

Text of Proposed Amendments to 19 TAC

Chapter 229. Accountability System for Educator Preparation Programs

§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.

- (a) The State Board for Educator Certification (SBEC) is responsible for establishing standards to govern the continuing accountability of all educator preparation programs (EPPs). The rules adopted by the SBEC in this chapter govern the accreditation of each EPP that prepares individuals for educator certification. No candidate shall be recommended for any Texas educator certification class or category except by an EPP that has been approved by the SBEC pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) and is accredited as required by this chapter.
- (b) The purpose of the accountability system for educator preparation is to assure that each EPP is held accountable for the readiness for certification of candidates completing the programs.
- (c) The relevant criteria, formulas, calculations, and performance standards relevant to subsection (d) of this section and §229.4(a) of this title (relating to Determination of Accreditation Status) are prescribed in the figure provided in this subsection.

Figure: 19 TAC §229.1(c)

- (d) ~~(e)~~ An accredited EPP may receive commendations for success in the following four categories ~~[areas]~~ identified by the SBEC and prescribed in the figure in subsection (c) of this section: ~~[]~~
 - (1) Rigorous and Robust Preparation;
 - (2) Preparing the Educators Texas Needs;
 - (3) Preparing Educators for Long-Term Success; and
 - (4) Innovative Educator Preparation.

§229.2. Definitions.

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

- (1) Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- (2) 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.
- (3) ACT®--The college entrance examination from ACT®.
- (4) Administrator--For purposes of the surveys and information required by this chapter, an educator whose certification would entitle him or her to be assigned as a principal or assistant principal in Texas, whether or not he or she is currently working in such an assignment.
- (5) Beginning teacher--For purposes of the Texas Education Code, §21.045(a)(3), and its implementation in this chapter, a classroom teacher with fewer ~~[less]~~ than three years of experience as a classroom teacher .
- (6) Candidate--An individual who has been formally or contingently admitted into an educator preparation program; also referred to as a [an enrollee or] participant.
- (7) Certification category--A certificate type within a certification class ~~[]~~ , as described in Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates) ~~[also referred to as certification field]~~ .
- (8) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates ~~[Certification]~~), that has defined characteristics; may contain one or more certification categories, as described in Chapter 233 of this title ~~[also referred to as certification field]~~ .

- (9) Clinical teaching--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (10) Completer--A person who has met all the requirements of an approved educator preparation program. In applying this definition, the fact that a person has or has not been recommended for a standard certificate or passed a certification examination shall not be used as criteria for determining who is a completer [~~; also referred to as finisher~~].
- (11) Consecutively measured years--Consecutive years for which a group's performance is measured, excluding years in which the small group exception applies, in accordance with §229.4(c) [~~§229.4(e)~~] of this title (relating to Determination of Accreditation Status).
- (12) Cooperating teacher--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's clinical teaching assignment.
- (13) Demographic group--Male and female, as to gender; and [~~the aggregate reporting categories established by the Higher Education Act.~~] African American, Hispanic, White, and Other, as to race and ethnicity. [~~Each educator preparation program will assign a candidate to one gender demographic group and at least one Higher Education Act established race or ethnicity group.~~]
- (14) Educator preparation program--An entity [~~that must be~~] approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes or categories.
- (15) Educator preparation program data--Data [~~elements~~] reported to meet requirements under the Texas Education Code, §21.045(b) and §21.0452.
- (16) Examination--An examination or other test required by statute or any other State Board for Educator Certification rule codified in the Texas Administrative Code, Title 19, Part 7, that governs an individual's admission to an educator preparation program, certification as an educator, continuation as an educator, or advancement as an educator.
- (17) Field supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who is hired by an educator preparation program to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.
- (18) First-year teacher--For purposes of the Texas Education Code, §21.045(a) (2), and its implementation in this chapter, an individual in his or her [~~the~~] first year of employment as a classroom teacher.
- (19) GPA--Grade point average.
- (20) GRE®--Graduate Record Examinations®.
- (21) Higher Education Act--Federal legislation consisting of the Higher Education Act of 1965 (20 United States Code, §1070 et seq.) and its subsequent amendments, which requires reports of educator preparation program performance data.
- (22) Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.
- (23) Internship--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (24) Mentor--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's internship assignment.
- (25) New teacher--For purposes of the Texas Education Code, §21.045(a)(5), and its implementation in this chapter, an individual in his or her [~~the~~] first year of employment as a classroom teacher under a standard certificate.
- (26) Practicum--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (27) SAT®--The college entrance examination from the College Board.

- (28) Site supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's practicum assignment.
- (29) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

§229.3. Required Submissions of Information, Surveys, and Other Data.

- (a) Educator preparation programs (EPPs), EPP candidates, first-year teachers, new teachers, beginning teachers, field supervisors, administrators, mentors, site supervisors, and cooperating teachers shall provide to the Texas Education Agency (TEA) staff all data and information required by this chapter, as set forth in subsections (e) and (f) of this section.
- (b) Any individual holding a Texas-issued educator certificate who fails to provide information required by this chapter and the Texas Education Code (TEC) ~~[TEC]~~, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be subject to sanction of his or her certificate, including the placement of restrictions, inscribed or non-inscribed reprimand, suspension, or revocation.
- (c) Any Texas public school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions upon its accreditation status be imposed for failure to comply with this section and the TEC, §21.0452.
- (d) Any open-enrollment charter school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions be imposed for failure to comply with this section and the TEC, §21.0452.
- (e) All required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year. All surveys and information required to be submitted pursuant to this chapter by principals shall be submitted by June 15 of any academic year in which an administrator has had experience with a first-year teacher who was a participant in an EPP. All surveys and information required to be submitted pursuant to this chapter by new teachers shall be submitted by June 15 of the first full academic year after the teacher completed the requirements of an EPP. All surveys and information required to be submitted pursuant to this chapter by EPP candidates shall be submitted by August 31 of the academic year in which the candidate completed the requirements of an EPP.
- (f) The following apply to data submissions required by this chapter.
 - (1) EPPs shall provide data for all candidates as specified in the figure provided in this paragraph.
Figure: 19 TAC §229.3(f)(1) ~~[Figure: 19 TAC §229.3(f)(1)]~~
 - (2) Candidates in an EPP shall complete a survey, in a form approved by the State Board for Educator Certification (SBEC), evaluating the preparation he or she received in the EPP. Completion and submission to the TEA of the survey is a requirement for completion of an EPP.
 - (3) Administrators in Texas public schools and open-enrollment charter schools shall complete individual teacher performance surveys, in a form to be approved by the SBEC, for each beginning teacher.
 - (4) Administrators in Texas public schools and open-enrollment charter schools shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success based on experience with first-year teachers who were participants in an EPP.
 - (5) New teachers in a Texas public school, including an open-enrollment charter school, shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success.

§229.4. Determination of Accreditation Status.

- (a) Accountability performance indicators. The State Board for Educator Certification (SBEC) shall determine the accreditation status of an educator preparation program (EPP) at least annually, based on the following accountability performance indicators, disaggregated by demographic group ~~[with respect to gender, race, and ethnicity (according to the aggregate reporting categories for ethnicity established by the Higher Education Act),]~~ and other requirements of this chapter and determined with the formulas and calculations included in the figure provided in §229.1(c) of this title (relating to General Provisions and Purpose of Accountability System for Educator Preparation Programs). Data will be used only if the following indicators were included in the accountability system for that academic year:
- (1) the EPP candidates' performance on examinations of pedagogy and professional responsibilities (PPR) and non-PPR standard certification examinations ~~[beginning with the 2017-2018 academic year]~~. The EPP candidates' performance on PPR and non-PPR examinations shall provide separate accountability performance indicators for EPPs.
- (A) For both PPR and non-PPR examinations, the performance standard shall be calculated based on the percentage of individuals admitted after December 26, 2016, who passed an examination within the first two attempts. For purposes of determining the pass rate, an individual shall not be excluded because the individual has not been recommended for a standard certificate. The pass rate is based solely on the examinations approved by the EPP and required to obtain initial certification in the class or category for which the individual serves his or her internship, clinical teaching, or practicum. Examinations not required for certification in that class or category, whether taken before or after admission to an EPP, are not included in the rate. The formula for calculation of pass rate is the number of individuals who have passed an examination on their first or second attempt, including any attempts after the candidate completed the EPP, divided by the number of individuals who passed an examination on their first attempt plus those who passed or failed on their second attempt.
- ~~(B)~~ for the 2020-2021 academic year and following, the performance standard shall be the percent of individuals admitted after December 26, 2016, who passed an examination within the first two attempts, including those attempted after the individual has completed the EPP or when the EPP has not recommended the individual for a standard certificate. The pass rate is based solely on the examinations approved by the EPP. Examinations taken before admission to the EPP or specific examinations taken for pilot purposes are not included in the pass rate.
- ~~(C)~~ ~~(B)~~ For examinations of PPR, the pass rate will be calculated as described in subparagraph (A) of this paragraph for the 2018-2019 and 2019-2020 academic years and subparagraph (B) of this paragraph beginning with the 2020-2021 academic year. ~~[and the]~~ The performance standard shall be a pass rate of 85%. [±]
- ~~(i)~~ ~~— a pass rate of 85% for the 2017-2018 academic year; and]~~
- ~~(ii)~~ ~~— a pass rate of 90% for the 2018-2019 academic year and beyond.]~~
- ~~(D)~~ ~~(C)~~ For non-PPR examinations, the pass rate will be calculated as described in subparagraph (A) of this paragraph for the 2018-2019 and 2019-2020 academic years and subparagraph (B) of this paragraph beginning with the 2020-2021 academic year. ~~[and the]~~ The performance standard shall be a pass rate of 75%. [±]
- ~~(i)~~ ~~— a pass rate of 75% for the 2017-2018 academic year;]~~
- ~~(ii)~~ ~~— a pass rate of 80% for the 2018-2019 academic year;]~~
- ~~(iii)~~ ~~— a pass rate of 85% for the 2019-2020 academic year; and]~~
- ~~(iv)~~ ~~— a pass rate of 90% for the 2020-2021 academic year and beyond;]~~
- (2) the results of appraisals of first-year teachers by administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be the percentage of first-year teachers

from each EPP who are appraised as "sufficiently prepared" or "well prepared." The performance standard ~~[beginning with the 2017-2018 academic year]~~ shall be 70% . The 2018-2019 academic year will be a reporting year only and will not be used to determine accreditation status ;

- (3) to the extent practicable, as valid data become available and performance standards are developed, the improvement in student achievement of students taught by beginning teachers;
- (4) the results of data collections establishing EPP compliance with SBEC requirements specified in §228.35(g) of this title (relating to Preparation Program Coursework and/or Training), regarding the frequency, duration, and quality of field supervision to candidates completing clinical teaching or an internship. The frequency and duration of field supervision shall provide one accountability performance indicator, and the quality of field supervision shall provide a separate accountability performance indicator.
 - (A) The performance standard as to the frequency, duration, and required documentation of field supervision shall be that the EPP meets the requirements of documentation of §228.35(g) of this title for 95% of the EPP's candidates ~~[beginning with the 2017-2018 academic year]~~ .
 - (B) The performance standard for quality shall be the percentage of candidates who rate the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support. The performance standard shall be 90% ~~[for the 2017-2018 academic year and beyond]~~ ; and
- (5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate. The performance standard shall be the percentage of teachers who respond that they were sufficiently prepared or well prepared by their EPP. The performance standard shall be 70%. The 2018-2019 academic year will be a reporting year only and will not be used to determine accreditation status [set after a pilot study is completed during the 2017-2018 academic year] .

(b) Accreditation status assignment. All approved EPPs shall be assigned an accreditation status based on the accountability performance standards described in subsection (a) of this section and in compliance with SBEC rules and/or TEC, Chapter 21.

- (1) ~~(b)~~ Accredited status. An EPP shall be assigned an Accredited status if the EPP has met the accountability performance standards described in subsection (a) of this section and has been approved by the SBEC to prepare, train, and recommend candidates for certification.
- (2) ~~(c)~~ Accredited-Not Rated status. An EPP shall be assigned Accredited-Not Rated status upon initial approval to offer educator preparation, until the EPP can be assigned a status based on the performance standards described in subsection (a) of this section. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited-Not Rated status.
- (3) ~~(d)~~ Accredited-Warned status.
 - (A) ~~(1)~~ An EPP shall be assigned Accredited-Warned status if the EPP:
 - (i) ~~(A)~~ fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section in any one year;
 - (ii) ~~(B)~~ fails to meet the performance standards in ~~[any]~~ two ~~[gender, race, or ethnicity]~~ demographic groups on ~~an [any of the]~~ indicator ~~[indicators]~~ set forth in subsection (a) of this section in any one year; or
 - (iii) ~~(C)~~ fails to meet the performance standards for a ~~[gender, race, or ethnicity]~~ demographic group on any of the indicators set forth in subsection (a) of this section for two consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.

(B) ~~(2)~~ An EPP may be assigned Accredited-Warning status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC ~~[Texas Education Code (TEC)]~~, Chapter 21.

(4) ~~(e)~~ Accredited-Probation status.

(A) ~~(1)~~ An EPP shall be assigned Accredited-Probation status if the EPP:

(i) ~~(A)~~ fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section for two consecutively measured years;

(ii) ~~(B)~~ fails to meet the performance standards in ~~[any]~~ three ~~[gender, race, or ethnicity]~~ demographic groups on ~~an~~ ~~[any of the]~~ indicator ~~[indicators]~~ set forth in subsection (a) of this section in any one year; or

(iii) ~~(C)~~ fails to meet the performance standards for a ~~[gender, race, or ethnicity]~~ demographic group on any of the indicators set forth in subsection (a) of this section for three consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.

(B) ~~(2)~~ An EPP may be assigned Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.

(5) ~~(f)~~ Not Accredited-Revoked status.

(A) ~~(1)~~ An EPP shall be assigned Not Accredited-Revoked status and its approval to recommend candidates for educator certification revoked if it is assigned Accredited-Probation status for three consecutively measured years.

(B) ~~(2)~~ An EPP may be assigned Not Accredited-Revoked status if the EPP has been on Accredited-Probation status for one year, and the SBEC determines that revoking the EPP's approval is reasonably necessary to achieve the purposes of the TEC, §21.045 and §21.0451.

(C) ~~(3)~~ An EPP may be assigned Not Accredited-Revoked status if the EPP fails to pay the required Accountability System for Educator Preparation Programs (ASEP) technology fee by the deadline set by TEA as prescribed in §229.9(7) of this title (relating to Fees for Educator Preparation Program Approval and Accountability).

(D) ~~(4)~~ An assignment of Not Accredited-Revoked status and revocation of EPP approval to recommend candidates for educator certification is subject to the requirements of notice, record review, and appeal as described in this chapter.

(E) ~~(5)~~ A revocation of an EPP approval shall be effective for a period of two years, after which a program may reapply for approval as a new EPP pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

(F) ~~(6)~~ Upon revocation of EPP approval, the EPP may not admit new candidates for educator certification ~~[]~~ but may complete the training of candidates already admitted by the EPP and recommend them for certification. If necessary, TEA staff and other EPPs shall cooperate to assist the previously admitted candidates of the revoked EPP to complete their training.

(c) ~~(g)~~ Small group exception.

(1) For purposes of accreditation status determination, the performance of an EPP candidate group, aggregated or disaggregated by demographic group [gender, race, or ethnicity], shall be measured against performance standards described in this chapter in any one year in which the number of individuals in the group exceeds 10. The small group exception does not apply to compliance with the frequency and duration of field supervisor observations.

(2) For an EPP candidate group, aggregated or disaggregated by demographic group [gender, race, or ethnicity], where the group contains 10 or fewer individuals, the group's performance shall not be

counted for purposes of accreditation status determination for that academic year based on only that year's group performance.

- (3) If the current year's EPP candidate group, aggregated or disaggregated by demographic group [~~gender, race, or ethnicity~~], contained between one and 10 individuals, that group performance shall be combined with the next most recent prior year's group performance for which there was at least one individual, and if the two-year cumulated group contains more than 10 individuals, then the two-year cumulated group performance must be measured against the standards in the current year.
- (4) If the two-year cumulated EPP candidate group, aggregated or disaggregated by demographic group [~~gender, race, or ethnicity~~], contains between one and 10 individuals, then the two-year cumulated group performance shall be combined with the next most recent group performance for which there was at least one individual [~~from the year preceding the prior year~~]. The three-year cumulated group performance must be measured against the standards in the current year, regardless of how small the cumulated number of group members may be.
- (5) In any reporting year in which the EPP candidate group, aggregated or disaggregated by demographic group [~~gender, race, or ethnicity~~], does not meet the necessary number of individuals needed to measure against performance standards for that year, for all indicators, the accreditation status will continue from the prior year. [?] Any [~~any~~] sanction assigned as a result of an accredited-warned or accredited-probation status in a prior year will continue if that candidate group has not met performance standards since being assigned accredited-warned or accredited-probation status. The SBEC may modify the sanction as the SBEC deems necessary based on subsequent performance, even though that performance is not measured against performance standards for a rating.

§229.5. Accreditation Sanctions and Procedures.

- (a) The State Board for Educator Certification (SBEC) may assign an educator preparation program (EPP) Accredited-Warned or Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules and/or Texas Education Code, Chapter 21.
- (b) If an EPP has been assigned Accredited-Warned or Accredited-Probation status, or if the SBEC determines that additional action is a necessary condition for the continuing approval of an EPP to recommend candidates for educator certification, the SBEC may take any one or more of the following actions, which shall be reviewed by the SBEC at least annually:
 - (1) require the EPP to obtain technical assistance approved by the Texas Education Agency (TEA) or SBEC;
 - (2) require the EPP to obtain professional services approved by the TEA or SBEC; [~~and/or~~]
 - (3) appoint a monitor to participate in the activities of the EPP and report the activities to the TEA or SBEC; [~~and/or~~] [?]
 - (4) require the EPP to develop an action plan addressing the deficiencies and describing the steps the program will take to improve the performance of its candidates. TEA staff may prescribe the information that must be included in the action plan. The action plan must be sent to TEA staff no later than 45 calendar days following notification to the EPP that SBEC has ordered the action plan.
- (c) Notwithstanding the accreditation status of an EPP, if the performance of [~~all~~] candidates [~~pursuing certification~~] in [~~admitted to~~] an individual certification class or category offered by an EPP fails [~~fail~~] to meet the performance standard on the non-PPR examinations as described in §229.4(a)(1)(D) [~~any of the standards in §229.4(a)~~] of this title (relating to Determination of Accreditation Status) for three consecutive years, the approval to offer that certification class or category shall be revoked. Any candidates already admitted for preparation in that class or category may continue in the EPP and be recommended for certification after program completion, but no new candidates shall be admitted for preparation in that class or category unless and until the SBEC reinstates approval for the EPP to offer that certification class or category.

- (d) For purposes of determining compliance with subsection (c) of this section, candidate performance in individual certification classes or categories in only the 2016-2017 academic year and subsequent academic years will be considered.
- (e) Performance indicators by demographic group [~~gender, race, and ethnic groups~~] shall not be counted for purposes of subsection (c) of this section [~~relating~~] to performance standards for individual certification classes or categories. If the aggregated number of individuals counted for a certification class or category is 10 [~~ten~~] or fewer, [~~and~~] the performance on the standard [~~certification class or category fails to meet any of the standards in §229.4(a) of this title, the certification class or category shall not count that year, but~~] shall be cumulated and counted in the same manner as provided in §229.4(c) [~~§229.4(g)~~] of this title.
- (f) An EPP shall be notified in writing regarding any action proposed to be taken pursuant to this section, or proposed assignment of an accreditation status of Accredited-Warning, Accredited-Probation, or Not Accredited-Revoked. The notice shall state the basis on which the proposed action is to be taken or the proposed assignment of the accreditation status is to be made.
- (g) All costs associated with providing or requiring technical assistance, professional services, or the appointment of a monitor pursuant to this section shall be paid by the EPP to which the services are provided or required, or its sponsor.

§229.8. Contested Cases for Accreditation Revocation.

- (a) This section applies only to a final recommendation issued under §229.5 of this title (relating to Accreditation Sanctions and Procedures) or §229.6 of this title (relating to Continuing Approval) that proposes revocation of approval and closure of an educator preparation program (EPP), or withdraws approval to offer a specific certification class or category, and does not apply to a final recommendation proposing the assignment of Accredited-Warning or Accredited-Probation status or ordering any other sanction, including, without limitation, [~~withdrawing approval to offer a specific certification class or category~~] public reprimand, imposing conditions upon continuing approval, requiring technical assistance, requiring professional services, or appointing a monitor.
- (b) If an EPP declines to sign a final recommendation, or if the EPP fails to respond timely to a notice of a proposed recommendation, Texas Education Agency (TEA) staff may proceed with the filing of a contested case with the State Office of Administrative Hearings (SOAH) in accordance with the contested case procedures set out in §§249.19-249.40 of this title, and Texas Government Code, Chapter 2001.
- (c) Upon the finality of a decision from the State Board for Educator Certification (SBEC) under the Administrative Procedure Act ordering the EPP closed under this subsection in keeping with §249.39 of this title (relating to Final Decisions and Orders), the approval of an EPP to provide educator preparation is:
 - (1) automatically revoked, void, and of no further force or effect on the effective date of the SBEC final order; and
 - (2) automatically modified to remove authorization for an individual certification class or category on the effective date of the SBEC final order.
- (d) This section satisfies the hearing requirements of the Texas Education Code, §21.0451(a)(2)(D) and (a)(3).

§229.9. Fees for Educator Preparation Program Approval and Accountability.

An educator preparation program requesting approval and continuation of accreditation status shall pay the applicable fee from the following list.

- (1) New educator preparation program application and approval (nonrefundable)--\$9,000.
- (2) Five-year continuing approval review visit pursuant to §228.10(b) of this title (relating to Approval Process)--\$4,500.
- (3) Discretionary continuing approval review visit pursuant to §228.10(b) of this title--\$4,500.
- (4) Addition of new certification category or addition of clinical teaching--\$500.

- (5) Addition of each new class of certificate--\$1,000.
- (6) Applications for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, internships, and practicums--\$500.
- (7) Accountability System for Educator Preparation Programs technology fee -- [~~±~~] \$35 per admitted candidate.
 - ~~[(A) on or after March 15, 2017, and before September 1, 2017 \$55 per admitted candidate; and]~~
 - ~~[(B) for the 2017-2018 academic year \$55 per admitted candidate; and]~~
 - ~~[(C) for the 2018-2019 academic year and beyond \$35 per admitted candidate.]~~