

Georgia Rules and Regulations

Administrative Bulletin for December 2022

OFFICE OF SECRETARY OF STATE ADMINISTRATIVE PROCEDURE DIVISION

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Final rules filed with the Georgia Secretary of State during the month of *December 2022*:

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Final rules filed with the Georgia Secretary of State that became effective *December 2022*:

Department	Rules List	Action	Filed	Effective
40. RULES OF GEORGIA DEPARTMENT OF AGRICULTURE	40-31-1-.01 --- 40-31-1-.06	amended	Dec. 7, 2022	Dec. 27
	40-31-1-.07	repealed	Dec. 7, 2022	Dec. 27
	40-31-2-.01 --- 40-31-2-.06	adopted	Dec. 7, 2022	Dec. 27
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250. RULES OF GEORGIA STATE BOARD OF FUNERAL SERVICE	250-6-.07	amended	Nov. 22, 2022	Dec. 12
	250-6-.08	amended	Dec. 9, 2022	Dec. 29
391. RULES OF GEORGIA DEPARTMENT OF NATURAL RESOURCES	391-4-8-.01 --- 391-4-8-.05	adopted	Nov. 14, 2022	Dec. 4
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Department	Rules List	Action	Filed	Effective
700. RULES OF GEORGIA STATE BOARD OF VETERINARY MEDICINE	700-8-.01	amended	Dec. 9, 2022	Dec. 29
	700-12-.08 , 700-12-.09 , 700-12-.11	amended	Dec. 9, 2022	Dec. 29

Department 40. RULES OF GEORGIA DEPARTMENT OF AGRICULTURE

Chapter 40-31. SOIL AMENDMENTS

Subject 40-31-1. GENERAL PROVISIONS

40-31-1-.01 Definitions

As used in this Chapter, the term:

- (1) "Act" means the Georgia Soil Amendment Act of 1976, O.C.G.A. § [2-12-70](#), *et seq.*, as amended.
- (2) "Accredited laboratory" means a laboratory certified to ISO 17025 standards, or as otherwise approved by the Department.
- (3) "Adulterated" means any soil amendment:
 - (a) Which contains any deleterious or harmful agent in sufficient quantity to be injurious to beneficial plants, animals, or aquatic life when applied in accordance with the directions for use shown on the label;
 - (b) Whose composition differs substantially from that offered in support of registration or shown on the label;
 - (c) Which contains noxious weed seeds; or
 - (d) Which contains domestic septage, unless:
 1. treated to Class A or exceptional quality sludge standards in accordance with a sludge management plan approved under a permit issued by EPD, or
 2. constituting compost produced by a Class I, II, or III composting or anaerobic digester facility in accordance with rules enforced by or a permit issued by EPD.
- (4) "Apply" means to put a soil amendment on the land, whether topically, with or without subsequent incorporation into the soil, by subsurface injection, or otherwise.
- (5) "Biosolids" will have the same meaning as defined in Ga. Comp. R. and Regs. r. [391-3-6-.17](#).
- (6) "Buffer" means a vegetated setback where a soil amendment is not applied, such as to reduce the runoff of nutrients, sediment, or soil amendments.
- (7) "Bulk" means in non-packaged form.
- (8) "Containment vessel" means any structure, container, vessel, pit, lagoon, or repository that is utilized to contain or hold a soil amendment for storage or transportation purposes.
- (9) "Commissioner" means the Georgia Commissioner of Agriculture.
- (10) "Compost" means a biologically stable material derived from the composting process.
- (11) "Composting" means the controlled biological decomposition of organic matter accomplished by mixing and piling in a way that promotes aerobic decay and inhibits pathogens, viable weed seeds, and odors.

(12) "Current representative analysis" means an analysis performed within six months of its submission to the Department or inclusion in an NMP identifying the components of the soil amendment, including at a minimum those components set forth in Ga. Comp. R. and Regs. r. [40-31-3-.05](#). Current representative analyses are performed by an accredited laboratory exercising good laboratory practices, and results are presented on the testing laboratory's letterhead and indicate the analytical method utilized.

(13) "Department" means the Georgia Department of Agriculture.

(14) "Distribute" means to import, consign, offer for sale, sell, barter, or otherwise supply, whether for a fee or not, a soil amendment to any person in Georgia, whether directly or indirectly.

(15) "Domestic septage" means either liquid or solid material removed from a septic tank, cesspool, portable toilet, Type III marine sanitation device, or similar treatment works that receives only domestic sewage. Domestic septage does not include liquid or solid material removed from a septic tank, cesspool, or similar treatment works that receives either commercial wastewater or industrial wastewater and does not include grease removed from a grease trap at a restaurant.

(16) "Domestic sewage" means water and wastewater from humans or from household operations that is discharged to or otherwise enters a treatment works.

(17) "Dwelling" means the interior or exterior of a structure, all or part of which is designed or used for human habitation.

(18) "Environmental contact" means the land application of a soil amendment or the storage of a soil amendment in a containment vessel that is not fully sealed or encapsulated.

(19) "EPD" means the Georgia Environmental Protection Division.

(20) "Industrial by-product" means any industrial waste which is capable of beneficial use, reuse, or recycling as a soil amendment.

(21) "Industrial by-product derived soil amendment" or "IBD soil amendment" means any soil amendment derived from one or more industrial by-products or sewage sludge, including, but not limited to, drinking water treatment plant residuals.

(22) "Industrial waste" means any discarded material generated through industrial, commercial, mining, manufacturing, or agricultural operations. Industrial waste includes solid, liquid, semisolid, contained gaseous material, or a combination thereof. Industrial waste does not include un-manipulated animal manure or sewage sludge.

(23) "Label" means the display of written, printed, or graphic matter upon the immediate container of the soil amendment.

(24) "Labeling" means all written, printed, or graphic matter accompanying any soil amendment and all advertisements, brochures, posters, and television, radio, and oral claims used in promoting its sale.

(25) "Landowner" means any person with any real property interest, including but not limited to leasehold interests, in a site where soil amendments are applied or stored after distribution.

(26) "Mulch" means any organic or inorganic soil surface cover used to help retain moisture longer in the soil by impeding evaporation, to act as a physical barrier to discourage weed growth, to help maintain a constant temperature by insulating the soil, to discourage runoff and soil erosion by shielding the soil surface from water abrasion, to promote water absorption and retention, or some other similar purpose. Mulch is a soil amendment only when its product labeling claims to be a soil amendment or provides directions for incorporation into the soil.

- (27) "Non-agricultural biosolids" means biosolids where such materials have not been treated to Class A or exceptional quality sludge standards as used in Ga. Comp. R. and Regs. r. [391-3-6-.17](#).
- (28) "Nutrient management plan" or "NMP" means a written plan prepared, signed, and dated by a NMP Specialist certified by the Department, a certified crop advisor, or other qualified professional if approved in writing by the Department, detailing the parameters for application of an IBD soil amendment at a site in the context of the soil characteristics, agricultural practices, and other geographic and practical considerations at that site, as set forth in this Chapter.
- (29) "Other ingredients" means non-soil-amending ingredients present in a soil amendment.
- (30) "Percent" or "Percentage" means the parts per 100 by weight.
- (31) "Person" means an individual, corporation, sole proprietorship, partnership, limited partnership, limited liability company, limited liability partnership, professional corporation, enterprise, franchise, association, trust, joint venture, or other entity, whether for profit or nonprofit.
- (32) "Precipitation event" means continuous precipitation which results in a total measured precipitation equal to or greater than one-tenth of an inch.
- (33) "Processed" means deliberately treated or manipulated to modify or transform physical, chemical, or biological characteristics of the natural state of the substance.
- (34) "Product control contractor" means any person other than a registrant who distributes, transports, stores, or applies an IBD soil amendment. Each landowner or lessee that stores or applies an IBD soil amendment on their land or leasehold will be considered a product control contractor.
- (35) "Product name" means the designation under which a soil amendment is offered for distribution.
- (36) "Registrant" means any person who registers a soil amendment under the Act.
- (37) "Saturated soil" means soil in which all voids are filled with water or another liquid such as to render the liquid visible on the soil's surface either when the soil is undisturbed or upon compression of the soil by equipment used to apply a soil amendment.
- (38) "Sewage sludge" will have the same meaning as defined in Ga. Comp. R. and Regs. r. [391-3-6-.17](#).
- (39) "Soil-amending ingredient" means a substance from which a soil amendment derives its value.
- (40) "Soil amendment" means a substance defined as such by the Act. With respect to sewage sludge, the term "soil amendment" may only include biosolids treated to Class A or exceptional quality sludge standards in accordance with a sludge management plan approved under a permit issued by EPD or constituting compost produced by a Class I, II, or III composting or anaerobic digester facility in accordance with rules enforced by or a permit issued by EPD.
- (41) "Un-manipulated manure" means the excreta of animals when not artificially mixed with any material other than that which has been used for bedding, sanitary, or feeding purposes for the manure-producing animals or for the preservation of the manure, or when the excreta has not been subjected to processing other than composting, and provided such composted products are distributed in bulk only.
- (42) "Usefulness" means a soil amendment's ability to be distributed, transported, stored, and applied, so as to obtain the benefit of the soil amendment's value, while complying with the requirements of this Chapter.
- (43) "Value" means a soil amendment's actual ability to change the characteristics of soil or another growth medium to:

- (a) increase penetrability of water or air;
- (b) increase water-holding capacity;
- (c) alleviate or decrease soil compaction; or
- (d) otherwise enhance its physical properties.

Cite as Ga. Comp. R. & Regs. R. 40-31-1-.01

AUTHORITY: O.C.G.A. § [2-12-70](#), *et seq.*

HISTORY: Original Rule entitled "Soil Amendment Sampling" adopted. F. May 16, 2017; eff. June 5, 2017.

Repealed: New Rule entitled "Definitions" adopted. F. Nov. 12, 2019; eff. Dec. 2, 2019.

Amended: F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-1-.02 Prohibitions Applicable to All Soil Amendments

(1) A person must not register, distribute, or apply a soil amendment which contains any amount of non-agricultural biosolids or material collected by a grease trap associated with a food-production facility, such as but not limited to, a restaurant.

(2) A person must not distribute:

- (a) An unregistered soil amendment;
- (b) An unlabeled or improperly labeled soil amendment;
- (c) A misbranded soil amendment; or
- (d) An adulterated soil amendment.

(3) A person must not fail to promptly, and in no event longer than 14 days, produce complete and accurate records required by the Act or this Chapter upon a request by the Commissioner or the Commissioner's duly designated agent.

(4) A person must not fail to comply with a stop sale, stop use, or removal order.

Cite as Ga. Comp. R. & Regs. R. 40-31-1-.02

AUTHORITY: O.C.G.A. §§ [2-12-73](#), [2-12-76](#), [2-12-77](#), [2-12-80](#), [2-12-81](#).

HISTORY: Original Rule entitled "Prohibitions" adopted. F. Nov. 12, 2019; eff. Dec. 2, 2019.

Amended: New title, "Prohibitions Applicable to All Soil Amendments." F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-1-.03 Sampling and Analysis

(1) The Commissioner or his duly designated agent is authorized to collect samples of a soil amendment upon demand without charge or cost from any public or private premises within this State where a soil amendment is manufactured, processed, packed, stored, distributed, held for distribution, applied, or held for application, and from any vehicle or container used to transport, hold, or apply a soil amendment. Any registrant, product control

contractor, or landowner with control over a soil amendment must comply with the Commissioner's efforts to sample and analyze the soil amendment.

(2) The Commissioner may determine methods of sampling and analysis deemed suitable to assess compliance with the Act and this Chapter.

Cite as Ga. Comp. R. & Regs. R. 40-31-1-.03

AUTHORITY: O.C.G.A. §§ [2-12-78](#), [2-12-80](#).

HISTORY: Original Rule entitled "Sampling and Analysis" adopted. F. Nov. 12, 2019; eff. Dec. 2, 2019.

Amended: F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-1-.04 Registration and Renewal Requirements Applicable to All Soil Amendments

(1) Each prospective registrant of a soil amendment must submit a draft copy of the soil amendment's label to the Commissioner along with the registration request forms provided by the Department.

(2) In addition to information required to be submitted to the Department upon the Department's soil amendment registration request forms, the Commissioner or the Commissioner's duly appointed agent may require a prospective registrant to submit either proof of specific claims made for a proposed soil amendment, or, if no specific claims are made, proof of the soil amendment's usefulness and value.

(a) If the Commissioner or the Commissioner's duly appointed agent requires a prospective registrant to submit proof of specific claims or proof of usefulness and value, the applicant must furnish experimental data demonstrating the purported specific claims or usefulness and value of the prospective soil amendment.

1. The Commissioner may require that such experimental data have been developed from tests conducted under conditions identical to or closely related to those conditions present in this State. The Commissioner may reject experimental data not developed under such conditions.

2. The Commissioner may rely on the advice of University of Georgia College of Agricultural and Environmental Sciences experiment station personnel or other university personnel in evaluating experimental data on a proposed soil amendment.

(b) Failure of experimental data furnished by a prospective registrant to prove specific claims made about a prospective soil amendment, or in the absence of specific claims, the soil amendment's usefulness and value, will lead to the Commissioner's rejection of the soil amendment's registration unless the registrant provides supplemental information proving the specific claims made about a prospective soil amendment, or in the absence of specific claims, the soil amendment's usefulness and value.

(c) If the Commissioner did not require a registrant to submit experimental data proving the specific claims made regarding a soil amendment, or in the absence of specific claims, the soil amendment's usefulness and value, upon the initial registration of a soil amendment, the Commissioner may require the submission of the experimental data specified by the Act upon the soil amendment's renewal. Failure of experimental data to prove specific claims made regarding a soil amendment, or in the absence of specific claims, the soil amendment's usefulness and value, will lead to non-renewal of the soil amendment's registration unless the registrant provides supplemental information proving the specific claims made about the soil amendment, or in the absence of specific claims, the soil amendment's usefulness and value.

(3) Registration of a soil amendment with the Commissioner will not entitle a person registering, distributing, transporting, storing, or applying the soil amendment to violate any law, regulation, or ordinance, including zoning

ordinances or zoning decisions appropriately adopted or enforced by a local government pursuant to O.C.G.A. § [2-1-6](#), as amended.

Cite as Ga. Comp. R. & Regs. R. 40-31-1-.04

AUTHORITY: O.C.G.A. §§ [2-12-73](#), [2-12-80](#).

HISTORY: Original Rule entitled "Registration and Renewal" adopted. F. Nov. 12, 2019; eff. Dec. 2, 2019.

Amended: New title, "Registration and Renewal Requirements Applicable to All Soil Amendments." F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-1-.05 Labeling

(1) Each soil amendment label must include the following:

- (a) The product name;
 - (b) A statement of specific claims, or, if no specific claims are made, the soil amendment's value;
 - (c) The concentration of soil amending and other ingredients;
 - (d) Directions for use;
 - (e) The net weight or volume; and
 - (f) The name and address of the registrant.
- (2) A registrant, either directly or through a product control contractor, if applicable, must ensure that any recipient of a soil amendment distributed in a bulk shipment receives a label, a physical or electronic copy of which must be provided to the person to whom the soil amendment is distributed by the time of delivery.
- (3) A registrant, either directly or through a product control contractor, if applicable, must ensure that a soil amendment's labeling is not false or misleading to any person in any particular, including but not limited to, to the recipient of a soil amendment, as to the usefulness, value, quality, analysis, type, or composition of the soil amendment.

Cite as Ga. Comp. R. & Regs. R. 40-31-1-.05

AUTHORITY: O.C.G.A. §§ [2-12-76](#), [2-12-80](#).

HISTORY: Original Rule entitled "Labeling" adopted. F. Nov. 12, 2019; eff. Dec. 2, 2019.

Amended: F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-1-.06 Tonnage Reports

(1) Any registrant who distributes a soil amendment in Georgia must file a semiannual report to the nearest whole ton with the Commissioner recording soil amendments distributed within Georgia in containers over 10 pounds in weight, and in bulk, and must submit the tonnage fee calculated at \$0.30 per ton for the tonnage distributed to non-registrants. Registrants must report and calculate tonnage reports and the tonnage fee based on a soil amendment's weight at the time of delivery, and must include the weight of any liquid components. Registrants may not report and calculate tonnage reports and the tonnage fee on a dry weight basis. Each tonnage report must include the following:

- (a) Registrant's name, address, telephone number, and email address;
 - (b) Name, title, and signature of registrant's representative;
 - (c) Total tonnage of each registered soil amendment distributed by the registrant during the semiannual period; and
 - (d) Total combined tonnage of all registered soil amendments distributed by the registrant during the semiannual period.
- (2) All tonnage reports and tonnage fees must be provided to the Commissioner no later than the thirtieth day after the end of the semiannual period, as follows:
- (a) For the period January 1 through June 30, tonnage reports and tonnage fees are due by July 30, and
 - (b) For the period July 1 through December 31, tonnage reports and tonnage fees are due by due January 30.
- (3) Tonnage reports filed with the Commissioner and lacking any information required by this Rule will be considered incomplete and the registrant that filed the report will be considered in violation of the Act and this Chapter if the report is not complete or the tonnage fee is not received by the Commissioner on or before the due date listed.

Cite as Ga. Comp. R. & Regs. R. 40-31-1-.06

AUTHORITY: O.C.G.A. §§ [2-12-75](#), [2-12-80](#).

HISTORY: Original Rule entitled "Records" adopted. F. Nov. 12, 2019; eff. Dec. 2, 2019.

Amended: New title, "Tonnage Reports." F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-1-.07 [Repealed]

Cite as Ga. Comp. R. & Regs. R. 40-31-1-.07

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Tonnage Reports" adopted. F. Feb. 24, 2021; eff. Mar. 16, 2021.

Repealed: F. Dec. 7, 2022; eff. Dec. 27, 2022.

Department 40. RULES OF GEORGIA DEPARTMENT OF AGRICULTURE

Chapter 40-31. SOIL AMENDMENTS

Subject 40-31-2. PROVISIONS APPLICABLE TO INDUSTRIAL BY-PRODUCT DERIVED SOIL AMENDMENTS

40-31-2-.01 Applicability of Subject

(1) This Subject applies to all registrants, product control contractors, and landowners, as applicable, distributing, transporting, storing, and applying IBD soil amendments, except that the requirements set forth in Ga. Comp. R. and Regs. r. [40-31-2-.03](#), [40-31-2-.04](#), [40-31-2-.05](#), and [40-31-2-.06](#) of this Subject shall not apply to registrants, product control contractors, and landowners, as applicable, to the extent those parties distribute, transport, store, or apply IBD soil amendments:

(a) Constituting biosolids treated to Class A or exceptional quality sludge standards in accordance with a sludge management plan approved under a permit issued by EPD;

(b) Constituting compost produced by a Class I, II, or III composting or anaerobic digester facility in accordance with rules enforced by or a permit issued by EPD; or

(c) Constituting forest products or soil amendments derived from industrial by-products generated solely from forest products, excluding chemical by-products of pulp digestion, slates, clays, shells, gypsum, and lime.

(2) The requirements established in this Subject are in addition to generally applicable requirements set forth in other Subjects of this Chapter.

Cite as Ga. Comp. R. & Regs. R. 40-31-2-.01

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Applicability of Subject" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-2-.02 Supplemental Registration and Renewal Requirements

(1) A registrant must identify a prospective soil amendment as "derived from an industrial by-product" in the registration application if the soil amendment contains any amount of industrial by-product. In addition to generally applicable application requirements, the registrant of a prospective soil amendment derived from an industrial by-product must also submit the following as part of the registration request:

(a) The name and contact information of each person generating an industrial by-product proposed to be incorporated into the soil amendment and the address of the industrial by-product generation site;

(b) The SIC Code or NAICS Code of each industry from which each industrial by-product proposed to be incorporated into the soil amendment has been derived;

(c) A description of the industry process or processes producing each industrial by-product proposed to be incorporated into the soil amendment;

(d) A description of the intended use of the soil amendment that includes, but is not limited to, intended impacts on the properties of the soil to which the soil amendment is applied, crops supported by the application of the soil amendment, application rates of the soil amendment, and the intended frequency and timing of application;

(e) A description of any general site or application restrictions; and

(f) A current representative analysis of the soil amendment.

(2) The registrant must identify a prospective soil amendment as "derived from sewage sludge" in the registration application if the soil amendment contains any amount of sewage sludge. In addition to generally applicable application requirements, the registrant of a soil amendment derived from sewage sludge must also submit the following as part of the registration request:

(a) The classification of all sewage sludge proposed to be incorporated into the soil amendment, as defined in Ga. Comp. R. and Regs. r. [391-3-6-.17](#);

(b) The name, contact information, and EPD permit or registration numbers of each facility generating sewage sludge proposed to be incorporated into the soil amendment and the address of the sewage sludge generation site;

(c) A description of the intended use of the soil amendment that includes, but is not limited to, intended impacts on the properties of the soil to which the soil amendment is applied, crops supported by the application of the soil amendment, application rates of the soil amendment, and the intended frequency and timing of application;

(d) A description of any general site or application restrictions; and

(e) A current representative analysis of the soil amendment.

(3) The registrant must identify a prospective soil amendment as "derived from drinking water treatment plant residuals" in the registration application if the soil amendment contains any amount of drinking water treatment plant residuals. In addition to generally applicable application requirements, the registrant of a soil amendment derived from drinking water treatment plant residuals must also submit the following as part of the registration request:

(a) A description of the treatment process or processes producing the drinking water treatment plant residuals proposed to be incorporated into the soil amendment;

(b) The name, contact information, and any EPD permit or registration numbers of each facility generating drinking water treatment plant residuals proposed to be incorporated into the soil amendment and the address of the drinking water treatment residuals generation site;

(c) A description of the intended use of the soil amendment that includes, but is not limited to, intended impacts on the properties of the soil to which the soil amendment is applied, crops supported by the application of the soil amendment, application rates of the soil amendment, and the intended frequency and timing of application;

(d) A description of any general site or application restrictions; and

(e) A current representative analysis of the soil amendment.

(4) A registrant seeking renewal of a soil amendment derived from an industrial by-product must include a current representative analysis with the registration renewal request and submit any information required by this Rule not previously submitted by the registrant.

Cite as Ga. Comp. R. & Regs. R. 40-31-2-.02

AUTHORITY: O.C.G.A. §§ [2-12-73](#), [2-12-80](#).

HISTORY: Original Rule entitled "Supplemental Registration and Renewal Requirements" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-2-.03 Control of Industrial By-product Derived Soil Amendments

(1) The registrant of an IBD soil amendment must distribute, store, transport, and apply the IBD soil amendment through the registrant's own action or pursuant to a written agreement with one or more product control contractors for the distribution, storage, transport, or application of the registrant's soil amendment.

(2) If a registrant utilizes one or more product control contractors for the distribution, storage, transportation, or land application of an IBD soil amendment, then the registrant must ensure the following:

(a) That each product control contractor is under written agreement to comply with the provisions of the Act and this Chapter;

(b) That each product control contractor possesses the necessary knowledge, skills, and equipment to comply with the provisions of the Act and this Chapter;

(c) That each product control contractor is directed by the registrant as an agent of the registrant;

(d) That each product control contractor is audited by the registrant at least twice per calendar year for operational compliance with the Act and this Chapter during the duration of the written agreement; and

(e) That if the product control contractor utilizes a subcontractor, that the product control contractor does so pursuant to a written agreement that requires the subcontractor operate by the same standards required of the product control contractor pursuant to this Chapter.

(3) If a registrant utilizes a product control contractor for the distribution, storage, transportation, or application of an IBD soil amendment, then the registrant must retain a copy of all written agreements with that product control contractor for two years following the termination or expiration of the written agreement. A registrant must provide written agreements with product control contractors to the Department upon request.

(4) Each registrant, either through the registrant's own action or through the action of a product control contractor, must provide any landowner that receives one or more IBD soil amendments with a physical or electronic copy the Act and this Chapter no later than the initial distribution of an IBD soil amendment.

Cite as Ga. Comp. R. & Regs. R. 40-31-2-.03

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Control of Industrial By-product Derived Soil Amendments" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-2-.04 Supplemental Restrictions and Prohibitions

(1) Registrants must ensure that no person other than the registrant or a product control contractor distributes, stores, transports, or applies the registrant's IBD soil amendment. Each registrant shall be deemed responsible for any distribution, storage, transport, or application of its registered soil amendment in violation of this Rule. Each calendar day where this restriction is violated will be considered a separate violation.

(2) Registrants, either through the registrant's own action or through the action of a product control contractor, and product control contractors, must:

(a) Ensure all IBD soil amendments are screened to remove visible plastics or other visible inorganic material prior to environmental contact. Any IBD soil amendment containing visible plastics or inorganic material will be deemed adulterated;

(b) Ensure that all IBD soil amendments are applied in accordance with the applicable Nutrient Management Plan;

(c) Store all IBD soil amendments in containment vessels marked with the Registrant's name and phone number in bold-print letters, not less than twelve inches in height, and displayed on a contrasting background. If a containment vessel is incapable of being marked, detached signage may be used that otherwise meets the criteria of this subsection; and

(d) Maintain the following buffers:

1. A buffer of 100 feet must be maintained between any well and an area on which an IBD soil amendment is applied;

2. A buffer of 150 feet must be maintained between any sinkhole, as defined in O.C.G.A. § [12-4-142\(5\)](#), and an area on which an IBD soil amendment is applied;

3. A buffer of 100 feet must be maintained between any property line and an area on which an IBD soil amendment is applied. The 100-foot buffer may be reduced if the current owner of the adjacent property provides a written waiver consenting to the IBD soil amendment application being closer than 100 feet to the adjoining property line;

4. A buffer of 100 feet must be maintained between any water of the State and an area on which an IBD soil amendment is applied; and

5. A buffer of 300 feet must be maintained between any inhabited dwelling and an area on which an IBD soil amendment is applied unless such dwelling is located on the landowner's property. The 300-foot buffer may be reduced if the current owner of a dwelling provides a written waiver consenting to the IBD soil amendment application being closer than 300 feet.

(3) Registrants, either through the Registrant's own action or through the action of a product control contractor, and product control contractors, must not:

(a) Apply an IBD soil amendment in a manner that harms beneficial plants, animals, or aquatic life;

(b) Apply an IBD soil amendment during a precipitation event;

(c) Apply an IBD soil amendment to saturated soil;

(d) Transport or store an IBD soil amendment in a containment vessel that fails to prevent leaking, spilling, or leaching of the IBD soil amendment;

(e) Transport an IBD soil amendment in a containment vessel that is not covered or encapsulated;

(f) Load or unload a containment vessel in a manner that fails to prevent the leaking or spilling of the IBD soil amendment beyond the intended storage or application site;

(g) Intermingle an IBD soil amendment with another product, including but not limited to other soil amendments, in a containment vessel, unless all products in the containment vessel are soil amendments registered by the same registrant;

(h) Store an IBD soil amendment in an earthen containment vessel, including, but not limited to an earthen pit or lagoon, that does not meet the design and construction criteria prescribed by Natural Resources Conservation Service, including a minimum of 12 inches of freeboard volume;

- (i) Store an IBD soil amendment on a site for longer than 180 calendar days;
- (j) Apply an IBD soil amendment to an area without vegetative cover;
- (k) Apply an IBD soil amendment in a manner inconsistent with the application site NMP or at an application site without an NMP;
- (l) Apply an IBD soil amendment in excess of application rates detailed in an NMP, so that total application of a nutrient exceeds the agronomic rate detailed in the NMP;
- (m) Fail to apply lime, gypsum, or other materials to maintain a pH within the optimum range for crop production, between 6.0 to 7.5, upon fields to which an IBD soil amendment is applied during the period when registrant's product is being delivered to or applied at a site; or
- (n) Apply an IBD soil amendment during wind conditions that cause, or might reasonably be expected to cause, the IBD soil amendment to reach any surface water or to cross the boundary of the landowner's property.

Cite as Ga. Comp. R. & Regs. R. 40-31-2-.04

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Supplemental Restrictions and Prohibitions" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-2-.05 Records

(1) Each person who distributes an IBD soil amendment, whether directly or through a product control contractor, must maintain records of each distribution. Each distribution record must be maintained for one year and must be made available to the Commissioner or the Commissioner's designated agent upon request. Each IBD soil amendment distribution record must include the following:

- (a) Distributed product name;
- (b) Quantity distributed in either tons or gallons;
- (c) Date and time of distribution;
- (d) Name and contact information of the distributor, whether the registrant or a product control contractor; and
- (e) Name and contact information of the landowner receiving distribution of the soil amendment, if different from the product control contractor.

(2) Each person who applies an IBD soil amendment must maintain records of each application. Each application record must be maintained for one year and must be made available to the Commissioner or the Commissioner's designated agent upon request. Each IBD soil amendment application record must include the following:

- (a) Applied product name;
- (b) Quantity applied in either tons or gallons;
- (c) Date and time of application; and
- (d) Method of application.

Cite as Ga. Comp. R. & Regs. R. 40-31-2-.05

AUTHORITY: O.C.G.A. §§ [2-12-75](#), [2-12-80](#).

HISTORY: Original Rule entitled "Records" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-2-.06 Elemental Concentration Limits

(1) Registrants and product control contractors must ensure that IBD soil amendments they distribute, transport, store, or apply comply with the following elemental ceiling concentration limits:

Element	Ceiling Concentration (mg/kg) (dry weight basis)
Arsenic	75
Cadmium	85
Copper	4300
Lead	840
Mercury	57
Molybdenum	75
Nickel	420
Selenium	100
Zinc	7500

(2) Registrants and product control contractors must ensure that IBD soil amendments they distribute, transport, store, or apply to agricultural land or sites likely to result in contact with the public comply with the following monthly average elemental concentration limits:

Element	Monthly Average Concentrations (mg/kg) (dry weight basis)
Arsenic	41
Cadmium	39
Copper	1500
Lead	300
Mercury	17
Nickel	420
Selenium	100
Zinc	2800

(3) If the elemental concentration limits in Ga. Comp. R. and Regs. r. [40-31-2-.06\(2\)](#) cannot be met where IBD soil amendments are applied to agricultural land or sites likely to result in contact with the public, registrants and product control contractors must instead ensure that IBD soil amendments they distribute, transport, store, or apply to agricultural land or sites likely to result in contact with the public comply with the following annual elemental loading rates:

Element	Annual Elemental Loading Rate (lbs/acre)
Arsenic	1.8
Cadmium	1.7
Copper	67
Lead	13
Mercury	0.76
Nickel	19
Selenium	4.5
Zinc	125

Cite as Ga. Comp. R. & Regs. R. 40-31-2-.06

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Elemental Concentration Limits" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

Department 40. RULES OF GEORGIA DEPARTMENT OF AGRICULTURE

Chapter 40-31. SOIL AMENDMENTS

Subject 40-31-3. NUTRIENT MANAGEMENT PLANS

40-31-3-.01 Nutrient Management Plan Required

(1) The registrant, the registrant's product control contractor, and the landowner, as applicable, must ensure a nutrient management plan is procured for each site where an IBD soil amendment will be applied, and must ensure the nutrient management plan is amended as required.

(a) No registrant or product control contractor may apply an IBD soil amendment to a site until forty-eight hours after a nutrient management plan is obtained for the site.

(b) The registrant, the registrant's product control contractor, and the landowner, as applicable, must each ensure the nutrient management plan for a site is submitted to the Commissioner prior to application at that site.

(c) Registrants, product control contractors, and landowners distributing, transporting, storing, or applying IBD soil amendments registered prior to the adoption of this Subject must achieve compliance with this Subject within ninety days of its effective date.

(2) An NMP prepared pursuant to this Subject must be amended within sixty days to reflect changes in crops grown at the site, IBD soil amendments applied, soil amendment application methods, application site locations, or material site conditions.

(a) In addition to amendments required to reflect changes at an application site, an annual farm assessment must be completed for any site continuing to receive IBD soil amendments beyond the calendar year in which the initial NMP was prepared. This reassessment must include, at minimum, new analyses of soil and soil amendments as described in Ga. Comp. R. and Regs. r. [40-31-3-.04](#) and [40-31-3-.05](#).

(3) Registrants, product control contractors, and landowners, as applicable, shall be exempt from compliance with this Subject for sites receiving, storing, or applying only IBD soil amendments:

(a) Constituting biosolids treated to Class A or exceptional quality sludge standards in accordance with a sludge management plan approved under a permit issued by EPD;

(b) Constituting compost produced by a Class I, II, or III composting or anaerobic digester facility in accordance with rules enforced by or a permit issued by EPD; or

(c) Constituting forest products or soil amendments derived from industrial by-products generated solely from forest products, excluding chemical by-products of pulp digestion, slates, clays, shells, gypsum, and lime.

Cite as Ga. Comp. R. & Regs. R. 40-31-3-.01

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Nutrient Management Plan Required" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-3-.02 Nutrient Management Plan Components

(1) Each NMP must include at least the following, substantially in the form of NMP published by the Department:

- (a) A description of the property, including the property's address;
- (b) Maps required in this Subject, in color;
- (c) Information regarding the soils of the application site;
- (d) Information regarding agricultural operations at the site, including crops, animal husbandry, and related yield goals;
- (e) Nitrogen and phosphorous application rates for the crops to be grown on each application area based on published literature for crops in Georgia;
- (f) Required practices to maintain a pH within the optimum range for crop production, between 6.0 to 7.5, including by supplementally applying liming, gypsum, or other materials, during the period when a registrant's product is being applied at a site;
- (g) Maximum hydraulic loading rates in inches per hour or gallons per hour and the maximum total hydraulic loading amount per application for IBD soil amendments applied by subsurface injection;
- (h) Information outlining the required timing and method of IBD soil amendment application;
 - 1. NMPs will specify that IBD soil amendments with greater than or equal to 85% moisture content be applied via subsurface injection.
 - 2. NMPs will specify that IBD soil amendments with less than 85% moisture content be applied by topical application followed by incorporation into the soil within 6 hours of application.
- (i) A current representative analysis of the IBD soil amendments prior to land application;
- (j) Best management practices to protect human health and the environment; and
- (k) If the application site was not previously covered by a NMP, a certified statement by the landowner detailing the product registration numbers, area of application, and dates of application of IBD soil amendments received during the past six months.

(2) No NMP may contain requirements or recommendations inconsistent with this Subject.

(3) All records relating to NMP development, amendment, and compliance, including but not limited to calibration and maintenance records, must be retained for a period of thirty-six months beyond the useful life of the NMP and must be provided to the Department upon the Department's request.

Cite as Ga. Comp. R. & Regs. R. 40-31-3-.02

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Nutrient Management Plan Components" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-3-.03 Maps

(1) An NMP must include at least the following maps, in color:

- (a) An aerial map of the site delineating areas where soil amendments will be applied, which includes:
 - 1. The total acreage of the site and the total acreage of the area to which a soil amendment will be applied; and
 - 2. The GPS coordinates or latitude and longitude of the centroid of proposed application fields.
- (b) A topographic map or maps identifying:
 - 1. Boundaries of all areas where soil amendments will be applied, including buffer areas;
 - 2. On-site access roads;
 - 3. Areas of the site located in a 100-year floodplain;
 - 4. Location of all dwellings on or adjacent to the application site;
 - 5. Location of all public wells on-site or within five hundred feet of the site;
 - 6. Location of all private wells on-site and within two hundred and fifty feet of the site;
 - 7. Surface waters, such as ponds, lakes, rivers, or streams, on or adjacent to the application site; and
 - 8. Natural or manmade drainage areas, including intermittent streams and ditches, on or adjacent to the application site.
- (2) Each NMP map must include:
 - (a) A north arrow;
 - (b) The date the map was prepared;
 - (c) A legend with map symbols if the map includes symbols; and
 - (d) A bar scale on the map.

Cite as Ga. Comp. R. & Regs. R. 40-31-3-.03

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Maps" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-3-.04 Soils Information

- (1) Each NMP must include crop and soils information. Natural Resources Conservation Service soils surveys must be used to identify the soil series.
- (2) Each NMP must include a soils survey map with the application fields clearly delineated and soils series descriptions including texture, permeability, slope, drainage, depth to seasonal high-water table, and erodibility.
- (3) The pH of the soil in each proposed application field within a site must be based upon a composite sample of all soil types found in proposed application field.

Cite as Ga. Comp. R. & Regs. R. 40-31-3-.04

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Soils Information" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-3-.05 Soil Amendment Analysis

(1) Each NMP must include a current representative analysis of each IBD soil amendment intended for application at the site analyzed in the NMP.

(2) Each current representative analysis included in a NMP must include the following:

- (a) Ammonia as N, %
- (b) Total Kjeldahl Nitrogen, %
- (c) Total Nitrogen, %
- (d) Nitrate as N, %
- (e) % Volatile Solids
- (f) % Total Solids
- (g) pH, standard units
- (h) Total Phosphorus as P, %
- (i) Total Potassium as K, %
- (j) Arsenic, mg/kg
- (k) Cadmium, mg/kg
- (l) Copper, mg/kg
- (m) Lead, mg/kg
- (n) Mercury, mg/kg
- (o) Molybdenum, mg/kg
- (p) Nickel, mg/kg
- (q) Selenium, mg/kg
- (r) Zinc, mg/kg
- (s) Aluminum, mg/kg

Cite as Ga. Comp. R. & Regs. R. 40-31-3-.05

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Soil Amendment Analysis" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-3-.06 Material Identification and Application Method

(1) Each NMP must provide the registration number of each soil amendment under the NMP.

(2) Each NMP must specify the method of application for each soil amendment under the NMP, and include a detailed description of all operational procedures.

Cite as Ga. Comp. R. & Regs. R. 40-31-3-.06

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Material Identification and Application Method" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

40-31-3-.07 Additional Monitoring Requirements

(1) Upon written request by the Commissioner, a landowner must collect and analyze soil, surface water, groundwater, stored soil amendment, or other samples in a manner and frequency specified by the Department.

(2) Upon written request by the Commissioner, a landowner must perform or contract for ambient monitoring of surface water or groundwater.

Cite as Ga. Comp. R. & Regs. R. 40-31-3-.07

AUTHORITY: O.C.G.A. § [2-12-80](#).

HISTORY: Original Rule entitled "Additional Monitoring Requirements" adopted. F. Dec. 7, 2022; eff. Dec. 27, 2022.

Department 160. RULES OF GEORGIA DEPARTMENT OF EDUCATION

Chapter 160-5.

Subject 160-5-1. REGIONAL EDUCATIONAL SERVICES

160-5-1-.10 Student Attendance

(1) DEFINITIONS.

(a) **Foster Care Student** - a student who is in a foster home or otherwise in the foster care system under the Division of Family and Children Services of the Department of Human Services.

(b) **Student Attendance Protocol** - procedures to be used in identifying, reporting, investigating and prosecuting cases of alleged violations of O.C.G.A. § [20-2-690.1](#), relating to mandatory school attendance and appropriately addressing the issue with parents and guardians. The protocol shall also include recommendations for policies relating to tardiness.

(c) **Student Attendance and School Climate Committee** - a committee established, pursuant to O.C.G.A. § [20-2-690.2](#), by the chief judge of the superior court of each county for the purpose of ensuring coordination and cooperation among officials, agencies and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school, and to increase the percentage of students present to take tests which are required to be administered under the laws of this state, and to improve the school climate in each school.

(d) **Student Teen Election Participant (STEP)** - a program designed to permit full-time public, private, and home schooled high school students the opportunity to volunteer to work as poll officers during any primary, special, or general election according to the provisions set forth in O.C.G.A. § [21-2-92](#).

(e) **Truant** - any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

(2) REQUIREMENTS.

(a) School days missed as a result of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy.

(b) Local boards of education shall adopt policies and procedures excusing students from school under the following circumstances, as a minimum. Policies may require submission of appropriate documentation.

1. Personal illness or when attendance in school endangers the student's health or the health of others.

(i) Local boards of education may require students to present appropriate medical documentation upon return to school for the purpose of validating that the absence is an excused absence. With proper verification a student may be eligible for hospital/homebound instruction as outlined in State Board of Education Rule [160-4-2-.31](#) Hospital/Homebound (HHB) Services.

2. A serious illness or death in a student's immediate family necessitating absence from school.

(i) In the event of a serious illness in a student's immediate family, local boards of education may require students to present appropriate medical documentation regarding the family member upon return to school for the purpose of validating that the absence is an excused absence.

3. A court order or an order by a government agency, including preinduction physical examinations for service in the armed forces, mandating absence from school.
4. The observation of religious holidays, necessitating absence from school.
5. Conditions rendering attendance impossible or hazardous to student health or safety.
6. Registering to vote or voting in a public election, which shall not exceed one day.
7. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.
8. A student whose parent or legal guardian is currently serving or previously served on active duty in the armed forces of the United States, in the Reserves of the armed forces of the United States on extended active duty, or in the National Guard on extended active duty may be granted excused absences, up to a maximum of five school days per school year, not to exceed two school years, for the day or days missed from school to attend military affairs sponsored events, provided the student provides documentation prior to absence from:
 - (i) A provider of care at or sponsored by a medical facility of the United States Department of Veterans Affairs; or
 - (ii) An event sponsored by a corporation exempt from taxation under Section 501(c)(19) of the Internal Revenue Code.
9. Nothing in Sections (2)(b)7 and (2)(b)8 of this rule shall be construed to require a local school system to revise any policies relating to maximum number of excused and unexcused absences for any purposes.
10. Any other absence not explicitly defined herein but deemed by the local school board of education to have merit based on circumstances, which may include non-school sponsored activities that meet the requirements set forth in section (2)(g)2. of this rule.
 - (c) Local boards of education shall count students present when they are serving as pages of the Georgia General Assembly as set forth in O.C.G.A. § [20-2-692](#).
 - (d) A foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § [20-2-692.2](#).
 - (e) A student who successfully participates in the Student Teen Election Participant (STEP) program shall be counted as present and given full credit for the school day during which he or she served in the STEP program. No student shall be permitted to be absent from school or participate in the STEP program for more than two school days per school year.
 - (f) A student who participates in an activity or program sponsored by 4-H shall be credited as present by the school in which enrolled in the same manner as an educational field trip, and such participation in an activity or program sponsored by 4-H shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § [20-2-692.3](#).
 - (g) Final course grades of students shall not be penalized because of absences if the following conditions are met:
 1. Absences are justified and validated for excusable reasons.
 2. Make up work for excused absences was completed satisfactorily.

(h) Local boards of education are not required to provide make-up work for unexcused absences.

(i) Nothing in this rule should be construed to encourage student absences or as an approval of excessive unexcused absences.

(j) To reduce unexcused absences, each local board of education shall adopt policies and procedures that shall include but are not limited to:

1. Requiring the school system to notify the parent, guardian or other person who has control or charge of the student when such student has five unexcused absences. The notice shall outline the penalty and consequences of such absences and that each subsequent absence shall constitute a separate offense. After two reasonable attempts to notify the parent, guardian or other person who has charge of the student, the school system shall send written notice via certified mail with return receipt requested, or first-class mail; and

2. Prior to any action to commence judicial proceedings to impose a penalty on a parent, guardian, or other person residing in this state who has control or charge of the school aged child for failing to comply with compulsory attendance, a school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested; and

3. Requiring public schools to provide to the parent, guardian, or other person having control or charge of each student enrolled in public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance. By September 1 of each school year or within 30 school days of a student's enrollment in the school system, the parent, guardian, or other person having control or charge of such student shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, via certified mail, return receipt requested, or first-class mail, to such parent, guardian, or other person who has control or charge of a child, or children. In addition, students age ten or older by September 1 shall sign a statement indicating receipt of written statement of possible consequences for non-compliance to the local system's policy.

(k) Each local board of education shall implement a progressive discipline process and a parental involvement process for truant students before referring the students to the juvenile or other court having jurisdiction.

(l) Each local board of education shall adopt as a part of the student codes of conduct developed pursuant to O.C.G.A. § [20-2-735](#) a definition of truancy that contains the minimum standards established by State Board of Education Rule [160-5-1-.10](#) Student Attendance and a summary of possible consequences and penalties for truancy.

(m) Pursuant to O.C.G.A. § [20-2-690.2](#), each local school system shall participate in a student attendance and school climate committee. Independent school systems may participate in the committee in the county where the system is located. Independent school systems whose geographic area encompasses more than one county may select one of such counties in which to participate. An independent school system that elects not to participate in the committee of the county where it is located shall request the chief judge of the superior court of a county encompassed by its geographic area to establish an independent student attendance and school climate committee.

1. The superintendent or the superintendent's designee of the local school system shall fully and actively assist in the planning, implementation, and evaluation activities of the local school system student attendance and school climate committee.

2. The superintendent, a certificated school employee, a local school board member from each public school system in the county, and a certificated school social worker from each public school system, if any are employed by the school system, shall serve on the student attendance and school climate committee.

3. Each local board of education shall consider and publicly announce its decisions regarding the recommendations of the student attendance and school climate committee.

4. Each local board of education shall report annual student attendance rates to the student attendance and school climate committee and the State Board of Education by September 1 following each school year.
5. The local school system shall be responsible for providing a copy of the written student attendance protocol to the Department by July 1, 2005, and upon any subsequent revisions or amendments.
6. The Department shall develop and disseminate exemplary model protocols that may be implemented by local boards of education.

Cite as Ga. Comp. R. & Regs. R. 160-5-1-.10

AUTHORITY: O.C.G.A. §§ [15-11-10](#); [15-11-67](#); [20-2-85](#); [20-2-240](#); [20-2-310](#); [20-2-690.1](#); [20-2-690.2](#); [20-2-692](#); [20-2-692.1](#); [20-2-692.2](#); [20-2-692.3](#); [20-2-693](#); [20-2-694](#); [20-2-695](#); [20-2-696](#); [20-2-697](#); [20-2-698](#); [20-2-701](#); [20-2-735](#); [20-2-736](#); [21-2-92](#).

HISTORY: Original Rule entitled "Absences and Excuses" adopted. F. Nov. 30, 1990; eff. Dec. 20, 1990.

Amended: F. Mar. 20, 1997; eff. Apr. 9, 1997.

Amended: F. Feb. 15, 2002; eff. Mar. 7, 2002.

Amended: F. Aug. 13, 2004; eff. Sept. 2, 2004.

Amended: F. July 14, 2006; eff. August 3, 2006.

Amended: F. Aug. 9, 2007; eff. Aug. 29, 2007.

Amended: F. October 12, 2011; eff. November 1, 2011.

Amended: F. Nov. 14, 2012; eff. Dec. 4, 2012.

Amended: F. May 7, 2015; eff. May 27, 2015.

Amended: F. Sep. 27, 2018; eff. Oct. 17, 2018.

Amended: F. Mar. 28, 2019; eff. Apr. 17, 2019.

Amended: F. Jan. 16, 2020; eff. Feb. 5, 2020.

Amended: F. Dec. 8, 2022; eff. Dec. 28, 2022.

Department 195. GEORGIA BOARD FOR HEALTH CARE WORKFORCE

Chapter 195-2. RESIDENCY CAPITATION

195-2-.01 General Definitions

(1) "Residency Capitation" means the funding provided to each designated teaching hospital or hospital authority operating a teaching hospital based on:

(a) The number of residents in training, times a fixed dollar amount; and

(b) The fixed dollar amount being set by the appropriation provided for this purpose divided by the total number of residents in training at all designated teaching hospitals and all teaching hospitals operated by a hospital authority.

(2) "Teaching Hospital" is an institution owned and operated by a hospital authority which provides medical education and training of residents in addition to its other medical care delivery system responsibilities.

(3) "Designated Teaching Hospital" means a teaching hospital operated by other than a hospital authority, which hospital agrees to contract with the state to offer or continue to offer a residency program approved by the Accreditation Council for Graduate Medical Education /ACGME, which program has at least one ACGME accredited residency program, excluding any stand-alone fellowship program, and which hospital operates a 24 hour, seven-day-per week emergency room open to the public, and which hospital files a semiannual statistical report consistent with those filed by other state funded tertiary, neonatal obstetrical centers with the Family Health Section of the Department of Human Resources.

(4) "Medical Education and Training" consists of an ACGME approved residency program, one year or longer in duration, which prepares graduates of medical schools to practice in a general or specialty field of medicine or surgery.

(5) "Accreditation Council for Graduate Medical Education" is the body established to accredit residency programs.

(6) "Certification" is the process utilized to determine the number of residents receiving medical education and training through a designated teaching hospital or a teaching hospital operated by a hospital authority which serves as the basis for issuance of capitation payments.

(7) "Resident" means an individual at any level of training in an ACGME-accredited Graduate Medical Education Program, including subspecialty programs.

(8) "Fellow" refers to an individual undertaking post-graduate residency training in a field of research that is not accredited by the ACGME.

Cite as Ga. Comp. R. & Regs. R. 195-2-.01

AUTHORITY: O.C.G.A. §§ [31-7-95](#), [49-10](#).

HISTORY: Original Rule entitled "General Definitions" adopted. F. Sept. 2, 1980; eff. Sept. 22, 1980.

Amended: F. Feb. 12, 1985; eff. Mar. 4, 1985.

Amended: F. Feb. 12, 1998; eff. Mar. 4, 1998.

Repealed: New Rule, same title adopted. F. Nov. 13, 2000; eff. Dec. 3, 2000.

Repealed: New Rule of same title adopted. F. Jan. 10, 2005; eff. Jan. 30, 2005.

Amended: F. Dec. 19, 2022; eff. Jan. 8, 2023.

Department 250. RULES OF GEORGIA STATE BOARD OF FUNERAL SERVICE

Chapter 250-6. ESTABLISHMENT/CREMATORY LICENSURE AND REGULATIONS

250-6-.08 Determination of Funeral Director in Full and Continuous Charge

(1) The Board shall have the authority to evaluate each application for a funeral establishment or crematory license to determine whether the funeral director has the ability to be accessible and available to the community if the funeral director does not spend a minimum of forty (40) hours per week in the employ and operation of the establishment. The Board may then approve an application where the funeral director does not satisfy the specific requirement to spend a minimum of forty (40) hours per week in the employ and operation of the establishment or crematory if the Board is satisfied that the funeral director will be accessible and available to the community.

(2) The individual approved by the Board to serve as the Funeral Director in Full and Continuous Charge may only serve in this capacity at one (1) funeral establishment, but may also serve as the Funeral Director in Full and Continuous Charge at a crematory if the crematory is located at the same physical address as the approved funeral establishment, provided that the funeral establishment and crematory are licensed under the same ownership. If the crematory offers their services directly to the public, a different Funeral Director in Full and Continuous Charge would be required. In determining whether the funeral director possesses the ability to be accessible and available to the community, the Board will consider;

(a) the proximity of the funeral director's other employment and/or residence to the funeral establishment;

(b) the funeral director's ability to obtain leave from his/her other job in order to attend to the affairs of the funeral establishment; and

(c) any other information which relates to the ability of the funeral director to adequately supervise the operation of the funeral establishment.

Cite as Ga. Comp. R. & Regs. R. 250-6-.08

AUTHORITY: O.C.G.A. §§ [43-18-23\(1\)](#), [\(3\)](#), [\(5\)](#), [43-18-71\(a\)](#).

HISTORY: Original Rule entitled "Determination of Funeral Director in Full and Continuous Charge" was renumbered from [250-6-.06](#) to [250-6-.08](#). F. Jan. 30, 1996; eff. Feb. 19, 1996.

Amended: F. July 19, 2017; eff. August 8, 2017.

Amended: F. Oct. 16, 2018; eff. Nov. 5, 2018.

Amended: F. Dec. 9, 2022; eff. Dec. 29, 2022.

Department 360. RULES OF GEORGIA COMPOSITE MEDICAL BOARD

Chapter 360-3. INVESTIGATIONS AND DISCIPLINE

360-3-.05 Medical Assistants, Polysomnography Technologists, and Radiology Technologists

(1) It shall be grounds for disciplinary action by the Board if a physician aids or abets another person in misrepresenting his/her credentials or engaging in unlicensed practice. Engaging in unlicensed practice includes delegation by a physician of professional responsibilities to a person who is not authorized to provide such services. A physician may delegate the performance of certain medical tasks to an unlicensed person with appropriate supervision as provided herein.

(a) Medical Assistants

1. For purposes of this rule, a medical assistant is an unlicensed person supervised by the physician to whom he or she delegates certain medical tasks.

(i) A physician may delegate to a medical assistant the following medical tasks: subcutaneous and intramuscular injections; obtaining vital signs; administering nebulizer treatments; or removing sutures and changing dressings.

(ii) Physicians or physician assistants under basic job description and/or advanced practice nurses under protocol must be on-site for a medical assistant to administer subcutaneous and intramuscular injections, to administer nebulizer treatments, and to remove sutures and change dressings. It is not required for a physician to be on-site for a medical assistant to obtain vital signs.

(iii) Physician shall only allow medical assistants to provide services for which they have been properly trained. Physicians shall maintain accurate and complete records of professional services rendered.

(iv) Nothing in this rule prohibits the performance of tasks by medical assistants that would not otherwise require a license.

(b) Polysomnography

1. Definitions

(i) "Polysomnography" means the treatment, management, diagnostic testing, control, education, and care of patients with sleep and wake disorders. Polysomnography includes, but is not limited to, the process of analysis, monitoring, and recording of physiologic data during sleep and wakefulness to assist in the treatment of disorders, syndromes, and dysfunctions that are sleep related, manifest during sleep, or disrupt normal sleep activities. Polysomnography also includes, but is not limited to, the therapeutic and diagnostic use of low-flow oxygen, the use of positive airway pressure including continuous positive airway pressure (CPAP) and bi-level modalities, adaptive servo-ventilation, and maintenance of nasal and oral airways that do not extend into the trachea.

(ii) "Polysomnographic technologist" means any person performing polysomnography services under the supervision of a physician licensed under this article without the requirement that the technologist is licensed.

(iii) "Supervision" means that the supervising physician licensed under this article shall remain available, either in person or through telephonic or electronic means, at the time that polysomnography services are provided.

2. Delegation of Duties

(i) Physicians may delegate to a polysomnography technologist to perform tasks to treat, manage, control, educate, or care for patients with sleep or wake disorders or to provide diagnostic testing for patients with suspected sleep or wake disorders.

(ii) However, the physician may not delegate tasks that constitute the practice of medicine.

(c) Radiologist Assistant

1. Radiologist Assistant means an advanced level certified diagnostic radiologic technologist who assists radiologists under levels of supervision in performing advanced diagnostic imaging procedures including, but not limited to, enteral and parenteral procedures when performed under the direction of the supervising radiologist and may include injecting diagnostic agents to sites other than intravenous, performing diagnostic aspirations and localizations, and assisting radiologists with other invasive procedures.

(i) Supervision

(I) Radiology assistants shall be supervised by a physician licensed under O.C.G.A. 43-34 who has experience in performing advanced diagnostic imaging procedures.

I. Exemptions or Limitations

2. This Code section is for definitional purposes only and shall not be construed to require any duties or obligations regarding radiology assistants that did not already exist as of June 30, 2009.

Cite as Ga. Comp. R. & Regs. R. 360-3-.05

AUTHORITY: O.C.G.A. §§ [43-34-12](#), [43-34-44](#), [43-34-45](#).

HISTORY: Original Rule entitled "Medical Assistants, Polysomnography Technologists, and Radiology Technologists" adopted. F. May 18, 2010; eff. June 7, 2010.

Amended: F. Dec. 20, 2022; eff. Jan. 9, 2023.

Department 360. RULES OF GEORGIA COMPOSITE MEDICAL BOARD

Chapter 360-35. LASERS

360-35-.01 Definitions

For purposes of this Chapter, the following definitions apply:

- (1) "Assistant Laser Practitioner" means a person who is licensed by the Board to practice as a cosmetic laser practitioner under the on-site supervision of a senior laser practitioner or physician.
- (2) "Board" means the Georgia Composite Medical Board.
- (3) "Continuing medical education (CME) educator" or "continuing education (CE) educator" means an individual who teaches courses approved by the Accreditation Council for Continuing Medical Education (ACCME).
- (4) "Cosmetic laser practitioner" means a person licensed by the Board to provide cosmetic laser services and whose license is in good standing.
- (5) "Cosmetic laser services" means nonablative elective cosmetic light based skin care, photo rejuvenation, or hair removal using lasers or pulsed light devices approved by the United States Food and Drug Administration for noninvasive procedures.
- (6) "Cosmetologist" means a person who is registered to practice the occupation of cosmetologist by the State Board of Cosmetology and Barbers pursuant to Chapter 10, Title 43 of the O.C.G.A.
- (7) "Direct supervision" means the supervising physician (MD/DO) is physically present on the premises and immediately available to lend medical assistance if needed.
- (8) "Esthetician" means a person who is registered to engage in the occupation of an esthetician by the State Board of Cosmetology and Barbers pursuant to Chapter 10, Title 43 of the O.C.G.A.
- (9) "Facility" means any location, place, area, structure, office, institution, or business or a part thereof in which is performed or provided cosmetic laser services regardless of whether a fee is charged for such services.
- (10) "Lasers" means light-based devices that are prescription devices, the sale of which are regulated by the U.S. Food and Drug Administration, (FDA), that can be sold only to licensed practitioners with prescriptive authority. It does not include devices which are not light based such as radio frequency devices, ultrasound devices, thermal devices and lasers not regulated by the FDA.
- (11) "Medical Practitioner" means a nurse, physician assistant or physician.
- (12) "Nurse" means a person who is licensed to practice as a registered professional nurse or who is authorized by the Georgia Board of Nursing to engage in advanced nursing practice pursuant to Article 1, Chapter 26, Title 43 of the O.C.G.A.
- (13) "Offices" shall mean a facility offering cosmetic laser services which serves as the principal place of practice at which a physician regularly sees patients for the general and usual care rendered and administered by a physician.
- (14) "Physician" means one who is licensed by the Board to practice medicine.
- (15) "Physician Assistant" means a person who is licensed by the Board as a physician assistant.

(16) "Senior Laser Practitioner" means a physician assistant or a nurse who has been licensed to practice the occupation of a cosmetic laser practitioner and who practices pursuant to the protocols of a consulting physician.

Cite as Ga. Comp. R. & Regs. R. 360-35-.01

AUTHORITY: O.C.G.A. §§ [43-34-5](#), [43-34-242](#), [43-34-244](#), [43-34-248](#), [43-34-249.1](#).

HISTORY: Original Rule entitled "Definitions" adopted. F. Sep. 14, 2015; eff. Oct. 4, 2015.

Repealed: New Rule of same title adopted. F. Nov. 16, 2017; eff. Dec. 6, 2017.

Amended: F. Dec. 20, 2022; eff. Jan. 9, 2023.

Department 391. RULES OF GEORGIA DEPARTMENT OF NATURAL RESOURCES

Chapter 391-4. WILDLIFE RESOURCES DIVISION

Subject 391-4-3. FISHING REGULATIONS

391-4-3-.13 Fishing Methods

(1) The following streams are artificial-lure streams:

(a) That portion of the Chattahoochee River from Georgia Highway 20 downstream to the boat ramp at the National Park Service Medlock Bridge Park immediately upstream of Georgia Highway 141;

(b) Noontootla Creek and its tributaries on the Blue Ridge Management Area;

(c) Coleman River and its tributaries from the junction with Tallulah River upstream to Forest Service Bridge No. 54;

(d) Jones Creek and its tributaries on U.S. Forest Service property upstream from the junction with the Etowah River;

(e) Mountaintown Creek and its tributaries above Mountaintown Creek Watershed Structure No. 2;

(f) Stanley Creek and its tributaries on the Rich Mountain Management Area;

(g) Hoods Creek and its tributaries on the Warwoman Management Area;

(h) Walnut Fork and its tributaries on the Warwoman Management Area; and

(i) Conasauga River upstream of the Georgia-Tennessee state line and its tributaries to that portion of the river; provided, however, Conasauga River and its tributaries shall not be artificial-lure streams from the last Saturday in March through October 31 of each year.

(2) It is lawful to fish with or possess only artificial lures with barbless hooks in that portion of Dukes Creek and its tributaries in White County on the Smithgall Woods-Dukes Creek Conservation Area, including the Georgia Highway 75 Alternate right-of-way.

(3) It is lawful to fish with or possess only artificial lures with single hooks on the following waters; provided, however, this restriction does not apply to said waters from May 15 through October 31 of each year:

(a) Amicalola Creek from County Road 192 (Steele Bridge Road) downstream to Georgia Highway 53;

(b) Chattahoochee River from Sope Creek (off Columns Drive) downstream to US Highway 41 (Cobb Parkway);

(c) Chattooga River (in Rabun County) from Georgia Highway 28 upstream to the mouth of Reed Creek (Georgia);

(d) Smith Creek on Unicoi State Park from Unicoi Dam downstream to the Unicoi State Park property boundary; and

(e) Toccoa River on U.S. Forest Service land from 0.4 miles above the Shallowford Bridge upstream to a point 450 feet upstream of the Sandy Bottom Canoe Access.

(4) Use of live blueback herring for bait and possession of live blueback herring is prohibited in all freshwaters of the state; provided, however, this provision shall not apply to the following waters:

- (a) Lake Allatoona;
- (b) Lake Bartlett's Ferry;
- (c) Lake Blue Ridge;
- (d) Lake Chatuge;
- (e) Lake Goat Rock;
- (f) Lake Juliette;
- (g) Lake Lanier;
- (h) Lake Nottely;
- (i) Lake Oliver;
- (j) Lake West Point;
- (k) Altamaha River watershed downstream of the following dams:

- 1. Juliette on the Ocmulgee River;
- 2. Lake Juliette on Rum Creek;
- 3. Lake Tobesofkee on Tobesofkee Creek; and
- 4. Lake Sinclair on the Oconee River;

(l) watersheds of all other streams that flow directly into the Atlantic Ocean. The penalties of this paragraph are enforceable by all penalties applicable, including civil penalties.

Cite as Ga. Comp. R. & Regs. R. 391-4-3-.13

AUTHORITY: O.C.G.A. §§ [27-4-12](#), [27-4-36](#), [27-4-51](#).

HISTORY: Original Rule entitled "Sale of Game Fish from Private Ponds" adopted. F. Apr. 11, 1974; eff. May 1, 1974.

Repealed: New Rule of same title adopted. F. Apr. 15, 1975; eff. May 5, 1975.

Repealed: F. Mar. 2, 1976; eff. Mar. 22, 1976.

Amended: New Rule entitled "Fishing Methods" adopted. F. Sept. 11, 1996; eff. Oct. 1, 1996.

Amended: F. Sept. 3, 1998; eff. Sept. 23, 1998.

Amended: F. Sept. 17, 1999; eff. Oct. 7, 1999.

Amended: F. Aug. 19, 2002; eff. Sept. 8, 2002.

Amended: F. Aug. 24, 2006; eff. Sept. 13, 2006.

Amended: F. Sept. 1, 2010; eff. Sept. 21, 2010.

Amended: F. June 8, 2021; eff. June 28, 2021.

Repealed: New Rule of same title adopted. F. Dec. 19, 2022; eff. Jan. 8, 2023.

Department 490. RULES OF GEORGIA STATE BOARD OF PHYSICAL THERAPY

Chapter 490-2. LICENSURE REQUIREMENTS

490-2-.01 Application For Licensure And Examination

- (1) A completed application for examination must be submitted and approved prior to taking the examination.
- (2) Any physical therapist or physical therapist assistant who plans to practice as a physical therapist or physical therapist assistant in the State of Georgia must be licensed by the Board or hold a Georgia Compact Privilege issued by the Physical Therapy Compact Commission prior to beginning said practice.
- (3) All applications for licensure must be complete within the timeframe indicated in the Joint Secretary Rules and/or policies. All applications not completed within this designated timeframe shall be considered expired and withdrawn. Following expiration of an application, a new application in its entirety, to include all required fees, shall be required for consideration of licensure.
- (4) All applicants for licensure and examination are also subject to the provisions of O.C.G.A. §§ [43-1-19](#) and [43-33-18](#).

Cite as Ga. Comp. R. & Regs. R. 490-2-.01

AUTHORITY: O.C.G.A. §§ [43-1-25](#), [43-33-10\(11\)](#).

HISTORY: Original Rule entitled "Application for Registration and Examination" adopted. F. and eff. June 30, 1965.

Repealed: New Rule of same title adopted. F. May 1, 1973; eff. May 21, 1973.

Repealed: New Rule entitled "Application for Licensure and Examination" adopted. F. June 6, 1983; eff. June 26, 1983.

Repealed: New Rule of same title adopted. F. Mar. 22, 1989; eff. Apr. 11, 1989.

Amended: F. July 17, 1989; eff. August 6, 1989.

Amended: F. May 26, 1993; eff. June 15, 1993.

Amended: F. Jan. 24, 1995; eff. Feb. 13, 1995.

Repealed: New Rule of same title adopted. F. Aug. 20, 2004; eff. Sept. 9, 2004.

Amended: F. Sep. 14, 2020; eff. Oct. 4, 2020.

Amended: F. Dec. 9, 2022; eff. Dec. 29, 2022.

Department 490. RULES OF GEORGIA STATE BOARD OF PHYSICAL THERAPY

Chapter 490-4. RENEWAL: CONTINUING COMPETENCE REQUIREMENTS-DISCIPLINARY SANCTIONS

490-4-.01 Renewal and Reinstatement of License and Penalties

(1) Every licensed physical therapist and physical therapist assistant shall biennially apply to the Board for renewal of his/her license, submit proof of continuing competency requirements and pay a renewal fee by December 31st of odd years. Refer to fee schedule and Rule [490-4-.02](#).

(2) A license that is not renewed on or before December 31st shall be assessed a late fee. Refer to fee schedule for penalty fee.

(3) A license that is not renewed on or before February 1st of the year following the renewal year shall lapse and be of no force and effect and shall by operation of the law be revoked.

(4) A physical therapist or physical therapist assistant that has been previously licensed in this State who has allowed his/her license to become revoked due to failure to renew, shall be required to submit an application for reinstatement, pay appropriate fee (refer to fee schedule), and shall also be required to meet requirements as provided below:

(a) An applicant who is able to document that he/she has practiced as a physical therapist or physical therapist assistant within 2 years shall be required to submit proof of continuing competence requirements as established by the Board;

(b) An applicant who is unable to document that he/she has practiced as a physical therapist or physical therapist assistant within 2 years but is able to document such practice within 5 years shall be required to submit proof of continuing competence (Refer to [490-4-.02](#)), and shall be required to work under the supervision of a physical therapist licensed in this state for 480 hours of continuous supervised practice to be completed within 3 months with specific stipulations as deemed necessary by the Board, and shall be required to take and pass the examination on the laws governing the practice of physical therapy in Georgia and the rules of the Georgia State Board of Physical Therapy; or

(c) An applicant who is unable to document that he/she has practiced as a physical therapist or physical therapist assistant within 5 years shall be required to work under the supervision of a physical therapist licensed in this state for 1,000 hours of continuous supervised practice to be completed in no less than 6 months or no more than 1 year if approved by the Board with specific stipulations as deemed necessary by the Board and shall be required to take and pass the following examinations: the licensing examination, and the examination on the laws governing the practice of physical therapy in Georgia and the rules of the Georgia State Board of Physical Therapy.

(5) Applicants subject to Rule [490-4-.01\(4\)\(a\)](#) may at the discretion of the Board be exempted from continuing competence requirements if such person holds a current license in good standing in another state or if such person is currently employed as a physical therapist or physical therapist assistant by the United States Government if such person provides physical therapy services under the direction or control of the employing organization.

Cite as Ga. Comp. R. & Regs. R. 490-4-.01

AUTHORITY: O.C.G.A. §§ [43-1-4](#), [43-1-25](#), [43-33-10\(11\)](#), [43-33-16](#).

HISTORY: Original Rule entitled "Renewal of Registration and Penalties" adopted. F. and eff. June 30, 1965.

Repealed: New Rule of same title adopted. F. Apr. 20, 1973; eff. May 10, 1973.

Amended: F. Oct. 17, 1975; eff. Nov. 6, 1975.

Repealed: New Rule of same title adopted. F. Nov. 27, 1984; eff. Dec. 17, 1984.

Amended: F. July 19, 1985; eff. August 8, 1985.

Amended: F. Nov. 25, 1985; eff. Dec. 15, 1985.

Repealed: New Rule entitled "Renewal of License and Penalties" adopted. F. Aug. 25, 1986; eff. Sept. 14, 1986.

Repealed: New Rule of same title adopted. F. Jan. 28, 1987; eff. Feb. 17, 1987.

Amended: F. Mar. 14, 1988; eff. Apr. 3, 1988.

Amended: F. July 20, 1988; eff. August 9, 1988.

Amended: F. Mar. 22, 1989; eff. Apr. 11, 1989.

Repealed: New Rule of same title adopted. F. Aug. 24, 1989; eff. Sept. 13, 1989.

Repealed: New Rule of same title adopted. F. Jan. 13, 1992; eff. Feb. 2, 1992.

Repealed: New Rule of same title adopted. F. July 22, 1999; eff. August 11, 1999.

Amended: F. Nov. 7, 2003; eff. Nov. 27, 2003.

Repealed: New Rule entitled "Renewal and Reinstatement of License and Penalties" adopted. F. Aug. 17, 2005; eff. Sept. 6, 2005.

Repealed: New Rule entitled "Renewal of License and Penalties" adopted. F. Oct. 31, 2007; eff. Nov. 20, 2007.

Repealed: New Rule entitled "Renewal and Reinstatement of License and Penalties" adopted. F. Sept. 29, 2008; eff. Oct. 19, 2008.

Amended: F. Jan. 28, 2011; eff. Feb. 17, 2011.

Repealed: New Rule of same title adopted. F. May 25, 2012; eff. June 14, 2012.

Amended: F. Dec. 9, 2022; eff. Dec. 29, 2022.

Department 505. PROFESSIONAL STANDARDS COMMISSION

Chapter 505-2. CERTIFICATION

505-2-.191 Elementary Agriculture Education (P-5) Endorsement

(1) Professional and Five (5)-Year Induction Requirements.

(a) Issuance.

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction certificate in Agriculture (6-12) or Elementary Education (P-5).
2. Verify completion of a GaPSC-approved Elementary Agriculture Education (P-5) Endorsement program as outlined in GaPSC Rule [505-3-.111](#) ELEMENTARY AGRICULTURE EDUCATION (P-5) ENDORSEMENT PROGRAM.
3. Meet Standards of Conduct.
4. Request the certificate according to procedures outlined in GaPSC Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Renewal.

1. Meet requirements outlined in the Rule [505-2-.36](#) RENEWAL REQUIREMENTS.
2. Meet Standards of Conduct.
3. Apply for certification following procedures outlined in Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(2) Three (3)-Year Non-Renewable and Three (3)-Year Induction Requirements.

(a) Issuance.

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction teaching certificate in Agriculture (6-12) or Elementary Education (P-5).
2. Meet Standards of Conduct.
3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Conversion.

1. Verify completion of a GaPSC-approved Elementary Agriculture Education (P-5) Endorsement program as outlined in GaPSC Rule [505-3-.111](#) ELEMENTARY AGRICULTURE EDUCATION (P-5) ENDORSEMENT PROGRAM.
2. Meet Standards of Conduct.

3. Apply for certification following procedures outlined in Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(3) In-Field Statement (See GaPSC Rule [505-2-.40](#) IN-FIELD ASSIGNMENT).

(a) An individual with the Agriculture Education Endorsement (P-5) is in-field to teach Agriculture Education courses in grades P-5.

(b) Each state-approved curriculum course, with specified certificate fields that are designated as in-field, may be found under Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.191

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Agriculture Education Endorsement(P-5)" adopted. F. June 26, 2019; eff. July 1, 2019, as specified by the Agency.

Repealed: New Rule entitled "Elementary Agriculture Education (P-5) Endorsement" adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-2-.193 Computer Science Micro-Endorsement

(1) Purpose.

(a) The Computer Science Micro-Endorsement is designated for teachers who are currently enrolled in and completing the Computer Science Program or Computer Science Endorsement Program that desire to begin teaching computer science introductory courses prior to completion of the full endorsement program.

(2) Professional and Induction Requirements.

(a) Issuance.

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction teaching certificate.
2. Verify completion of coursework from a GaPSC-approved Computer Science Program or Computer Science Endorsement Program provider that covers standards 1 and 6 outlined in Rules [505-3-.41](#) COMPUTER SCIENCE PROGRAM or [505-3-.86](#) COMPUTER SCIENCE ENDORSEMENT PROGRAM.
3. Meet Standards of Conduct.
4. Apply for certification following procedures outlined in Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Renewal.

1. Meet requirements outlined in the Rule [505-2-.36](#) RENEWAL REQUIREMENTS.
2. Meet Standards of Conduct.
3. Apply for certification following procedures outlined in Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(3) Three-Year Non-Renewable and Three-Year Induction Requirements.

(a) Issuance.

1. Hold a level four (4) or higher renewable Professional or Five (5)-Year Induction teaching certificate.
2. Meet Standards of Conduct.
3. Have the certificate requested by the employing Georgia local unit of administration following procedures outlined in Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(b) Conversion.

1. Verify completion of coursework from a GaPSC-approved Computer Science Program or Computer Science Endorsement Program provider that covers standards 1 and 6 outlined in Rules [505-3-.41](#) COMPUTER SCIENCE PROGRAM or [505-3-.86](#) COMPUTER SCIENCE ENDORSEMENT PROGRAM.

2. Meet Standards of Conduct.

3. Apply for certification following procedures outlined in Rule [505-2-.27](#) CERTIFICATION APPLICATION, MyPSC AND TEST ELIGIBILITY PROCEDURES.

(5) **In-Field Statement (See GaPSC Rule [505-2-.40](#) IN-FIELD ASSIGNMENT).** An individual with the Computer Science Micro-Endorsement is in-field to teach identified courses in Certification/Curriculum Assignment Policies (CAPS) on the GaPSC web site at www.gapsc.com.

Cite as Ga. Comp. R. & Regs. R. 505-2-.193

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Computer Science Micro-Endorsement" adopted. F. June 22, 2022; eff. July 1, 2022, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

Department 505. PROFESSIONAL STANDARDS COMMISSION

Chapter 505-3. EDUCATOR PREPARATION RULES

505-3-.02 Educator Preparation Provider Annual Reporting and Evaluation

(1) **PURPOSE.** This rule states requirements for the annual evaluation of educator preparation programs and educator preparation providers, and requirements for annual reporting of program effectiveness by educator preparation providers that prepare individuals for certification as education personnel in Georgia.

(2) **DEFINITIONS.**

(a) Advanced Preparation/Degree-Only Program: An educator preparation program at the post-baccalaureate level for the continuing education of educators who have previously completed initial preparation. Advanced preparation/degree-only programs commonly award graduate credit and include masters, specialist, and doctoral degree programs.

(b) Approval: A process for assessing and enhancing academic and education quality through peer review, to assure the public that an educator preparation provider and/or educator preparation program has met institutional, state, and national standards of educational quality; also, a Georgia Professional Standards Commission (GaPSC) decision rendered when an educator preparation provider or educator preparation program meets GaPSC standards and required annual reporting requirements.

(c) Approval Review: Examination of evidence and interviews of stakeholders conducted by the GaPSC Site Visitors either on-site at an institution/agency, or electronically using web and telephone conferencing systems as part of a developmental, first continuing, focused, or probationary review.

(d) Candidates/Teacher Candidates: Individuals enrolled in programs for the initial or advanced preparation of educators, programs for the continuing professional development of educators, or programs for the preparation of other professional school personnel. Candidates are distinguished from students in P-12 schools. Candidates in programs leading to teacher certification may also be referred to as Pre-service Teacher Candidates.

(e) Certified/Classified Personnel Information (CPI): A tri-annual data collection performed by the Georgia Department of Education of active certified and classified employees at each school/district location. The data includes job assignment, subject matter, percentage of time assigned, local years of service, years of experience for payroll purposes, employment basis, and contract salary including all supplements for each certified employee.

(f) Clinical Practice: Residency (formerly referred to as student teaching) or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

(g) Council for the Accreditation of Educator Preparation (CAEP): The national accreditation organization formed as a result of the unification of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

(h) Educator Preparation Program: A planned sequence of courses and experiences for preparing P-12 teachers and other professional school personnel that leads to a state certification. See the definitions for the three (3) types of educator preparation programs: Initial, Endorsement, and Advanced/Degree-Only.

(i) Educator Preparation Provider (EPP): The institution of higher education (IHE), college, school, department, agency, or other administrative body with the responsibility for managing or coordinating all programs offered for

the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed (formerly referred to as the professional education unit).

(j) Endorsement Program: A planned sequence of courses and experiences, typically no more than four (4) courses in length, designed to provide certified educators with an additional, specific set of knowledge and skills. Successful completion of an endorsement program results in the addition of the endorsement field to the Georgia educator certificate. Endorsement programs may lead to college credit and/or professional learning units, must be approved by the GaPSC, and may be offered by any GaPSC- approved educator preparation provider. See GaPSC Rule [505-2-.14](#), ENDORSEMENTS.

(k) Field Experiences: Field experiences are those activities that include organized and sequenced engagement of candidates in settings that provide opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration, and that include substantive work with P-12 students and P-12 personnel as appropriate.

(l) Induction: Support received by novice teachers and new school leaders during their first three (3) years in their new position. The State Induction Guidance Documents provide a framework for how school districts and their partners will structure the induction system. The Induction level of Georgia's tiered certification system is designed to include support for novice teachers.

(m) Initial Preparation Program: A program designed to prepare candidates for their initial, or first, professional certificate in a teaching, leadership, or service field. Examples include degree programs at the baccalaureate, master's, or higher levels; or post-baccalaureate programs, non-degree certification-only programs, and non-traditional programs such as the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) program. Programs leading to an educator's first certificate in a particular field are considered initial preparation even if the educator is certified in one or more other fields.

(n) Leader Assessment on Performance Standards (LAPS): A part of the Georgia statewide evaluation system for leaders, LAPS is a qualitative, rubrics-based evaluation method designed to measure leadership performance related to quality performance standards.

(o) Leadership Position/Leadership Role: A leadership position as determined by the Georgia Department of Education is one that requires the employee in that position to hold an Educational Leadership certificate and is one in which the employee has specified authority and supervisory responsibilities. In contrast to leadership positions, leadership roles are those job assignments that do not require a leadership certificate and in which the employee does not have specified authority or supervisory responsibilities.

(p) Leader Preparation Program Effectiveness Measures (LPPEMs): A collection of common measures applied to all GaPSC-approved educational leadership preparation programs leading to initial certification in Georgia performance-based Educational Leadership.

(q) Non-traditional Preparation Program: A program designed to prepare individuals holding an appropriate degree for a professional certificate. Non-traditional preparation programs lead only to a certificate, not to a degree or college credit and:

1. Feature a flexible timeframe for completion;
2. Are job-embedded allowing candidates to complete requirements while employed by a regionally accredited local school system or regionally accredited private school as a classroom teacher full-time or part-time for at least a half day;
3. Require that candidates are supported by a Candidate Support Team;

4. Require an induction component that includes coaching and supervision;
 5. Provide curriculum, performance-based instruction and assessment focused on the pedagogical knowledge and skills necessary for the candidate to teach his/her validated academic content knowledge; and
 6. Are individualized based on the needs of each candidate with respect to content knowledge, pedagogical skills, learning modalities, learning styles, interests, and readiness to teach. Georgia's non-traditional preparation program for teachers is named Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP). See GaPSC Rule [505-3-.05](#), [GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY \(GaTAPP\)](#).
- (r) **Preparation Program Effectiveness Measures (PPEMs)**: A collection of common measures applied to all teacher and leader preparation programs leading to initial certification in a field. Teacher Preparation Program Effectiveness Measures (TPPEMs) and Leader Preparation Program Effectiveness Measures (LPPEMs) are further defined in this rule.
- (s) **Out-of-State Institution**: An institution of higher education that is administratively based in a state within the United States other than Georgia.
- (t) **Program Completer**: A person who has met all the requirements of a GaPSC-approved or state-approved out-of-state educator preparation program, to include all GaPSC requirements such as attempting all assessments required for state certification.
- (u) **State-approved Content Assessment**: A content-specific, standardized test aligned with preparation program standards (state and national) and Georgia's P-12 curriculum, and developed to ensure that educators have the content knowledge necessary for successful performance as an educator. A passing score on the appropriate assessment is required for state certification.
- (v) **Teacher Assessment on Performance Standards (TAPS)**: A part of the Georgia statewide evaluation system for teachers, TAPS is a qualitative, rubrics-based evaluation method designed to measure teacher performance related to quality performance standards.
- (w) **Teacher Preparation Program Effectiveness Measures (TPPEMs)**: A collection of common measures applied to all GaPSC-approved teacher preparation programs leading to initial certification in a teaching field.
- (x) **Tier I Educational Leadership Program**: A traditional or non-traditional preparation program designed to prepare candidates for entry level leadership positions that include P-12 school level positions supervised by the principal and system level positions that do not supervise principals.
- (y) **Tier II Educational Leadership Program**: A traditional or non-traditional preparation program designed to prepare candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other LUA staff who supervise principals.
- (z) **Traditional Preparation Program**: A credit-bearing program designed for the preparation of educators offered by an institution of higher education.

(3) GENERAL REQUIREMENTS AND APPLICABILITY.

- (a) The requirements stated in this rule apply to all GaPSC-approved educator preparation providers (EPPs) and all educator preparation programs leading to initial certification in a teaching or leadership field.
- (b) Data will be reported in the aggregate, so as not to identify individual program candidates. Personally identifiable information will not be reported by GaPSC.

(4) PREPARATION PROGRAM EFFECTIVENESS MEASURES (PPEMs).

- (a) **Completion Reporting Year**. The PPEM reporting year starts September 1 and ends August 31.

(b) Teacher Preparation Program Effectiveness Measures (TPPEMs) are comprised of a set of four measures representing the performance of candidates while enrolled in the preparation program and their performance in the classroom after program completion when completers are employed in Georgia public schools or Georgia public charter schools and in their fields of preparation. TPPEMs are collected and reported annually. TPPEM measures include:

1. Employer Perceptions of Preparation data are derived from the common, statewide survey conducted annually of employers of those program completers (referred to as *inductees*) employed in Georgia public or public charter schools. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in the field of preparation.

2. Inductee Perceptions of Preparation data are derived from the common, statewide survey, conducted annually of those program completers employed in Georgia public or public charter schools and in their fields of preparation. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in the field of preparation.

3. Teacher Observation Data serves as an indicator of program completer effectiveness in the classroom. Aggregated observation data are derived from the annual, summative ratings for completers generated by the administration of the Teacher Assessment on Performance Standards (TAPS) instrument.

4. Assessment of Content Knowledge (state-approved content assessment; Georgia Assessments for the Certification of Educators [GACE]).

(i) Every candidate enrolled in a teacher preparation program for which there is a GACE content assessment must attempt the entire assessment (all tests within the assessment) within a window of time beginning at a point determined by the EPP and ending on August 31 in the reporting year of program completion, and at least once prior to program completion (an attempt results in an official score on all tests within the assessment). Candidates enrolled in non-traditional teacher preparation programs may be required to pass the appropriate GACE content assessment prior to program admission, depending upon the field of certification sought (see Rule [505-3-.05](#), GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY).

(ii) For all teacher preparation programs, the best attempt for each program completer prior to or on August 31 in the reporting year of program completion will be used in reporting.

(c) Leader Preparation Program Effectiveness Measures (LPPEMs).

1. Leader Preparation Program Effectiveness Measures (LPPEMs) for Tier I programs are comprised of five (5) measures representing the performance of candidates while enrolled in the preparation program and performance in the field-after program completion when completers are employed in leadership positions in Georgia public schools or Georgia public charter schools. LPPEMs are collected and reported annually subject to data availability. Tier I LPPEM measures include:

(i) Employer Perceptions of Preparation data are derived from the common, statewide survey conducted annually of employers of those program completers (referred to as *inductees*) employed in leadership positions in Georgia public or public charter schools. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in leadership positions.

(ii) Completer Perceptions of Preparation data are derived from the common, statewide survey administered to candidates nearing completion of Tier I leadership preparation programs.

(iii) Inductee Perceptions of Preparation data are derived from the common, statewide survey conducted annually of those program completers employed in leadership positions in a Georgia public or public charter school. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in leadership positions.

(iv) Leader Observation Data serves as an indicator of the on-the-job effectiveness of program completers employed in leadership positions. Aggregated observation data are derived from the annual, summative ratings for completers generated by the administration of the Leader Assessment on Performance Standards (LAPS) instrument.

(v) Assessment of Content Knowledge data are derived from the Tier I GACE Content Knowledge Assessment, which must be attempted by every candidate enrolled in a Tier I Educational Leadership preparation program at least once prior to program completion. The assessment must be attempted within a window of time beginning at a point determined by the EPP and ending on August 31 in the year of program completion (an attempt results in an official score on all tests within the assessment). The best attempt for each program completer prior to or on August 31 in the reporting year of program completion will be used in reporting.

2. Leader Preparation Program Effectiveness Measures (LPPEMs) for Tier II programs are comprised of five (5) measures representing the performance of candidates while enrolled in the preparation program and performance in the field-after program completion when completers are employed in leadership positions in Georgia public school or Georgia public charter schools. LPPEMs are collected and reported annually. Tier II LPPEM measures include:

(i) Employer Perceptions of Preparation data are derived from the common, statewide survey conducted annually of employers of those completers (*inductees*) employed in leadership positions in Georgia public schools or public charter schools. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in leadership positions.

(ii) Completer Perceptions of Preparation data are derived from the common, statewide survey administered to candidates nearing completion of preparation programs.

(iii) Inductee Perceptions of Preparation data are derived from the common, statewide survey conducted annually of those program completers employed in leadership positions in Georgia public schools or public charter schools. For each cohort, the survey will be administered one (1) time near the end of the first year of inductees' employment in leadership positions.

(iv) Leader Observation Data serves as an indicator of the on-the-job effectiveness of program completers employed in leadership positions. Aggregated observation data are derived from the annual, summative ratings for completers generated by the administration of the Leader Assessment on Performance Standards (LAPS) instrument.

(v) Performance-based Assessment of Leadership Skills data are derived from the administration of the Performance Assessment for School Leaders (PASL). The PASL must be attempted by every candidate enrolled in a Tier II Educational Leadership preparation program within a window of time beginning at a point determined by the EPP and ending on August 31 in the year of program completion and at least once prior to program completion (an attempt results in an official score on all tasks within the assessment). The best attempt for each program completer prior to or on August 31 in the reporting year of program completion will be used in reporting.

(d) Refer to the PPEM Technical Specifications document for additional information on each measure, and the schedule of data collection and reporting.

(5) ANNUAL REPORTING.

(a) State Reporting.

1. All GaPSC-approved EPPs are required to regularly and accurately submit all required candidate-level data to the Traditional Program Management System (TPMS) or the Non-traditional Reporting System (NTRS) as appropriate for all programs offered and according to the timelines established in Educator Preparation Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS, paragraph (3) (c) 8.

2. Out-of-state EPPs with teacher candidates fulfilling field and clinical experiences in Georgia schools are required to regularly and accurately submit to TPMS all data specified by GaPSC staff in association with the issuance of the Pre-Service Certificate.

(b) Federal Reporting: Title II. All GaPSC-approved EPPs are required to submit annually the data required for federal Title II reporting. Failure to submit Title II data, accurately, completely, and by published deadlines may result in adverse changes in approval status, up to and including recommendation to the Commission of revocation of approval, and may result in fines.

(6) USES OF PPEMS AND ANNUAL REPORT DATA.

(a) Reporting to EPPs. When sufficient data are available, PPEMs will be provided annually to each GaPSC-approved EPP. All data will be aggregated at the program level; no individual level data will be provided. EPPs are expected to use PPEMs and other data to improve programs.

(b) Reporting to the Georgia Professional Standards Commission. PPEMs will be provided annually to the 18-member standards commission via the public dashboard; data will be aggregated at the program and EPP levels and no individual level data will be provided.

(c) Reporting to Other State Agencies. The Georgia Professional Standards Commission is a participating agency in GAAWARDS, Georgia's Academic and Workforce Analysis and Research Data System, which is the state's Pre-K through workforce (P20W) longitudinal data system. Data of individual candidates is provided to GAAWARDS annually. All personally identifiable information is removed prior to being used for research purposes.

(d) Reporting to the Public. PPEMs will be provided to the public annually via the GaPSC website. Data will be aggregated at the program and EPP levels; no individual level data or aggregations of fewer than ten (10) individuals will be provided.

Cite as Ga. Comp. R. & Regs. R. 505-3-.02

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Educator Preparation Provider Annual Reporting and Evaluation" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Amended: F. Jun. 13, 2014; eff. July 3, 2014.

Repealed: New Rule of same title adopted. F. Dec. 20, 2016; eff. Jan. 15, 2017, as specified by the Agency.

Amended: F. Apr. 10, 2018; eff. Apr. 15, 2018, as specified by the Agency.

Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.

Amended: F. Dec. 13, 2019; eff. Jan. 1, 2020, as specified by the Agency.

Amended: F. June 11, 2020; eff. July 1, 2020, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.23 Economics Education Program

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach Economics in grades 6-12, and supplements requirements in Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the National Council for the Social Studies (2018) and the National Standards for Personal Financial Education published in 2021 by the Council for Economic Education and Jump Start:

1. **Content Knowledge.** Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

2. **Application of Content Through Planning.** Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners as indicated by the following:

(i) Candidates plan learning sequences that demonstrate social studies knowledge aligned with the College, Career and Civic Life (C3) Framework, state-required content standards, and theory and research.

(ii) Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

(iii) Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

(iv) Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.

(v) Candidates plan learning sequences that use technology to foster civic competence.

3. **Design and Implementation of Instruction and Assessment.** Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

(i) Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

(ii) Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

(iii) Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

(iv) Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

(v) Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

4. **Social Studies Learners and Learning.** Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

(i) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

(ii) Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

(iii) Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

5. Professional Responsibility and Informed Action. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

(i) Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

(ii) Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

(iii) Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

6. Financial Literacy. Candidates demonstrate and apply understandings of the six major financial literacy concepts of earning income, spending, saving, investing, managing credit, and managing risk to plan rigorous and engaging instruction supporting students' practical application of financial literacy knowledge and skills. The financial literacy instruction developed provides equitable, culturally responsive opportunities for all students to learn and apply financial literacy concepts, skills, and practices. The six major concepts of financial literacy are defined as follows:

(i) **Earning Income.** Most people earn wage and salary income in return for working, and they can also earn income from interest, dividends, rents, entrepreneurship, business profits, or increases in the value of investments. Employee compensation may also include access to employee benefits such as retirement plans and health insurance. Employers generally pay higher wages and salaries to more educated, skilled, and productive workers. The decision to invest in additional education or training can be made by weighing the benefit of increased income-earning and career potential against the opportunity costs in the form of time, effort, and money. Spendable income is lower than gross income due to taxes assessed on income by federal, state, and local governments.

(ii) **Spending.** A budget is a plan for allocating a person's spendable income to necessary and desired goods and services. When there is sufficient money in their budget, people may decide to give money to others, save, or invest to achieve future goals. People can often improve their financial well-being by making well-informed spending decisions, which includes critical evaluation of price, quality, product information, and method of payment. Individual spending decisions may be influenced by financial constraints, personal preferences, unique needs, peers, and advertising.

(iii) **Saving.** People who have sufficient income can choose to save some of it for future uses such as emergencies or later purchases. Savings decisions depend on individual preferences and circumstances. Funds needed for transactions, bill-paying, or purchases, are commonly held in federally insured checking or savings accounts at financial institutions because these accounts offer easy access to their money and low risk. Interest rates, fees, and other account features vary by type of account and among financial institutions, with higher rates resulting in greater compound interest earned by savers.

(iv) **Investing.** People can choose to invest some of their money in financial assets to achieve long-term financial goals, such as buying a house, funding future education, or securing retirement income. Investors receive a return on their investment in the form of income and/or growth in value of their investment over time. People can more easily achieve their financial goals by investing steadily over many years, reinvesting dividends, and capital gains to compound their returns. Investors have many choices of investments that differ in expected rates of return and risk. Riskier investments tend to earn higher long-run rates of return than lower-risk investments. Investors select investments that are consistent with their risk tolerance, and they diversify across a number of different investment choices to reduce investment risk.

(v) **Managing Credit.** Credit allows people to purchase and enjoy goods and services today, while agreeing to pay for them in the future, usually with interest. There are many choices for borrowing money, and lenders charge higher interest and fees for riskier loans or riskier borrowers. Lenders evaluate creditworthiness of a borrower based on the

type of credit, past credit history, and expected ability to repay the loan in the future. Credit reports compile information on a person's credit history, and lenders use credit scores to assess a potential borrower's creditworthiness. A low credit score can result in a lender denying credit to someone they perceive as having a low level of creditworthiness. Common types of credit include credit cards, auto loans, home mortgage loans, and student loans. The cost of post-secondary education can be financed through a combination of grants, scholarships, work-study, savings, and federal or private student loans.

(vi) Managing Risk. People are exposed to personal risks that can result in lost income, assets, health, life, or identity. They can choose to manage those risks by accepting, reducing, or transferring them to others. When people transfer risk by buying insurance, they pay money now in return for the insurer covering some or all financial losses that may occur in the future. Common types of insurance include health insurance, life insurance, and homeowner's or renter's insurance. The cost of insurance is related to the size of the potential loss, the likelihood that the loss event will happen, and the risk characteristics of the asset or person being insured. Identity theft is a growing concern for consumers and businesses. Stolen personal information can result in financial losses and fraudulent credit charges. The risk of identity theft can be minimized by carefully guarding personal financial information.

(3) Specialty Field. The program shall require a major or equivalent in economics that meets the specialty area standard listed below:

(a) Economics

1. Candidates seeking certification in the field of economics are expected to possess the knowledge, skills, and dispositions necessary to organize and provide instruction at the appropriate school level for the study of economics, and should hold a major or an equivalent (as defined in Rule [505-3-.01](#), paragraph (e) 3. (ii), page 11) in the field.

Cite as Ga. Comp. R. & Regs. R. 505-3-.23

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Dance Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Health Occupations Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Repealed: New Rule entitled "Healthcare Science and Technology Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Repealed: New Rule entitled "Health and Physical Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Repealed: New Rule entitled "Economics Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule of same title adopted. F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.27 Mathematics Education Program

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach Mathematics in grades 6-12 and supplements requirements in GaPSC Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the standards published in 2020 by the National Council of Teachers of Mathematics (NCTM) and the National Standards for Personal Financial Education published in 2021 by the Council for Economic Education and Jump Start:

1. **Knowing and Understanding Mathematics.** Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number; Algebra and Functions; Calculus; Statistics and Probability; Geometry, Trigonometry, and Measurement.

(i) **Essential Concepts in Number.** Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of number including flexibly applying procedures, using real and rational numbers in contexts, developing solution strategies, and evaluating the correctness of conclusions. Major mathematical concepts in Number include number theory; ratio, rate, and proportion; and structure, relationships, operations, and representations.

(ii) **Essential Concepts in Algebra and Functions.** Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions including how mathematics can be used systematically to represent patterns and relationships including proportional reasoning, to analyze change, and to model everyday events and problems of life and society. Essential Concepts in Algebra and Functions include algebra that connects mathematical structure to symbolic, graphical, and tabular descriptions; connecting algebra to functions; and developing families of functions as a fundamental concept of mathematics. Additional Concepts should include algebra from a more theoretical approach, including relationships between structures (e.g., groups, rings, and fields) as well as formal structures for number systems and numerical and symbolic calculations.

(iii) **Essential Concepts in Calculus.** Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of calculus, including the mathematical study of the calculation of instantaneous rates of change and the summation of infinitely many small factors to determine some whole. Essential Concepts in Calculus include limits, continuity, the Fundamental Theorem of Calculus, and the meaning and techniques of differentiation and integration.

(iv) **Essential Concepts in Statistics and Probability.** Candidates demonstrate and apply understandings of statistical thinking and the major concepts, procedures, knowledge, and applications of statistics and probability including how statistical problem solving and decision making depend on understanding, explaining, and quantifying the variability in a set of data to make decisions. They understand the role of randomization and chance in determining the probability of events. Essential Concepts in Statistics and Probability include quantitative literacy, visualizing and summarizing data, statistical inference, probability, and applied problems.

(v) **Essential Concepts in Geometry, Trigonometry, and Measurement.** Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of geometry, including using visual representations for numerical functions and relations, data and statistics, and networks, to provide a lens for solving problems in the physical world. Essential Concepts in Geometry, Trigonometry, and Measurement include transformations, geometric arguments, reasoning and proof, applied problems, and non-Euclidean geometries.

2. **Knowing and Using Mathematical Processes.** Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the mathematical processes of problem solving; reason and communicate mathematically; and engage in mathematical modeling. Candidates apply technology appropriately within these mathematical processes.

(i) **Problem Solving.** Candidates demonstrate a range of mathematical problem-solving strategies to make sense of and solve non-routine problems (both contextual and non-contextual) across mathematical domains.

(ii) Reasoning and Communicating. Candidates organize their mathematical reasoning and use the language of mathematics to express their mathematical reasoning precisely, both orally and in writing, to multiple audiences.

(iii) Mathematical Modeling and Use of Mathematical Models. Candidates understand the difference between the mathematical modeling process and models in mathematics. Candidates engage in the mathematical modeling process and demonstrate their ability to model mathematics.

3. Knowing Students and Planning for Mathematical Learning. Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students' access and learning. The mathematics instruction developed provides equitable, culturally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

(i) Student Diversity. Candidates identify and use students' individual and group differences when planning rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

(ii) Students' Mathematical Strengths. Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

(iii) Positive Mathematical Identities. Candidates understand that teachers' interactions impact individual students by influencing and reinforcing students' mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities.

4. Teaching Meaningful Mathematics. Candidates implement effective and equitable teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics-specific tools and representations, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

(i) Establish Rigorous Mathematics Learning Goals. Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.

(ii) Engage Students in High Cognitive Demand Learning. Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.

(iii) Incorporate Mathematics-Specific Tools. Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.

(iv) Use Mathematical Representations. Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.

(v) Elicit and Use Student Responses. Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.

(vi) Develop Conceptual Understanding and Procedural Fluency. Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.

(vii) Facilitate Discourse. Candidates pose purposeful questions to facilitate discourse among students that ensures each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.

5. Assessing Impact on Student Learning. Candidates assess and use evidence of students' learning of rigorous mathematics to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching.

(i) Assessing for Learning. Candidates select, modify, or create both informal and formal assessments to elicit information on students' progress toward rigorous mathematics learning goals.

(ii) Analyze Assessment Data. Candidates collect information on students' progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.

(iii) Modify Instruction. Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.

6. Social and Professional Context of Mathematics Teaching and Learning. Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments.

(i) Promote Equitable Learning Environments. Candidates seek to create more equitable learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that produce equitable or inequitable mathematical learning for students.

(ii) Promote Positive Mathematical Identities. Candidates reflect on their impact on students' mathematical identities and develop professional learning goals that promote students' positive mathematical identities.

(iii) Engage Families and Community. Candidates communicate with families to share and discuss strategies for ensuring the mathematical success of their children.

(iv) Collaborate with Colleagues. Candidates collaborate with colleagues to grow professionally and support student learning of mathematics.

7. Teaching Financial Literacy. Candidates demonstrate and apply understandings of the six major financial literacy concepts of earning income, spending, saving, investing, managing credit, and managing risk to plan rigorous and engaging instruction supporting students' practical application of financial literacy knowledge and skills. The financial literacy instruction developed provides equitable, culturally responsive opportunities for all students to learn and apply financial literacy concepts, skills, and practices. The six major concepts of financial literacy are defined as follows:

(i) Earning Income. Most people earn wage and salary income in return for working, and they can also earn income from interest, dividends, rents, entrepreneurship, business profits, or increases in the value of investments. Employee compensation may also include access to employee benefits such as retirement plans and health insurance. Employers generally pay higher wages and salaries to more educated, skilled, and productive workers. The decision to invest in additional education or training can be made by weighing the benefit of increased income-earning and career potential against the opportunity costs in the form of time, effort, and money. Spendable income is lower than gross income due to taxes assessed on income by federal, state, and local governments.

(ii) Spending. A budget is a plan for allocating a person's spendable income to necessary and desired goods and services. When there is sufficient money in their budget, people may decide to give money to others, save, or invest to achieve future goals. People can often improve their financial well-being by making well-informed spending decisions, which includes critical evaluation of price, quality, product information, and method of payment. Individual spending decisions may be influenced by financial constraints, personal preferences, unique needs, peers, and advertising.

(iii) Saving. People who have sufficient income can choose to save some of it for future uses such as emergencies or later purchases. Savings decisions depend on individual preferences and circumstances. Funds needed for transactions, bill-paying, or purchases, are commonly held in federally insured checking or savings accounts at financial institutions because these accounts offer easy access to their money and low risk. Interest rates, fees, and

other account features vary by type of account and among financial institutions, with higher rates resulting in greater compound interest earned by savers.

(iv) Investing. People can choose to invest some of their money in financial assets to achieve long-term financial goals, such as buying a house, funding future education, or securing retirement income. Investors receive a return on their investment in the form of income and/or growth in value of their investment over time. People can more easily achieve their financial goals by investing steadily over many years, reinvesting dividends, and capital gains to compound their returns. Investors have many choices of investments that differ in expected rates of return and risk. Riskier investments tend to earn higher long-run rates of return than lower-risk investments. Investors select investments that are consistent with their risk tolerance, and they diversify across a number of different investment choices to reduce investment risk.

(v) Managing Credit. Credit allows people to purchase and enjoy goods and services today, while agreeing to pay for them in the future, usually with interest. There are many choices for borrowing money, and lenders charge higher interest and fees for riskier loans or riskier borrowers. Lenders evaluate creditworthiness of a borrower based on the type of credit, past credit history, and expected ability to repay the loan in the future. Credit reports compile information on a person's credit history, and lenders use credit scores to assess a potential borrower's creditworthiness. A low credit score can result in a lender denying credit to someone they perceive as having a low level of creditworthiness. Common types of credit include credit cards, auto loans, home mortgage loans, and student loans. The cost of post-secondary education can be financed through a combination of grants, scholarships, work-study, savings, and federal or private student loans.

(vi) Managing Risk. People are exposed to personal risks that can result in lost income, assets, health, life, or identity. They can choose to manage those risks by accepting, reducing, or transferring them to others. When people transfer risk by buying insurance, they pay money now in return for the insurer covering some or all financial losses that may occur in the future. Common types of insurance include health insurance, life insurance, and homeowner's or renter's insurance. The cost of insurance is related to the size of the potential loss, the likelihood that the loss event will happen, and the risk characteristics of the asset or person being insured. Identity theft is a growing concern for consumers and businesses. Stolen personal information can result in financial losses and fraudulent credit charges. The risk of identity theft can be minimized by carefully guarding personal financial information.

8. Secondary Field Experiences and Clinical Practice. Secondary mathematics candidates engage in a planned sequence of field experiences and clinical practice in diverse settings under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics supervised by an EPP supervisor, with secondary mathematics teaching experience or an equivalent knowledge base.

Cite as Ga. Comp. R. & Regs. R. 505-3-.27

AUTHORITY: O.C.G.A. [20-2-200](#).

HISTORY: Original Rule entitled "Early Childhood Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Marketing Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Repealed: New Rule entitled "Music Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Repealed: New Rule entitled "Mathematics Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule with the same title adopted. F. Sep. 24, 2021; eff. Oct. 15, 2021, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.34 Agriculture Education Program

(1) **Purpose.** This rule states field-specific content standards for approving initial preparation programs that prepare individuals to teach agriculture in grades 6-12 and supplements requirements in Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards.

1. The program shall prepare candidates who know and can apply the content of the biological, botanical, physical, natural and applied sciences relevant to practical solutions for agricultural problems.
2. The program shall prepare candidates who know and can apply the principles of plant science, animal science, agricultural business and leadership, agricultural mechanics, and forestry; and can apply technologies from these areas that are appropriate to the agriculture industry.
3. The program shall prepare candidates who demonstrate competence in one or more of the specialized occupational areas: agricultural production and marketing; agricultural equipment and supplies; agricultural electrification; agricultural metal fabrication; agriculture product processing; ornamental horticulture; floriculture and floral design; agricultural business; planning, and analysis; natural resource management; environmental science; forestry; agriculture animal production; veterinary science; or companion animal production and care.
4. The program shall prepare candidates who demonstrate the ability to conduct a complete program of study in agricultural education including classroom and laboratory instruction, National Future Farmers of America (FFA) leadership development, and supervised agricultural experiences (SAEs) for students.
5. The program shall prepare candidates who can apply principles of production agriculture and agricultural economics.
6. The program shall prepare candidates who can plan for classroom and lab management, student behavior management, curriculum and instructional delivery systems, manage instructional laboratories, implement instructional techniques, and evaluate student learning in agricultural education.
7. The program shall prepare candidates who demonstrate the ability to work with community, industry, governmental agencies, program advisory committees, as well as local and state school personnel to provide a desirable educational experience for students in agricultural education.

Cite as Ga. Comp. R. & Regs. R. 505-3-.34

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Health Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Safety, Driver and Traffic Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Amended: F. Dec. 31, 1997; eff. July 1, 1998, as specified by the Agency.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Repealed: New Rule entitled "Safety and Driver Education Endorsement Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004.

Repealed: New Rule entitled "Special Education Deaf Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Repealed: New Rule entitled "Agriculture Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.35 Business Education Program

(1) **Purpose.** This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach business in grades 6-12 and supplements requirements in Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards.

1. The program shall prepare candidates who demonstrate knowledge of the philosophy and purposes of Career Technical Education (CTE), including being members of professional teacher organizations, such as National Business Education Association (NBEA), Association of Career and Technical Education (ACTE), and their affiliates.
2. The program shall prepare candidates who can plan effective instruction, implement teaching strategies and methods for teaching business education and standards using project-based and problem-based learning, and assess mastery of content using performance based assessments.
3. The program shall prepare candidates who can apply problem-solving skills in business.
4. The program shall prepare candidates who demonstrate competence in use and application of emerging technology (software and hardware/equipment).
5. The program shall prepare candidates who demonstrate knowledge of business organization structure and function.
6. The program shall prepare candidates who know principles and application of business mathematics, business law, and formal business communication skills.
7. The program shall prepare candidates who are competent in use and application of computer applications (word processing, spreadsheet, database, presentation, and graphics) and keyboarding skills.
8. The program shall prepare candidates who are knowledgeable about business management techniques, leadership styles, marketing strategies and use in business, entrepreneurial constructs, human resource management and economic theories and systems, including consumer economics concepts.

9. The program shall prepare candidates who demonstrate knowledge of the theories and skills of accounting, financial services, financial literacy, and emerging technologies in the finance industry.

10. The program shall prepare candidates who have knowledge of teaching employability skills, digital citizenship, business ethics, leadership skills, international business practices, cultural awareness, and career opportunities in business-related fields.

11. The program shall prepare candidates who can operate the student organization-Future Business Leaders of America (FBLA), as the co-curricular organization aligned with business education curricula.

12. The program shall prepare candidates who work with business and industry and post-secondary institutions in establishing school/business partnerships and advisory committees.

Cite as Ga. Comp. R. & Regs. R. 505-3-.35

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Health Occupations Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Science Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Amended: F. Aug. 13, 1997; eff. Sept. 2, 1997.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Repealed: New Rule entitled "Special Education Physical and Health Disabilities Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Repealed: New Rule entitled "Business Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.36 Family and Consumer Sciences Education Program

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach family and consumer sciences in grades 6-12 and supplements requirements in Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards published by the National Association of Teacher Educators for Family and Consumer Sciences (2020).

1. Career, Community, and Family Connections. The program shall prepare candidates who analyze family, community, and work interrelationships; investigate career paths through work based learning activities; examine family and consumer sciences careers in education and human services, hospitality and food production, and visual

arts and design; develop employability skills and other 21st century skills; apply career decision making and transitioning processes; and implement service learning.

2. Consumer Economics and Family Resources. The program shall prepare candidates who use local and global resources responsibly to address the diverse needs and goals of individuals, families, and communities worldwide in family and consumer sciences areas including resource management, consumer economics, financial literacy, living environments, and textiles and apparel.

3. Family and Human Development. The program shall prepare candidates who use culturally responsive principles of human development and interpersonal and family relationships to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.

4. Food and Nutrition. The program shall prepare candidates who promote nutrition science and food literacy practices and develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan and address related concerns in a global society.

5. Wellness. The program shall prepare candidates who utilize the practical reasoning process to make informed decisions and apply appropriate preventative and protective strategies to achieve optimal quality of life including social and emotional well-being for individuals, families, and communities.

6. Career and Technical Student Organization Integration. The program shall prepare candidates who integrate the Family, Career and Community Leaders of America (FCCLA) co-curricular student organization into the program to foster students' academic growth, apply family and consumer sciences content, develop leadership skills, engage in community service learning including competitive events, and make career and content connections.

7. Curriculum Development. The program shall prepare candidates who develop, justify, and implement course curricula in programs of study supported by research and theory that address perennial and evolving family, career, and community issues; reflect the critical, integrative nature of family and consumer sciences; integrate core academic areas; and reflect high quality career and technical education practices.

8. Instructional Strategies and Resources. The program shall prepare candidates who facilitate students' critical literacy and problem solving in family and consumer sciences through varied instructional strategies and technologies by experiences modeling responsible management of resources in schools, communities, and the workplace.

9. Laboratory Management. The program shall prepare candidates who develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure both the safety of students and clients, and sustainability of products and the environment.

10. Student and Program Assessment. The program shall prepare candidates who collect student and program data to assess, evaluate, and improve student learning and family and consumer sciences programs using evidence-based criteria, standards, and authentic processes.

11. Learning Environment. The program shall prepare candidates who create and implement a safe, supportive, and culturally responsive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.

12. Professionalism. The program shall prepare candidates who engage in ethical professional practice based on the history, philosophy, and family and consumer sciences Body of Knowledge, and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development.

Cite as Ga. Comp. R. & Regs. R. 505-3-.36

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Health and Physical Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Social Science Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Repealed: New Rule entitled "Special Education Visual Impairments Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Repealed: New Rule entitled "Family and Consumer Sciences Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.37 Healthcare Science Program

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach healthcare-related occupations in grades 6-12 and supplements requirements in Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) Candidates shall meet eligibility criteria outlined in GaPSC Certification Rule [505-2-.87](#), HEALTHCARE SCIENCE EDUCATION.

(b) The program shall have established procedures for evaluating and assessing work experience.

(c) To receive approval GaPSC-approved educator preparation providers shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards.

1. The program shall prepare candidates who can interpret, develop and implement curriculum for healthcare science, including instructional methods of teaching, for the classroom, and lab activities.

2. The program shall prepare candidates who understand the organizational structure and historical development of career and technical education and its relationship to American business, industry, and careers.

3. The program shall prepare candidates who integrate academic and career and technical education content in the curriculum and in implementing cross-curricular activities.

4. The program shall prepare candidates who organize, manage, plan, and supervise the healthcare science lab.

5. The program shall prepare candidates who understand and are able to accommodate special populations and the diverse learning needs and cultures of all students.

6. The program shall prepare candidates who are familiar with secondary school guidance and counseling practices, assessment instruments and procedures, and assisting students in career development and placement activities through field based experiences in a variety of healthcare settings.

7. The program shall prepare candidates who apply and integrate technology and computer skills in specific occupational areas and classroom instruction.

8. The program shall prepare candidates who know and implement safety practices and procedures.

9. The program shall introduce candidates to Career Technical Student Organizations (CTSO) such as, HOSA-Future Health Professionals or Skills USA and provide information and resources to prepare them to facilitate CTSOs.

10. The program shall prepare candidates who work with business, industry, health, and medical workforce stakeholders when establishing school/business/community partnerships and advisory committees.

(d) The program shall prepare candidates who are familiar with the framework of health science education and the National Health Science Standards advocated by the National Health Science Consortium.

Cite as Ga. Comp. R. & Regs. R. 505-3-.37

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Hearing Impaired Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Special Education [Behavior Disorders (BD), Learning Disabilities (LD), Mental Retardation (MR), Interrelated Special Education and Interrelated Special Education/Early Childhood] Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Amended: F. Aug. 13, 1997; eff. Sept. 2, 1997.

Amended: F. Jan. 25, 2000; eff. Feb. 15, 2000, as specified by the Agency.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Repealed: New Rule entitled "Speech Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Repealed: New Rule entitled "Healthcare Science and Technology Education Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule entitled "Healthcare Science Program" adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.38 Marketing Education Program

(1) **Purpose.** This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach marketing in grades 6-12 and supplements requirements in Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards.

1. The program shall prepare candidates in the following curriculum areas:

- (i) Fundamentals of Marketing (e.g., market identification, market share, target market, market segmentation, and marketing mix);
- (ii) Foundational skills (e.g., economic theory and systems, basic business concepts, customer service skills, and technology skills); budgeting and financial literacy concepts;
- (iii) Terminology and concepts particular to the specialized area of marketing;
- (iv) Marketing information management;
- (v) Product and service management;
- (vi) Pricing;
- (vii) Channel Management and Distribution;
- (viii) Communications and Promotion;
- (ix) Selling;
- (x) Entrepreneurship; and
- (xi) Market planning.

2. The program shall prepare candidates who can plan, develop, and administer a marketing program that includes classroom instruction and laboratory (school-based enterprise) experiences and various work-based learning experiences.

3. The program shall prepare candidates who are familiar with job requirements and career opportunities in marketing, marketing-related, and management fields.

4. The program shall prepare candidates who are able to place secondary school students in work- and community-based settings for demonstration of mastery of curriculum.

5. The program shall prepare candidates who have either academic preparation or professional experiences in marketing.

6. The program shall prepare candidates who can implement and operate the nationally-affiliated Career and Technical Student Organization (CTSO) known as DECA.

7. The program shall prepare candidates who are familiar with the history, foundations, and organization of Career and Technical Education Programs.

8. The program shall prepare candidates who are equipped to develop and utilize advisory committees primarily comprised of business, industry, and community leaders.

9. The program shall prepare candidates who are aware of and implement safety practices and procedures in the classroom, the lab, and the community where DECA-sponsored events take place.

10. The program shall prepare candidates who understand and are able to accommodate the diverse learning styles and cultures of students.

11. The program shall prepare candidates who are able to apply technological skills in classroom instruction.

Cite as Ga. Comp. R. & Regs. R. 505-3-.38

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Speech Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Repealed: New Rule entitled "Technology Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Repealed: New Rule of same title adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule entitled "Marketing Education Program" adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.39 Engineering and Technology Education Program

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach engineering and technology education in grades P-12 and supplements requirements in Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the 2020 Standards for Technological and Engineering Literacy as published by the International Technology and Engineering Educators Association (ITEEA).

1. The program shall prepare candidates who understand the nature of technology within the context of the Designed World as part of Project 2061.

2. The program shall prepare candidates who understand technology and society within the context of the Designed World as part of Project 2061.

3. The program shall prepare candidates who understand design and the engineering and design process within the context of the Designed World as part of Project 2061.

4. The program shall prepare candidates who possess abilities for a technological world within the context of the Designed World as part of Project 2061.

5. The program shall prepare candidates who understand the Designed World as part of Project 2061.

6. The program shall prepare candidates who design, implement, and evaluate curricula based upon Standards for Technological and Engineering Literacy.

7. The program shall prepare candidates who use a variety of effective teaching practices that utilize the engineering design process and engineering notebooks when solving real world design challenges.

8. The program shall prepare candidates who design, create, and manage learning environments that promote technological and engineering literacy.
 9. The program shall prepare candidates who understand students as learners, and how commonality and diversity affect learning.
 10. The program shall prepare candidates who understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of engineering and technology.
 11. The program shall prepare candidates who understand the organizational structure and historical development of career and technical education and its relationship to American business, industry, and careers.
 12. The program shall prepare candidates who integrate academic and career and technical education content in the curriculum and in implementing interdisciplinary activities through project/problem-based learning.
 13. The program shall prepare candidates who organize, manage, plan, and supervise the engineering and technology education classroom and lab.
 14. The program shall prepare candidates who can adapt instruction for special needs students in engineering and technology programs.
 15. The program shall prepare candidates who can interpret, develop, and implement curriculum for engineering and technology education programs, including instructional methods of teaching for the classroom and engineering and technology education lab activities.
 16. The program shall prepare candidates who know and implement correct safety practices and procedures in the engineering and technology education lab.
 17. The program shall prepare candidates who can facilitate co-curricular Career and Technical Student Organizations (CTSOs).
 18. The program shall prepare candidates who are familiar with elementary through secondary school guidance and counseling practices, assessment instruments and procedures, and assisting students in career development and placement activities through work-based learning experiences in the secondary schools.
 19. The program shall prepare candidates to work with business, industry, and labor in establishing school/business/community partnerships and advisory committees.
- (b) The program shall have established procedures for evaluating and assessing work experience to determine eligibility for the program.

Cite as Ga. Comp. R. & Regs. R. 505-3-.39

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Home Economics Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Technology Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Repealed: New Rule entitled "Trade and Industrial Education Program" adopted. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Repealed: New Rule of same title adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule entitled "Engineering and Technology Education Program" adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.40 Career and Technical Specializations Program

(1) **Purpose.** This rule states criteria for approving programs that prepare individuals to teach career and technical specializations (CTS) in grades 6-12 and supplements requirements in Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Requirements.**

(a) Candidates shall meet eligibility criteria outlined in GaPSC Certification Rule [505-2-.90](#), CAREER AND TECHNICAL SPECIALIZATIONS in one of the following fields of Career and Technical Education (CTE):

Architectural Drawing and Design
Audio/Video Technology and Film
Automotive Service Technology
Aviation
Barbering
Collision Repair
Computer Animation
Construction
Cosmetology
Culinary Arts
Distribution and Logistics
Electronics Technology
Esthetics

Government and Public Administration
Granite Technology
Graphic Communication and Design
Health Information Technology
Information Technology
Junior Reserve Officer's Training Corps (JROTC)
Law, Public Safety, Corrections and Security
Manufacturing and Engineering Sciences
Marine Service Technology
Nails
Precision Machine Technology
Sheet Metal
Welding Technology

(b) The program shall require demonstrated work experience in the field of eligibility and shall develop and consistently apply a clearly established procedure to evaluate and assess work experience.

(c) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards.

1. The program shall prepare candidates who interpret, develop, and implement curriculum for Career and Technical Specializations (CTS) programs, including instructional methods of teaching theory and laboratory activities.
2. The program shall prepare candidates who understand the organizational structures and historical development of CTS education and its relationship to American business and industry.
3. The program shall prepare candidates who integrate academic and CTS content in the development of CTS curriculum, and in implementing cross-curricular activities.
4. The program shall prepare candidates who organize, manage, plan, and supervise the school CTS laboratory.
5. The program shall prepare candidates who understand and are able to accommodate special populations and the diverse learning needs and cultures of all students.

6. The program shall prepare candidates who are familiar with secondary school counseling and career readiness practices, assessment instruments and procedures, and assisting students in career development.
7. The program shall prepare candidates who understand the value of Work Based Learning and can work collaboratively with the Work Based Learning Coordinator to assist in placement of students in their program area.
8. The program shall prepare candidates who apply and integrate technology and computer skills in specific occupational areas and classroom instruction.
9. The program shall prepare candidates who know and implement safety practices and procedures.
10. The program shall prepare candidates who can facilitate Career Technical Student Organizations (CTSOs).
11. The program shall prepare candidates who work with business, industry, and workforce stakeholders when establishing school/business partnerships and advisory committees.

Cite as Ga. Comp. R. & Regs. R. 505-3-.40

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Technology Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Visually Impaired Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Amended: F. Jan. 25, 2000; eff. Feb. 15, 2000, as specified by the Agency.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Amended: New Rule entitled "Geography Education Program" adopted. F. Apr. 17, 2006; eff. May 15, 2006, as specified by the Agency.

Repealed: New Rule of same title adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule entitled "Career and Technical Specializations Program" adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Amended: F. Dec. 22, 2014; eff. Jan. 15, 2015, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.41 Computer Science Program

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach computer science in grades P-12 and supplements requirements in Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. Approval to offer the Computer Science Program qualifies the EPP to recommend for the Computer Science Micro-Endorsement, candidates who are actively enrolled in this program and who demonstrate mastery of standards 1 and 6. The Computer Science Micro-Endorsement qualifies individuals to teach introductory computer science courses in grades P-12 (see GaPSC Certification Rule [505-2-.193](#), COMPUTER SCIENCE MICRO-ENDORSEMENT).

(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program as described in program planning forms, catalogs, and syllabi, based on the following standards adapted from the International Society for Technology Education (ISTE) (2017), and the Computer Science Teachers Association Standards (2017).

1. The program shall prepare candidates who demonstrate computational thinking skills to formalize a problem and express its solution in a way that computers (human and machine) can effectively carry out, as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of and ability for applying computational thinking skills including decomposition, abstraction, and pattern recognition in problem solving;

(ii) The program shall prepare candidates who demonstrate skills in devising algorithms for solving computational problems and checking for the correctness of the algorithms;

(iii) The program shall prepare candidates who demonstrate understanding of limitations of computing; and

(iv) The program shall prepare candidates who perform activities demonstrating applications of computational thinking skills.

2. The program shall prepare candidates who demonstrate proficiency in at least one third-generation programming language, such as Java, Python, C or C++, C#/.NET, R, and Rust, as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of and skill regarding the syntax and semantics of a third-generation programming language, its control structures, and its data types;

(ii) The program shall prepare candidates who demonstrate knowledge of and skill regarding common abstraction mechanisms including methods (functions/procedures), data structures, and application programming interfaces (APIs);

(iii) The program shall prepare candidates who demonstrate knowledge of and skill in implementing algorithms into robust full stack programs (interpreted and compiled) and testing and debugging these programs for correctness;

(iv) The program shall prepare candidates who perform laboratory-based activities that demonstrate programming concepts proficiency in a third-generation programming language; and

(v) The program shall prepare candidates who can document a program so that others can understand its design and implementation.

3. The program shall prepare candidates who demonstrate proficiency in basic computer system components and organization as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of how data are represented on a computer including bits, bytes, and words;

(ii) The program shall prepare candidates who demonstrate knowledge of the mathematics of binary, octal and hexadecimal, as well as conversions among them;

(iii) The program shall prepare candidates who demonstrate knowledge of main components of a computer system including CPU, OS, Memory, motherboard layout (north & south bridges), I/O devices, and peripherals;

(iv) The program shall prepare candidates who demonstrate knowledge of various types of storage options in a computing environment including hard drive, cloud storage, flash drives, DVDs; and

(v) The program shall prepare candidates who demonstrate knowledge and understanding of how components of a computer system work together to produce programs and applications to solve computational problems.

4. The program shall prepare candidates who demonstrate proficiency in fundamental principles of computer networks and the Internet as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of network components including hardware and software;

(ii) The program shall prepare candidates who can explain how network and cloud topologies and protocols enable users, devices, and systems to communicate and collaborate with each other;

(iii) The program shall prepare candidates who can examine the factors such as bandwidth, latency, security, and server capability that impact network functionality;

(iv) The program shall prepare candidates who can explain the abstractions in the Internet and how the Internet functions (OSI model) including the assignment of IP addresses, routing, the domain name system (DNS), and the use of protocols; and

(v) The program shall prepare candidates who can explain the characteristics of the Internet and the systems built on it including redundancy, fault tolerance, hierarchy in IP addressing scheme, hierarchy in the DNS and open standards, and the influence of these characteristics on the systems.

5. The program shall prepare candidates who demonstrate proficiency in effectively and responsibly using computer applications to create digital artifacts, analyze data, model and simulate phenomena suggested by research and/or data as indicated by the following:

(i) The program shall prepare candidates who can effectively use computer applications to create digital artifacts such as audio, video, animation, presentation, and websites;

(ii) The program shall prepare candidates who can extract information from data to discover, explain, and visualize connections or trends;

(iii) The program shall prepare candidates who can create models and simulations to help formulate, test and refine hypotheses;

(iv) The program shall prepare candidates who can form a model from a hypothesis generated from research and run a simulation to collect and analyze data to test that hypothesis; and

(v) The program shall prepare candidates to use industry best practices in application development.

6. The program shall prepare candidates who demonstrate proficiency and understanding of security, privacy, and safety concerns in computer systems, networks, and applications as indicated by the following:

(i) The program shall prepare candidates who can describe main tenets of information security including confidentiality, integrity, availability, authentication, non-repudiation, and Zero Trust systems;

(ii) The program shall prepare candidates who can describe the fundamentals of encryption and decryption to protect data;

(iii) The program shall prepare candidates who can explain fundamental security design principles, to include the differences between network and data security;

(iv) The program shall prepare candidates who can describe types of threats and vulnerabilities to computer systems and the appropriate incident response and handling as well as imaging and backup procedures;

(v) The program shall prepare candidates who can describe common network vulnerabilities and their associated responses;

(vi) The program shall prepare candidates who can identify safe, secure, and ethical digital behavior; and use effective strategies to evaluate the quality and credibility of websites; and

(vii) The program shall prepare candidates to educate students on their role in the prevention of cyberbullying and to take an active role in building positive online communities.

7. The program shall prepare candidates who plan, organize, deliver, and evaluate instruction for teaching full stack computer programming as indicated by the following:

(i) The program shall prepare candidates to use industry standard Integrated Development Environments (IDE) for the development of computer programs;

(ii) The program shall prepare candidates who can demonstrate fundamental programming design paradigms, to include Waterfall, Agile, and DevOps;

(iii) The program shall prepare candidates who can demonstrate full stack programming in both interpreted and compiled languages;

(iv) The program shall prepare candidates who can professionally interface with end users to develop programming requirements;

(v) The program shall prepare candidates who can instruct students to develop their own unique full-stack programs (both interpreted and compiled languages) and debug them using professional industry-standard IDEs;

(vi) The program shall prepare candidates who know how to plan and implement instruction using a wide range of instructional strategies for individuals and groups and for a diverse student population;

(vii) The program shall prepare candidates who create and implement multiple forms of assessment (including performance- and project-based) and use resulting data to gauge student progress and adjust instruction accordingly; and

(viii) The program shall prepare candidates to positively impact the achievement and attainment of underrepresented populations by incorporating instructional strategies to increase student self-efficacy and interest to drive goals towards continued advanced studies in computer science.

8. The program shall prepare candidates who work with business and industry leaders in establishing school/business partnerships and advisory committees and operate student organizations as appropriate.

9. The program shall prepare candidates who demonstrate knowledge of the philosophy and purposes of Career Technical Education (CTE), including being members of professional teacher organizations that are appropriate for computer science content.

Cite as Ga. Comp. R. & Regs. R. 505-3-.41

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Interrelated Special Education Program" adopted. F. Dec. 18, 1991; eff. Jan. 7, 1992.

Repealed: New Rule entitled "Vocational Education-Trade and Industrial Education Program" adopted. F. Dec. 16, 1992; eff. July 1, 1993, as specified by the Agency.

Repealed: New Rule, same title adopted. F. Nov. 9, 2001; eff. Dec. 1, 2001, as specified by the Agency.

Repealed: New Rule entitled "Trade and Industrial Education Program" adopted. F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Repealed: Rule reserved. F. Oct. 24, 2005; eff. Nov. 15, 2005, as specified by the Agency.

Amended: New Rule entitled "Education Program" adopted. F. Apr. 17, 2006; eff. May 15, 2006, as specified by the Agency.

Repealed: F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Adopted: New Rule entitled "Computer Science Program" adopted. F. May 25, 2017; eff. June 15, 2017, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.86 Computer Science Endorsement Program

(1) **Purpose.** This rule states field-specific content standards and requirements for approving endorsement programs that prepare individuals to teach computer science in grades P-12 and supplements requirements in Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement.** Educators holding a level four (4) or higher renewable professional certificate in any P-12 or secondary (6-12) teaching field and who complete the Computer Science Endorsement are qualified to teach computer science to students in grades P-12.

(3) **Requirements.**

(a) GaPSC approved educator preparation providers may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 4. (ix) of GaPSC Educator Preparation Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. Approval to offer the Computer Science Endorsement qualifies the EPP to recommend for the Computer Science Micro-Endorsement, candidates who are actively enrolled in this program and who demonstrate mastery of standards 1 and 6. The Computer Science Micro-Endorsement qualifies individuals to teach introductory computer science courses in grades P-12 (see GaPSC Certification Rule [505-2-.193](#), COMPUTER SCIENCE MICRO-ENDORSEMENT).

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program as described in program planning forms, catalogs, and syllabi, based on the following standards adapted from the International Society for Technology Education (ISTE) (2017), and the Computer Science Teachers Association Standards (2017).

1. The program shall prepare candidates who demonstrate computational thinking skills to formalize a problem and express its solution in a way that computers (human and machine) can effectively carry out, as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of and ability for applying computational thinking skills including decomposition, abstraction, and pattern recognition in problem solving;

(ii) The program shall prepare candidates who demonstrate skills in devising algorithms for solving computational problems and checking for the correctness of the algorithms;

(iii) The program shall prepare candidates who demonstrate understanding of limitations of computing; and

(iv) The program shall prepare candidates who perform activities demonstrating applications of computational thinking skills.

2. The program shall prepare candidates who demonstrate proficiency in at least one third-generation programming language, such as Java, Python, C or C++, C#/.NET, R, and Rust, as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of and skill regarding the syntax and semantics of a third-generation programming language, its control structures, and its data types;

(ii) The program shall prepare candidates who demonstrate knowledge of and skill regarding common abstraction mechanisms including methods (functions/procedures), data structures, and application programming interfaces (APIs);

(iii) The program shall prepare candidates who demonstrate knowledge of and skill in implementing algorithms into robust full stack programs (interpreted and compiled) and testing and debugging these programs for correctness;

(iv) The program shall prepare candidates who perform laboratory-based activities that demonstrate programming concepts proficiency in a third-generation programming language; and

(v) The program shall prepare candidates who can document a program so that others can understand its design and implementation.

3. The program shall prepare candidates who demonstrate proficiency in basic computer system components and organization as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of how data are represented on a computer including bits, bytes, and words;

(ii) The program shall prepare candidates who demonstrate knowledge of the mathematics of binary, octal and hexadecimal, as well as conversions among them;

(iii) The program shall prepare candidates who demonstrate knowledge of main components of a computer system including CPU, OS, Memory, motherboard layout (north & south bridges), I/O devices, and peripherals;

(iv) The program shall prepare candidates who demonstrate knowledge of various types of storage options in a computing environment including hard drive, cloud storage, flash drives, DVDs; and

(v) The program shall prepare candidates who demonstrate knowledge and understanding of how components of a computer system work together to produce programs and applications to solve computational problems.

4. The program shall prepare candidates who demonstrate proficiency in fundamental principles of computer networks and the Internet as indicated by the following:

(i) The program shall prepare candidates who demonstrate knowledge of network components including hardware and software;

(ii) The program shall prepare candidates who can explain how network and cloud topologies and protocols enable users, devices, and systems to communicate and collaborate with each other;

(iii) The program shall prepare candidates who can examine the factors such as bandwidth, latency, security, and server capability that impact network functionality;

(iv) The program shall prepare candidates who can explain the abstractions in the Internet and how the Internet functions (OSI model) including the assignment of IP addresses, routing, the domain name system (DNS), and the use of protocols; and

(v) The program shall prepare candidates who can explain the characteristics of the Internet and the systems built on it including redundancy, fault tolerance, hierarchy in IP addressing scheme, hierarchy in the DNS and open standards, and the influence of these characteristics on the systems.

5. The program shall prepare candidates who demonstrate proficiency in effectively and responsibly using computer applications to create digital artifacts, analyze data, model and simulate phenomena suggested by research and/or data as indicated by the following:

(i) The program shall prepare candidates who can effectively use computer applications to create digital artifacts such as audio, video, animation, presentation, and websites;

(ii) The program shall prepare candidates who can extract information from data to discover, explain, and visualize connections or trends;

(iii) The program shall prepare candidates who can create models and simulations to help formulate, test, and refine hypotheses;

(iv) The program shall prepare candidates who can form a model from a hypothesis generated from research and run a simulation to collect and analyze data to test that hypothesis;

(v) The program shall prepare candidates to use industry best practices in application development; and

(vi) The program shall prepare candidates who can instruct students in proper keying techniques, including typing by touch.

6. The program shall prepare candidates who demonstrate proficiency and understanding of security, privacy, and safety concerns in computer systems, networks, and applications as indicated by the following:

(i) The program shall prepare candidates who can describe main tenets of information security including confidentiality, integrity, availability, authentication, non-repudiation, and Zero Trust systems;

(ii) The program shall prepare candidates who can describe the fundamentals of encryption and decryption to protect data;

(iii) The program shall prepare candidates who can explain fundamental security design principles, to include the differences between network and data security;

(iv) The program shall prepare candidates who can describe types of threats and vulnerabilities to computer systems and the appropriate incident response and handling as well as imaging and backup procedures;

(v) The program shall prepare candidates who can describe common network vulnerabilities and their associated responses;

(vi) The program shall prepare candidates who can identify safe, secure, and ethical digital behavior; and use effective strategies to evaluate the quality and credibility of websites; and

(vii) The program shall prepare candidates to educate students on their role in the prevention of cyberbullying and to take an active role in building positive online communities.

7. The program shall prepare candidates who plan, organize, deliver, and evaluate instruction for teaching full stack computer programming as indicated by the following:

(i) The program shall prepare candidates to use industry standard Integrated Development Environments (IDE) for the development of computer programs;

- (ii) The program shall prepare candidates who can demonstrate fundamental programming design paradigms, to include Waterfall, Agile, and DevOps;
- (iii) The program shall prepare candidates who can demonstrate full stack programming in both interpreted and compiled languages;
- (iv) The program shall prepare candidates who can professionally interface with end users to develop programming requirements;
- (v) The program shall prepare candidates who can instruct students to develop their own unique full-stack programs (both interpreted and compiled languages) and debug them using professional industry-standard IDEs;
- (vi) The program shall prepare candidates who know how to plan and implement instruction using a wide range of instructional strategies for individuals and groups and for a diverse student population;
- (vii) The program shall prepare candidates who create and implement multiple forms of assessment (including performance- and project-based) and use resulting data to gauge student progress and adjust instruction accordingly; and
- (viii) The program shall prepare candidates to positively impact the achievement and attainment of underrepresented populations by incorporating instructional strategies to increase student self-efficacy and interest to drive goals towards continued advanced studies in computer science.

8. The program shall prepare candidates who work with business and industry leaders in establishing school/business partnerships and advisory committees and operate student organizations as appropriate.

9. The program shall prepare candidates who demonstrate knowledge of the philosophy and purposes of Career Technical Education (CTE), including being members of professional teacher organizations that are appropriate for computer science content.

Cite as Ga. Comp. R. & Regs. R. 505-3-.86

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Coaching Endorsement Program" adopted. F. Apr. 20, 2009; eff. May 15, 2009, as specified by the Agency.

Repealed: New Rule entitled "Computer Science Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Repealed: New Rule of same title adopted. F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.

Repealed: New Rule of same title adopted. F. May 25, 2017; eff. June 15, 2017, as specified by the Agency.

Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

505-3-.88 Culinary Arts Endorsement Program

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach culinary arts in grades 6-12 and supplements requirements in GaPSC Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **In-Field Statement.** Completers of the Culinary Arts Endorsement are qualified to teach culinary arts curriculum to students in grades 6-12.

(3) Requirements.

(a) GaPSC approved professional educator preparation providers may seek state approval to offer this field as either a stand-alone endorsement program for candidates who hold a level four (4) or higher renewable professional certificate in any secondary (6-12) field or as an endorsement program embedded in a GaPSC-approved initial preparation Family and Consumer Sciences program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 4. (ix) of GaPSC Educator Preparation Rule [505-3-.01](#), REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following requirements and standards.

1. Program Requirements.

(i) Candidates must earn and document 120 hours of industry experience consisting of 40 hours completed in front of the house service (defined as dining room area, table service, point of service system/electronic ordering system, wait staff management and table etiquette) and 80 hours in back of the house service (defined as hot line, grill, sauté, cold, fry, dessert stations, kitchen food preparation, and plating for service); and

(ii) Candidates must earn the ServSafe Manager Certificate issued by the National Restaurant Association by having passed the ServSafe Certification test with a score of 75% or above.

2. Knowledge of Nutrition. The program shall prepare candidates who demonstrate and apply knowledge of nutrition principles applicable to cooking.

3. Knife Skills. The program shall prepare candidates who demonstrate and apply knife skills to culinary production and fabrication.

4. Cooking Methods. The program shall prepare candidates who demonstrate and apply basic food preparation (proteins, vegetables and starches, stocks, soups and sauces) using moist, dry and combination cooking methods.

5. Professionalism.

(i) The program shall prepare candidates who display professionalism to include professional culinary attire;

(ii) The program shall prepare candidates who are familiar with organizations and publications relevant to the field;

(iii) The program shall prepare candidates who can identify and understand industry segments; and

(iv) The program shall prepare candidates who will serve as an advisor for a Career Technical Student Organization (CTSO) and participate in culinary competitions.

6. Professional Kitchen Equipment.

(i) The program shall prepare candidates who know, apply, and demonstrate the use and safety of all kitchen equipment; and

(ii) The program shall prepare candidates who know and demonstrate the proper use and safe handling of equipment and small wares.

7. Baking & Pastry. The program shall prepare candidates who understand and apply basic baking and pastry concepts, techniques, and preparations to include yeast, bread-making-doughs, basic cake preparation, double-boilers, icing, and decorating principles.

8. Basic Garde Manger/Pantry. The program shall prepare candidates who understand and apply the preparation of salads, sandwiches, dressings, appetizers, canapés, and breakfast cookery.

9. Front of the House Service. The program shall prepare candidates who know and demonstrate table settings, service styles, correct etiquette of service, and table side service.

10. Menu Planning, Purchasing, Cost Control, Math Skills, Receiving and Storage, Standardized Recipes, and Inventory.

(i) The program shall prepare candidates who know and demonstrate the principles of receiving, storage and inventory control; and

(ii) The program shall prepare candidates who know and demonstrate the principles of menu development, food costs, conversions, food handling procedures, writing a recipe, portion control, sales cost, math skills, and organic and sustainable foods.

11. Regional and International cuisines. The program shall prepare candidates who know and demonstrate American regional and Asian, Indian, European, and Central American cuisines.

12. Demonstrating. The program shall prepare candidates who can present live demonstrations using rigorous lesson plans demonstrating the principles of lecture, demonstration, and student practice.

13. Butchery. The program shall prepare candidates who can demonstrate chicken butchery, key protein groups (beef, poultry, pork and fish), muscle fiber directions, and tenderness as it relates to correct cooking methods.

Cite as Ga. Comp. R. & Regs. R. 505-3-.88

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "Culinary Arts Endorsement Program" adopted. F. Apr. 24, 2014; eff. May 15, 2014, as specified by the Agency.

Amended: F. May 25, 2016; eff. June 15, 2016, as specified by the Agency.

Amended: F. Oct. 11, 2018; eff. Oct. 15, 2018, as specified by the Agency.

Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Amended: F. June 15, 2021; eff. July 1, 2021, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

Department 505. PROFESSIONAL STANDARDS COMMISSION

Chapter 505-6. PROFESSIONAL PRACTICES

505-6-.01 The Code of Ethics for Educators

(1) **Introduction.** The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission (GaPSC) has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions.

(a) "Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the GaPSC.

(b) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the GaPSC.

(c) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

(d) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the GaPSC alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.

(e) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the GaPSC and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.

(f) "Inappropriate" is conduct or communication not suitable for an educator to have with a student. It goes beyond the bounds of an educator-student relationship.

(g) "Physical abuse" is physical interaction resulting in a reported or visible bruise or injury to the student.

(h) "Student" is any individual enrolled in the state's public, or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.

(3) Standards.

(a) Standard 1: **Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section [16-6-1](#) through [16-6-17](#), [16-6-20](#), [16-6-22.2](#), or [16-12-100](#); or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of

guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: **Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. Committing any act of child abuse, including physical and verbal abuse;
2. Committing any act of cruelty to children or any act of child endangerment;
3. Committing any sexual act with a student or soliciting such from a student;
4. Engaging in or permitting harassment of or misconduct toward a student;
5. Soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. Failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(c) Standard 3: **Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. Being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. Being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(i) For the purposes of this standard, an educator shall be considered "under the influence" if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.

(d) Standard 4: **Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:

1. Professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. Information submitted to federal, state, local school districts and other governmental agencies;
3. Information regarding the evaluation of students and/or personnel;
4. Reasons for absences or leaves;
5. Information submitted in the course of an official inquiry/investigation; and
6. Information submitted in the course of professional practice.

(e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. Misusing public or school-related funds;
2. Failing to account for funds collected from students or parents;
3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. Co-mingling public or school-related funds with personal funds or checking accounts; and
5. Using school or school district property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. Soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. Tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. Coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: **Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. Sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. Sharing of confidential information restricted by state or federal law;
3. Violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. Violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: **Required Reports** - An educator shall file with the Georgia Professional Standards Commission reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. § [19-7-5](#)), or any other required report. Unethical conduct includes but is not limited to:

1. Failure to report to the GaPSC all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

2. Failure to make a required report of a an alleged or proven violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

3. Failure to make a required report of any alleged or proven violation of state or federal law as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(i) **Standard 9: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students; or failure to supervise a student(s).

(j) **Standard 10: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. Committing any act that breaches Test Security; and
2. Compromising the integrity of the assessment.

(4) Reporting.

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the GaPSC must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action.

(a) The GaPSC is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the educator:

1. Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule [505-6-.01](#));
2. Disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule [505-6-.01](#));
3. Order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. § [19-6-28.1](#) and § [19-11-9.3](#));
4. Suspension or revocation of any professional license or certificate;

5. Violation of any other laws and rules applicable to the profession (O.C.G.A. § [16-13-111](#)); and

6. Any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

(c) The GaPSC is authorized to determine no probable cause as provided in O.C.G.A. § [20-2-984.4\(e\)](#) and § [20-2-984.5\(e\)](#) if:

1. After a preliminary investigation is concluded it is unlikely that there exists a preponderance of the evidence necessary to prove at a hearing that a violation occurred; or

2. After a hearing the administrative law judge makes a determination that there is not a preponderance of the evidence necessary to prove that a violation occurred.

(d) The GaPSC is authorized to determine no further action is necessary pursuant to O.C.G.A. § [20-2-984.5\(a\)](#) if after review of the report of the preliminary investigation, sanctions should not be imposed.

(6) Sanctions.

(a) As outlined in O.C.G.A. [20-2-984.5\(c\)](#), the GaPSC has the discretion to issue a probable cause sanction against an educator. Common violations and associated sanctions can be found in the accompanying GaPSC Guidance.

1. Denial is the refusal to grant initial certification to an applicant for a certificate;

2. Monitoring is the quarterly appraisal of the educator's conduct by the GaPSC through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit *periodic* criminal background check (GCIC). The Commission specifies the length of the monitoring period;

3. Reprimand admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action;

4. Revocation is the permanent invalidation of any certificate held by the educator. A Voluntary Surrender is equivalent to and has the same effect as a revocation. A Voluntary Surrender shall *be accepted and* becomes effective upon receipt by the GaPSC;

5. Suspension is the temporary invalidation of any certificate for a period of time specified by the GaPSC; and

6. Warning informs the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(7) Application Procedures.

(a) "Yes" answers to Personal Affirmation Questions (PAQs) require submission of information identified in the accompanying GaPSC Guidance.

(b) With respect to an initial applicant, an application and corresponding ethics case that is initiated pursuant to O.C.G.A. § [20-2-984.3\(c\)](#) will automatically close and be placed on hold if the applicant fails to submit requested

documentation to the Ethics Division within 45 days of the request to the applicant. The application will be placed on hold in anticipation of the submission of a new application and the applicant's responding to any requests for documentation in a timely fashion.

Cite as Ga. Comp. R. & Regs. R. 505-6-.01

AUTHORITY: O.C.G.A. § [20-2-200](#).

HISTORY: Original Rule entitled "The Code of Ethics for Educators" adopted. F. July 10, 2000; eff. August 1, 2000, as specified by the Agency.

Amended: F. Sept. 10, 2001; eff. Oct. 1, 2001, as specified by the Agency.

Amended: F. June 27, 2002; eff. August 1, 2002, as specified by the Agency.

Amended: F. Sept. 19, 2002; eff. Oct. 15, 2002, as specified by the Agency.

Amended: F. June 23, 2003; eff. July 15, 2003, as specified by the Agency.

Amended: F. Aug. 20, 2004; eff. Sept. 15, 2004, as specified by the Agency.

Amended: F. July 21, 2005; eff. August 15, 2005, as specified by the Agency.

Amended: F. May 22, 2009; eff. June 15, 2009, as specified by the Agency.

Amended: F. Sept. 18, 2009; eff. Oct. 15, 2009, as specified by the Agency.

Amended: F. Oct. 7, 2014; eff. Oct. 15, 2014, as specified by the Agency.

Amended: F. May 22, 2015; eff. June 15, 2015, as specified by the Agency.

Amended: F. Dec. 20, 2017; eff. Jan. 1, 2018, as specified by the Agency.

Amended: F. Sep. 24, 2019; eff. Oct. 15, 2019, as specified by the Agency.

Amended: F. Mar. 26, 2021; eff. Apr. 15, 2021, as specified by the Agency.

Amended: F. Dec. 14, 2021; eff. Jan. 1, 2022, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Oct. 3, 2022; eff. Oct. 15, 2022, as specified by the Agency.

Repealed: New Rule with same title adopted. F. Dec. 9, 2022; eff. Jan. 1, 2023, as specified by the Agency.

Department 509. GEORGIA BOARD OF PRIVATE DETECTIVE AND SECURITY AGENCIES

Chapter 509-4. SAFETY AND CONDUCT OF LICENSEES AND REGISTRANTS

509-4-.02 Uniforms

(1) A uniform is defined as any visible attire worn by any person engaged in the private security business as defined in O.C.G.A. [43-38-3\(4\)](#).

(2) Security personnel, armed or unarmed, shall be required to wear a uniform which clearly identifies them as security personnel by conspicuously displaying the name of the company under which the license has been issued.

(3) A uniform worn by any security personnel, armed or unarmed, who is engaged in the private security business shall not have the words "Security" on the uniform, unless the name of the company with whom the security personnel is employed is adjacent to those words on the uniform. The use of the word "Enforcement" on uniforms is prohibited.

(4) Security personnel, armed or unarmed, engaged in the private security business working in an undercover capacity are exempt from paragraph (2) of this rule unless they are carrying an exposed weapon.

Cite as Ga. Comp. R. & Regs. R. 509-4-.02

AUTHORITY: O.C.G.A. §§ [16-10-23](#), [43-38-4\(d\)\(4\)](#), [43-38-7\(f\)](#), [43-38-11\(a\)\(8\)](#), [43-38-2](#), [43-1-19\(a\)\(8\)](#).

HISTORY: Original Rule entitled "Uniforms" adopted as ER. [509-4-0.4-.02](#). F. July 24, 1981; eff. July 20, 1981, the date of adoption.

Amended: ER. [509-4-0.9-.02](#) of same title adopted. F. Oct. 13, 1981; eff. Oct. 7, 1981, the date of adoption.

Amended: Permanent Rule of same title adopted. F. Dec. 15, 1981; eff. Jan. 4, 1982.

Amended: F. July 1, 1993; eff. July 21, 1993.

Amended: F. Oct. 2, 1997; eff. Oct. 22, 1997.

Amended: F. Dec. 9, 2022; eff. Dec. 29, 2022.

509-4-.03 Confusing Names; Similar Names

(1) No private detective or security agency will be approved for licensure if the Board determines that the agency's name is likely to create the impression that the agency is a public law enforcement agency or government entity.

(2) No private detective or security agency will be approved for licensure if the agency's name includes the word "police", "enforcement", or "federal".

(3) Licensed private detective and security companies shall operate only under the name in which the license was issued.

Cite as Ga. Comp. R. & Regs. R. 509-4-.03

AUTHORITY: O.C.G.A. §§ [43-38-6\(a\)\(9\)](#), [43-38-2](#).

HISTORY: Original Rule entitled "Confusing Names" adopted as ER. [509-4-0.4-.03](#). F. July 24, 1981; eff. July 20, 1981, the date of adoption.

Amended: ER. [509-4-0.9-.03](#) of same title adopted. F. Oct. 13, 1981; eff. Oct. 7, 1981, the date of adoption.

Amended: Permanent Rule of same title adopted. F. Dec. 15, 1981; eff. Jan. 4, 1982.

Amended: F. May 28, 1998; eff. June 17, 1998.

Amended: New title, "Confusing Names; Similar Names." F. Dec. 9, 2022; eff. Dec. 29, 2022.

509-4-.04 Motor Vehicles

(1) Vehicles used in the private security business, engaged in security patrol, or operated or occupied by uniformed personnel must have the name of the security company and its company license number prominently displayed on the vehicle.

(2) Vehicles used in the private security business may display flashing or revolving amber lights after obtaining authorization from the Board of Public Safety. The licensee shall obey all the rules and regulations of the Department of Public Safety. Pursuant to O.C.G.A. Section [40-8-92](#), a security motor vehicle may use amber lights as caution or warning devices, but may not use the amber lights to respond to emergency situations.

(3) A peace officer, as defined in O.C.G.A. [35-8-2\(8\)\(a\)](#), who is certified and in good standing with the Georgia Peace Officer Standards and Training Council, pursuant to Chapter 8 of Title 35, the "Georgia Peace Officer Standards and Training Act," whom is employed on a part-time basis for a licensed private security business or works as an independent contractor for a licensed private security business with the approval of the law enforcement agency for who he or she is currently employee, may utilize their government issued vehicle and may be exempt from paragraph (1) of this rule.

Cite as Ga. Comp. R. & Regs. R. 509-4-.04

AUTHORITY: O.C.G.A. §§ [43-38-2](#), [43-38-6\(a\)\(9\)](#), [43-1-19\(a\)\(8\)](#), [43-38-2](#), [40-8-90](#).

HISTORY: Original Rule entitled "Motor Vehicles" adopted as ER. [509-4-0.4-.04](#). F. July 24, 1981; eff. July 20, 1981, the date of adoption.

Amended: ER. [509-4-0.9-.04](#) of same title adopted. F. Oct. 13, 1981; eff. Oct. 7, 1981, the date of adoption.

Amended: Permanent Rule of same title adopted. F. Dec. 15, 1981; eff. Jan. 4, 1982.

Amended: F. Nov. 7, 1991; eff. Nov. 27, 1991.

Amended: F. Dec. 9, 2022; eff. Dec. 29, 2022.

509-4-.06 Investigative Reports to Clients

When requested by the client, reports of investigations shall be submitted in writing, along with a detailed accounting of investigative fees. Unless otherwise agreed upon in writing, the reports shall be submitted within thirty (30) days after the completion of the investigation.

Cite as Ga. Comp. R. & Regs. R. 509-4-.06

AUTHORITY: O.C.G.A. § [43-38-4\(d\)\(4\)](#).

HISTORY: Original Rule entitled "Reports" adopted. F. Sept. 26, 1996; eff. Oct. 16, 1996.

Repealed: New Rule of same title adopted. F. May 16, 2005; eff. June 5, 2005.

Amended: New title, "Investigative Reports to Clients." F. Dec. 9, 2022; eff. Dec. 29, 2022.

Department 700. RULES OF GEORGIA STATE BOARD OF VETERINARY MEDICINE

Chapter 700-8. UNPROFESSIONAL CONDUCT

700-8-.01 Unprofessional Conduct

Within the meaning of Ga. Code subsection [43-50-21\(a\)\(7\)](#), unprofessional conduct means:

(a) Advertising - defined: Advertising shall mean any information communicated in a manner designed to attract public attention to the practice of the licensee or registrant. Advertising shall include but not be limited to, a communication, published or displayed through the use of newspaper, internet, telephone directory, pamphlets or handouts, radio, television, signs, billboard, window display or any other means of medium.

1. A licensee or registrant shall not make any false, misleading or deceptive communication in any form of advertising.

2. Advertisement of prices must contain a complete description of veterinary services included in any advertised price and disclosure of any extra charges that may be required to serve the consumer's needs.

(b) Professional Relationships:

1. It shall be unprofessional conduct for a licensee or registrant without just cause and in bad faith or for the purpose of soliciting patronage or personal pecuniary gain to disparage the profession or professional capabilities of another licensee or registrant.

2. It shall be unprofessional conduct to aid any person, firm, or corporation to engage in the unauthorized practice of veterinary medicine.

3. It shall be unprofessional conduct for a licensee or registrant to guarantee a cure or to offer his name in a commercial setting in a testimonial as to virtues of proprietary remedies or foods.

4. Consultation by an attending veterinarian with other veterinarian expert in the particular matter on which consultation is sought is in the public interest and thus is expected of the attending veterinarian when the need arises. But such consultation is discouraged if the consulting veterinarian employs the relationship so created to disparage the attending veterinarian or to solicit business; such practices are not in the public interest.

(i) It shall therefore be unprofessional conduct for a licensee called as a consulting veterinarian to disparage in the presence of the client the competence of the attending veterinarian. The Board does, however, expect any incompetence or negligence to be reported to it and nothing in this rule prohibits such reports or the giving of testimony in public or private litigation.

(ii) It shall be unprofessional conduct for a consulting veterinarian to assume unauthorized control of the case or to utilize the consulting relationship to solicit business for himself or others.

5. It shall be unprofessional conduct for a licensee employed to render professional advice by one party in negotiations concerning the sale of an animal to accept a fee from the other party.

(c) Failure to Maintain Patient Records:

1. A veterinarian shall prepare and maintain a record reflecting the care and treatment of animals treated.

2. These records shall contain clinical information sufficient to justify the diagnosis and warrant treatment and shall, if applicable, include but not be limited to the following information:

- (i) Name, address, and telephone number of the animal's owner;
- (ii) Name of attending veterinarian and staff rendering care;
- (iii) Patient identification, including name, ages, sex and breed;
- (iv) Dates of examination, treatment and custody of the animal;
- (v) Patient history;
- (vi) Presenting complaint;
- (vii) Vaccination history;
- (viii) Findings from physical examination, including temperature and weight;
- (ix) Clinical lab reports, if applicable;
- (x) Medication and treatment, including frequency;
- (xi) Anesthetic, including type and amount, if applicable;
- (xii) Details of surgical procedure with complications and/or abnormalities noted, if applicable;
- (xiii) Progress and disposition of the case;
- (xiv) Differential diagnoses; and
- (xv) X-rays if applicable.

3. All records shall be kept in a readily retrievable form, shall be recorded contemporaneously, and shall be filed promptly following treatment.

4. Patient records shall be kept by a veterinarian for three (3) years after a patient's last visit, notwithstanding any other provisions of law.

5. Copies of patient records must be made available to the owner of the animal upon written request to the veterinarian who treated the animal or to the veterinarian facility where the treatment was provided. Such records must be made available within ten (10) business days from request. The veterinarian may charge a reasonable charge for the search, retrieval, duplication and, if applicable, mailing of the patient records.

6. Failure to keep records as required by this subparagraph shall constitute a failure to conform to the minimal standards of acceptable and prevailing veterinary medical practice.

(d) Failure to have an appropriate Veterinarian/Client/Patient Relationship. An appropriate veterinarian/client/patient relationship will exist when:

1. The veterinarian has assumed the responsibility for making medical judgments regarding the health of the animal(s) and the need for medical treatment, and the client (owner or other caretaker) has agreed to follow the instructions of the veterinarian;

2. There is sufficient knowledge of the animal(s) by the veterinarian to initiate at least a general or preliminary diagnosis of the medical condition of the animal(s). This means that the veterinarian is personally acquainted with the keeping and care of the animal(s) by virtue of:

(i) an examination of the animal by the veterinarian within the last twelve (12) months, or

(ii) medically appropriate and timely visits by the veterinarian to the premises where the patient is kept.;

3. A veterinarian/client/patient relationship cannot be established solely by telephone, computer, or other electronic means; however,

(i) Once a veterinarian/client/patient relationship is established, it may be maintained telephonically, electronically, or by any other method of communication between:

A. In person medically necessary examinations; or,

B. Visits to the premises where the animal is kept, provided that it is within the periods of time that are appropriate for the medical issue in question and the species and age of the animal; and,

C. A failure to require in person examinations or visits in accordance with the minimum standard of care for the diagnosis, treatment, or other practice of veterinary medicine for an animal shall be considered unprofessional conduct.

i. A licensed veterinarian may provide advice and recommendations via electronic means in an emergency where death is imminent if an in-person examination of the patient will be conducted within 60 minutes of the provision of such advice or recommendations; and,

4. A licensed veterinarian is readily available for follow-up in case of adverse reactions or failure of the regimen of therapy.

(e) Prescription Drugs:

1. It is unlawful for a veterinarian to release, prescribe, and/or dispense any prescription drugs without having established a valid veterinary/client/patient relationship.

2. After a valid veterinary/client/patient relationship has been established, a veterinarian must make available, upon request, at a reasonable cost, a written prescription.

(f) Failure to cooperate with an investigation of the board to include but not limited to allowing agents of the Board to inspect veterinary premises and equipment, including mobile veterinary clinics.

Cite as Ga. Comp. R. & Regs. R. 700-8-.01

AUTHORITY: O.C.G.A. §§ [43-1-19](#); [43-1-25](#), [43-50-21](#), [43-50-41](#), [43-50-90](#), [43-50-110](#).

HISTORY: Original Rule entitled "Unprofessional Conduct" adopted. F. Oct. 8, 1974; eff. Oct. 28, 1974.

Amended: F. Feb. 15, 1983; eff. Mar. 7, 1983.

Amended: F. July 9, 1984; eff. July 29, 1984.

Amended: F. Aug. 31, 1984; eff. Sept. 20, 1984.

Amended: F. Nov. 8, 1995; eff. Nov. 28, 1995.

Amended: F. Sept. 11, 1998; eff. Oct. 1, 1998.

Repealed: New Rule of same title adopted. F. Apr. 8, 2002; eff. Apr. 28, 2002.

Repealed: New Rule of same title adopted. F. Jan. 29, 2003; eff. Feb. 18, 2003.

Repealed: New Rule of same title adopted. F. Apr. 8, 2004; eff. Apr. 28, 2004.

Repealed: New Rule of same title adopted. F. Aug. 24, 2007; eff. Sept. 13, 2007.

Amended: F. Dec. 8, 2011; eff. Dec. 28, 2011.

Amended: F. Mar. 1, 2013; eff. Mar. 21, 2013.

Amended: F. Sep. 15, 2015; eff. Oct. 7, 2015.

Amended: F. Mar. 11, 2016; eff. Mar. 31, 2016.

Amended: F. Dec. 9, 2022; eff. Dec. 29, 2022.

Department 700. RULES OF GEORGIA STATE BOARD OF VETERINARY MEDICINE

Chapter 700-12. MINIMUM STANDARDS

700-12-.08 Surgical Standards

(1) A licensed veterinarian employed at a veterinary facility must ensure that the following criteria pertaining to surgical standards are met if surgical procedures are performed in the facility:

(a) Dose, type and strength of anesthesia, and weight and physical exam findings must be recorded in the patient record.

(b) Name of licensed veterinarian performing the surgery must be recorded in the patient record.

(c) A surgery table must be used for non-ambulatory procedures. Such table must have an impervious surface suitable for cleaning and disinfecting. The surgical area must be clean, orderly, and well illuminated. If the practitioner does not use a surgery table, the rationale for foregoing its use must be documented within the patient record.

(d) All surgery must be performed by a licensed veterinarian utilizing aseptic technique as appropriate for the procedure.

(e) Surgical equipment must be sterilized in the following manner:

1. Cold sterilization must be limited to instruments used in minor procedures or limited to those instruments that cannot be sterilized otherwise.

2. Surgical instruments other than those applicable to (e)(1). above must be sterilized utilizing autoclave, gas, or other technique acceptable to the Board.

(f) Oxygen and equipment for administration must be available.

(g) For patients under general anesthesia for more than five minutes an endotracheal tube must be utilized as appropriate for the procedure.

(h) For patients under general anesthesia monitoring and vital signs must be recorded at intervals in accordance with minimal standards.

(i) Warming devices for patients undergoing general anesthesia is required as appropriate.

(j) Pain management is required for patients undergoing surgical procedures.

(k) Facilities and equipment for resuscitation must be readily available as appropriate.

Cite as Ga. Comp. R. & Regs. R. 700-12-.08

AUTHORITY: O.C.G.A. §§ [43-1-25](#), [43-50-21\(a\)\(8\)](#), [43-50-90\(a\)](#), [43-50-110](#).

HISTORY: Original Rule entitled "Surgical Standards" adopted. F. Apr. 8, 2004; eff. Apr. 28, 2004.

Amended: F. Dec. 9, 2022; eff. Dec. 29, 2022.

700-12-.09 Examination Area

(1) A licensed veterinarian employed at a veterinary facility must ensure that the following criteria pertaining to the examination area are met:

- (a) Area must be maintained in a clean and orderly manner.
- (b) Impervious waste receptacle must be provided.
- (c) Disposable towels and a sink must be readily accessible as appropriate. A sink in a restroom is not considered acceptable.
- (d) The examination table must have an impervious surface suitable for cleaning and disinfecting.
- (e) Minimum Occupational Safety and Health Administration (OSHA) safety standards must be in place for patient and client safety.

Cite as Ga. Comp. R. & Regs. R. 700-12-.09

AUTHORITY: O.C.G.A. §§ [43-1-25](#), [43-50-21\(a\)\(8\)](#), [43-50-41](#), [43-50-90\(a\)](#), [43-50-110](#).

HISTORY: Original Rule entitled "Examination Area" adopted. F. Apr. 8, 2004; eff. Apr. 28, 2004.

Amended: F. Dec. 9, 2022; eff. Dec. 29, 2022.

700-12-.11 Patient Care

(1) For hospitalized or sick patients that are maintained in a veterinary facility, a licensed veterinarian or licensed veterinary technician must physically evaluate each patient daily.

- (a) Patients recovering from anesthesia must be properly monitored.
 - (b) For hospitalized and sick patients, the licensed veterinarian must have appropriate measures in place to ensure patient comfort.
- (2) For boarded animals that are maintained in a veterinary facility, a licensed veterinarian or his or her designee must physically visit the facility and see each animal daily.

Cite as Ga. Comp. R. & Regs. R. 700-12-.11

AUTHORITY: O.C.G.A. §§ [43-1-25](#), [43-50-21\(a\)\(8\)](#), [43-50-90\(a\)](#), [43-50-110](#).

HISTORY: Original Rule entitled "Patient Care" adopted. F. Apr. 8, 2004; eff. Apr. 28, 2004.

Amended: F. Dec. 9, 2022; eff. Dec. 29, 2022.