload data on individuals who are admitted as candidates into the educator certification online system (ECOS) within seven calendar days from the contingent and/or formal date of admission. SBEC currently requires EPPs to upload data on individuals who are admitted as candidates into ECOS, but there is no deadline for when the upload needs to occur.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed amendments would have no additional locally maintained paperwork requirements.

PUBLIC COMMENTS: The public comment period on the proposal began July 1, 2016, and ended August 1, 2016. Any comments received will be provided to the SBEC under separate cover prior to the August 5, 2016 meeting. The SBEC will take registered oral and written comments on this item at the August 5, 2016 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

Approve for adoption, subject to State Board of Education review, the proposed amendments to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs, with an effective date of 20 days after filing the adoption notice with the *Texas Register*.

Staff Member Responsible: Tim Miller, Director
Educator Preparation

- Attachments:**
- I. Statutory Citations
 - II. Text of Proposed Amendments to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs
 - III. Scores equivalent to a 2.5 GPA on the Verbal Reasoning, Quantitative Reasoning, and Analytic Writing sections of the GRE® revised General Test

ATTACHMENT I**Statutory Citations Relating to Proposed Amendments to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Subchapter A, Admission to Educator Preparation Programs****Texas Education Code, §21.031, Purpose:**

- (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, §21.044, Educator Preparation (excerpts):

- (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:
 - (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, §21.049, 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.

ATTACHMENT II
Text of Proposed Amendments 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 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 .

§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 [seeking certification] .
- (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.
- (7) ~~(5)~~ 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) ~~(6)~~ 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 ~~[, pending]~~ graduation and degree conferred from an accredited institution of higher education.
- (10) ~~(7)~~ 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) ~~(8)~~ 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) ~~(9)~~ Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.
- (13) ~~(10)~~ 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 ~~[that must be approved by the State Board for Educator Certification to recommend candidates for certification]~~.
- ~~(11) Internship A one year supervised professional assignment at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.]~~
- (14) ~~(12)~~ Semester credit hour--One semester credit hour is equal to 15 clock-hours at 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 ~~[for]~~ an undergraduate university program, an applicant shall be enrolled in an accredited institution of higher education (IHE) [.]
 - (2) For ~~[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 [institution of higher education] [.]
 - (3) For ~~[for]~~ an undergraduate university program, alternative certification program, or post-baccalaureate program, to be eligible for admission into an EPP, an applicant [into an EPP] 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 [institution of higher education] :
 - (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 [institution of higher education] 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 [institution of higher education] :
- (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 [institution of higher education] 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 [institution of higher education] 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 [institution of higher education] (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 [perform at a satisfactory level on] an appropriate content certification [matter] 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 [matter] examination if the applicant is not seeking admission to the same EPP that previously granted test approval [as specified in paragraph (4)(D) of this subsection under procedures approved by Texas Education Agency (TEA) staff] .
- (C) An applicant who is seeking a career and technical education (CTE) certificate that does not require a degree from an accredited IHE [institution of higher education] 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 [equivalent scores will be determined by 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 [be published] annually on the TEA [Texas Education Agency (TEA)] website.
- (4) For [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 comparable content certification examination 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
- (D) for an applicant ~~[applicants]~~ who has ~~[have]~~ not previously been admitted into an EPP, a passing score on a ~~[pre-admission]~~ content certification examination administered by a TEA-approved vendor. An applicant ~~[Applicants]~~ who has ~~[have]~~ previously been admitted into an EPP may request permission to register for a ~~[pre-admission]~~ content certification examination if an applicant is not seeking admission to the same EPP that previously granted test approval. ~~[under procedures approved by TEA staff.]~~
- (5) An applicant must demonstrate ~~[demonstration of]~~ 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) . ~~[.]~~
- (6) An applicant must demonstrate ~~[demonstration of]~~ 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 ~~[institution of higher education]~~ 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 ~~[institution of higher education]~~ 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 ~~[institution of higher education]~~ at which the applicant is enrolled.
- (7) 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 . ~~[; and]~~
- (8) 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 ~~[that do]~~ not in conflict with those ~~[explicitly]~~ 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 ~~[field]~~ , 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 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.

§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 [~~effective upon the applicant's written acceptance of 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) [~~(e)~~] 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) [~~(d)~~] 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) [~~(e)~~] 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 [~~effective upon the applicant's written acceptance of 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) [~~(e)~~] 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 [~~institution of higher education~~] 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 [~~institution of higher education~~] :
 - (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 [~~institution of higher education~~] 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.

This subchapter applies to an applicant who is admitted to an educator preparation program on or after January 1, 2017 [~~March 1, 2016~~] .

ATTACHMENT III**Scores equivalent to a 2.5 GPA on the Verbal Reasoning, Quantitative Reasoning, and Analytic Writing sections of the GRE® revised General Test**

GRE® revised General Test Score Bands to be used for Admission to an Educator Preparation Program under the 10% Exception Rule in 19 TAC §227.10(a)(3)(B)

Self-reported Undergraduate GPA	GRE Verbal Reasoning¹	GRE Quantitative Reasoning¹	GRE Analytical Writing²
B- (2.7 GPA)	143 – 157	140 – 155	3.0 – 4.5

¹ GRE Verbal and Quantitative scores are reported on a 130 to 170 scale.

² GRE Analytical Writing scores are reported on a 0 to 6 scale in half-point increments.