505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS

(1) Purpose. This rule states requirements and standards for the approval of educator preparation providers and educator preparation programs that prepare individuals for certification as education personnel in Georgia.

(2) Definitions.

(a) Accreditation: A process for assessing and enhancing academic and educational quality through voluntary peer review and annual reporting; also the decision rendered by an accrediting body when an institution/agency or educator preparation provider meets its standards and requirements.

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

(c) Approval: A process for assessing and enhancing academic and education quality through peer review and annual reporting, to assure the public that an educator preparation provider and/or 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 program meets GaPSC standards and required annual reporting.

(d) Approval Review: Examination of evidence and interviews of stakeholders conducted by the GaPSC Board of Examiners (BOE) either on-site at an institution/agency, or electronically through the use of web and telephone conferencing systems as part of a Developmental, Initial Performance, Continuing, Focused, or Probationary Review.

(e) Branch Campus: A campus that is physically detached from the parent university or college. A branch campus generally has full student and administrative services with a chief executive officer and may be regionally accredited separately from the parent campus.

(f) Candidates/Teacher Candidates: Individuals admitted to, or 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.

(g) Clinical Practice: Residency (formerly referred to as student teaching) or internship experiences which 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.

(h) 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.
(i) **Distance Learning**: A formal educational process in which instruction occurs when candidates and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media including asynchronous or synchronous, electronic or printed communications.

(j) **Distance Learning Program**: A program delivered primarily (50% or more contact hours) through distance technology in which the instructor of record and candidates lack face-to-face contact and instruction is delivered asynchronously or synchronously (see definition of Distance Learning). These preparation programs include those offered by the educator preparation provider through a contract with an outside vendor or in a consortium arrangement with other educator preparation providers, as well as those offered solely by the provider.

(k) **Educator Preparation Program**: A planned sequence of courses and experiences for preparing P-12 teachers and other professional school personnel. See the definitions for the three types of educator preparation programs: Initial, Endorsement, and Advanced.

(l) **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).

(m) **Endorsement Program**: A planned sequence of courses and experiences, typically no more than four 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.

(n) **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.

(o) **Franchise Program**: An endorsement program developed by and approved for one GaPSC-approved educator preparation provider (the franchise manager) and consequently shared with other GaPSC-approved educator preparation providers operating as franchisees.

(p) **Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP)**: Georgia’s non-traditional preparation program for preparing career changers for certification as P-12 teachers. See GaPSC Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(q) **Initial Preparation Program**: A program designed to prepare candidates for their initial, 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 GaTAPP program.
(r) Local Unit of Administration (LUA): A local education agency or a regional educational service agency, including but not limited to public, waiver, Investing in Educational Excellence (IE2), charter schools and private schools (i.e., faith-based schools, early learning centers, hospitals, juvenile detention centers, etc.).

(s) Nationally Recognized Program: A program that has met the standards of a national specialized professional organization (SPA) that is a constituent member of CAEP.

(t) Non-traditional Preparation Program: A program designed to prepare individuals holding an appropriate degree in the content field or a field closely related to the field of certification sought. Non-traditional preparation programs do not lead 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 education agency (school district) 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. See Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP).

(u) Out-of-State Institution: An institution of higher education that is administratively based in a state within the United States other than Georgia.

(v) Preconditions: Fundamental requirements that undergird the GaPSC standards that must be met before an educator preparation provider is permitted to schedule a Developmental Approval Review.

(w) 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 GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(x) Program Completer: A person who has met all the requirements of a GaPSC-approved or state-approved out-of-state educator preparation program.

(y) Specialized Professional Association (SPA): A constituent member of CAEP representing a particular disciplinary area that develops standards for the approval of educator preparation programs in that area and reviews programs for compliance with those standards.
(z) Traditional Preparation Program: A credit-bearing program designed for the preparation of educators typically offered by institutes of higher education.

(3) GENERAL REQUIREMENTS APPLICABLE TO ALL EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(a) Authorization for the Establishment of Georgia Educator Preparation Providers

1. Institutions of higher education administratively based in the state of Georgia, local education agencies with student enrollment over 30,000, Georgia Regional Educational Service Agencies (RESAs), and other education service organizations to include national or Georgia-based non-profit associations are eligible to seek GaPSC approval as an educator preparation provider for the purpose of preparing educators. In order to offer programs leading to Georgia certification in the field of Educational Leadership, out-of-state institutions operating in the state of Georgia through a branch or satellite campus or by online delivery of programs must be accredited by CAEP prior to seeking GaPSC approval and must maintain accreditation in order to maintain GaPSC program approval; additional program requirements are described in paragraph (d) 5. For-profit organizations that are not accredited institutions of higher education are not eligible to offer programs leading to Georgia educator certification.

(b) Accreditation of Institutions/Agencies with an Educator Preparation Provider

1. Institutions of higher education with a college, school, department or other entity that is a GaPSC-approved educator preparation provider shall be fully accredited by a GaPSC accepted accreditation agency at the level(s) of degree(s) granted by the institution. The institution must be accredited at Level II to grant a bachelor’s degree, at Level III to grant a master’s degree, Level IV to grant a specialist’s degree, and Level V or VI to grant doctoral degrees. The institution shall submit program(s) for GaPSC approval that correspond to the appropriate level of accreditation and in a field recognized for certification by the GaPSC. If an institution has submitted an application for change in degree level to a GaPSC-accepted accreditation agency, and is seeking Developmental Approval of a program(s) at the proposed new degree level by the GaPSC, the institution must be accredited at the new degree level prior to approval review by the GaPSC. See GaPSC 505-2-.31, GAPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES.

2. Local education agencies, RESAs, or other approved, non-IHE providers shall admit candidates who hold degrees from a GaPSC-accepted accredited institution of higher education appropriate for the certificate sought. See Rule, 505-2-.31, GAPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES.

(c) GaPSC Approval of Educator Preparation Providers

1. An education institution or agency’s educator preparation provider (e.g. college/school/department of education), and/or program(s) shall be approved by its governing board prior to seeking GaPSC approval for the first time (Developmental Approval).

2. GaPSC approval standards for educator preparation providers and programs shall at a minimum be based on the most recent version of the standards of the Council for Accreditation of Educator Preparation (CAEP).

3. CAEP accreditation of an educator preparation provider shall be accepted as a route to GaPSC approval of an educator preparation provider administratively based in the state of Georgia.
Out-of-state institutions operating in Georgia and seeking GaPSC approval to prepare individuals for Georgia performance-based certification in the field of Educational Leadership, must be accredited by CAEP and meet all other requirements specified by the GaPSC.

4. Local units of administration seeking GaPSC approval as an educator preparation provider shall follow all applicable GaPSC policies and procedures, e.g., preconditions to determine eligibility for a review, approval review requirements, post review requirements, Commission decisions, public disclosure policy, and annual reporting procedures. Out-of-state institutions accredited by CAEP and approved by the GaPSC to prepare individuals for Georgia performance-based certification in the field of Educational Leadership must maintain National Recognition status by the CAEP-accepted Specialized Professional Association for Educational Leadership programs for the Educational Leadership program(s) offered to Georgia educators and shall follow all applicable GaPSC policies, including, but not limited to, those regarding Preparation Program Effectiveness Measures, annual reporting and data submission requirements. In order to maintain approval status, all GaPSC-approved educator preparation providers (including out-of-state providers offering GaPSC-approved Educational Leadership programs) must comply with all applicable GaPSC rules and policies. Failure by an approved provider to fully comply with GaPSC Educator Preparation, Certification, and Ethics Rules, Commission approval decisions, or agency procedures and/or requirements may result in changes in approval status that could include revocation of approval. Failure to comply with federal reporting requirements may result in fines.

5. The educator preparation provider must be approved by the GaPSC before candidates are formally admitted to educator preparation programs.

6. GaPSC educator preparation provider approval cycles shall include Developmental Approval valid for three (3) years and continuing approval valid for seven (7) years. The Developmental Approval Review is used to determine if the new educator preparation provider has the capacity to meet state standards; it is followed (in three years) by an Initial Performance Review to determine if the educator preparation provider has evidence of meeting state standards. For IHEs seeking CAEP accreditation, the Initial Performance Review will be conducted jointly by state and national (CAEP) examiners. Following the Initial Performance Review, the GaPSC will conduct Continuing Reviews of the educator preparation provider and all preparation programs at seven (7) year intervals. For IHEs seeking to maintain CAEP accreditation, the Continuing Review will be conducted jointly by state and national (CAEP) examiners. The GaPSC and/or CAEP will require a Focused Approval Review or a Probationary Review of an approved or accredited educator preparation provider and/or its educator preparation programs in fewer than seven (7) years if annual performance data indicate standards are not being met, or if a previous approval review indicates pervasive problems exist that limit provider capacity to offer programs capable of meeting standards and requirements specified in GaPSC educator preparation and certification rules.

7. Each educator preparation provider approved to offer educator preparation programs shall comply with all reporting requirements, to include the submission of data in the Traditional Program Management System (TPMS) or the Non-traditional Reporting System (NTRS), and the submission of data related to Preparation Program Effectiveness Measures and data required in GaPSC and federal annual reports on the performance of the educator preparation provider and all educator preparation programs. See GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION.

(d) GaPSC Approval of Educator Preparation Programs
1. Educator preparation programs leading to Georgia educator certification shall be offered only by GaPSC-approved educator preparation providers (reference paragraph (c).3). All initial preparation programs and endorsement programs must be approved by the GaPSC.

2. A GaPSC-approved educator preparation provider seeking approval to add new preparation programs may submit the programs for GaPSC approval prior to receiving governing board approval, as long as governing board approval is granted thirty (30) days prior to the scheduled pre-visit.

3. GaPSC-approved educator preparation providers seeking approval for preparation programs leading to Georgia educator certification shall follow all applicable GaPSC program approval policies and procedures in effect at the time of the requested approval.

4. Initial educator preparation programs shall be approved by the GaPSC before candidates are enrolled and begin program coursework.

5. GaPSC-approved educator preparation providers, in conjunction with preparations for an educator preparation provider approval review, shall submit program reports conforming to GaPSC program standards and program review requirements for evaluation either by the appropriate CAEP-accepted national Specialized Professional Association (SPA) or accrediting agency, or by the GaPSC. If National Recognition or Accreditation is granted for a program, state approval procedures will be reduced to remove duplication in processes and will include only those procedures necessary to ensure that Georgia-specific standards and requirements are met. Programs submitted for national recognition that are not granted National Recognition must comply with all applicable GaPSC program approval review procedures.

6. Out-of-State CAEP-accredited educator preparation providers seeking GaPSC approval to offer programs leading to Georgia certification in the field of Educational Leadership must gain and maintain National Recognition for each program (and at each applicable program/degree level) through the appropriate CAEP-accepted Specialized Professional Association (SPA) (currently ELCC) and must comply with all GaPSC program approval policies and procedures in effect at the time of the requested approval. Educational Leadership programs offered by out-of-state institutions that do not receive and maintain National Recognition by the appropriate CAEP-accepted SPA are not eligible for GaPSC program approval, and therefore completers will not be eligible for Georgia Educational Leadership certification.

7. GaPSC educator preparation program approval shall include a Developmental Approval Review to determine if the new educator preparation program has the capacity to meet state standards. Developmental Approval is valid for three (3) years and is followed by an Initial Performance Review to determine if the educator preparation program has evidence of meeting state standards. Following the Initial Performance Review, the GaPSC will conduct Continuing Reviews of the educator preparation programs at seven (7) year intervals. The GaPSC will require a Focused Approval Review or a Probationary Review of an approved educator preparation program in fewer than seven (7) years if annual performance data indicate standards are not being met or if a previous approval review indicates pervasive problems exist limiting program capacity to meet standards and requirements specified in GaPSC educator preparation and certification rules.

8. GaPSC-approved educator preparation providers shall submit program(s) for GaPSC approval corresponding to the appropriate level of preparation (initial, endorsement, or advanced) and in a certification field authorized in GaPSC Certification Rules.
9. GaPSC-approved educator preparation providers shall monitor and analyze teacher supply and demand data for the purpose of making program decisions.

10. Ongoing GaPSC approval of educator preparation programs shall be dependent upon the performance of the educator preparation provider and its programs. Upon the effective date of GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION, Preparation Program Effectiveness Measures will be used, as part of the approval process and annual reporting requirements, to determine ongoing approval of educator preparation providers and educator preparation programs.

11. Out-of-state institutions offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia P-12 schools shall meet GaPSC requirements related to the Pre-service Certificate and the Induction Certificate. These requirements include, but are not limited to:

   (i) The pre-service criminal record check at program admission;

   (ii) The Program Admission Assessment requirement;

   (iii) The recommendation for the Pre-service Certificate;

   (iv) The state-approved content assessment requirement;

   (v) The state-approved content pedagogy assessment requirement; and

   (vi) The state-approved ethics assessment requirement.

See GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE and GaPSC Rule 505-2-.04, INDUCTION CERTIFICATE.

12. Upon the implementation date specified in the rule, out-of-state institutions offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia P-12 schools are subject to all applicable data collection and reporting requirements described in GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION, and are subject to GaPSC commission action for failure to comply with GaPSC rules regulating educator preparation programs and certification.

   (e) Educator Preparation Program Requirements

   1. Admission Requirements

      (i) GaPSC-approved educator preparation providers shall ensure that candidates admitted into initial preparation programs at the baccalaureate level or higher have a minimum GPA of 2.5 on a 4.0 scale. The provider shall ensure that the average GPA of each admitted cohort (at the provider level) is 3.0 or higher. The provider shall ensure candidates admitted into initial preparation programs at the post-baccalaureate level have attained appropriate depth and breadth in both general and content studies, with a minimum of a bachelor’s degree from a GaPSC-accepted accredited institution. See GaPSC Rule 505-2-.31 GAPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES.
(ii) GaPSC-approved educator preparation providers shall ensure that candidates admitted into initial preparation programs meet the GaPSC Program Admission Assessment requirement. A passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption is required for admission to all initial preparation programs except those leading to certification in the field of Career and Technical Specializations. Candidates seeking Career and Technical Specializations certification who do not hold an associate’s degree must pass the Program Admission Assessment within three (3) years of program admission or prior to program completion, whichever occurs first. Qualifying exemptions include minimum scores on the ACT, GRE, and SAT. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS for additional information related to program admission testing requirements and GaPSC - Educator Assessment - GACE for Georgia educator assessment information, including qualifying exemption scores.

(iii) Beginning July 1, 2015, GaPSC-approved educator preparation providers shall require at or prior to admission to initial teacher preparation programs at the baccalaureate level or higher, completion of a criminal record check. As of July 1, 2015, successful completion of a criminal record check is required to earn the Pre-service Certificate and to participate in field and clinical experiences in Georgia P-12 schools (see GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE).

(iv) The state-approved assessment of educator ethics shall be required of all candidates admitted to initial teacher preparation programs according to the following timeline:

(I) Beginning fall semester 2014, all entering candidates must take the assessment by December 31, 2014.

(II) Candidates admitted to programs on or after January 1, 2015, must take the assessment at or prior to program admission.

(III) Beginning January 1, 2015, the assessment will be required for the Pre-service Certificate (see GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE).

Although a minimum score is not required for program admission, assessment results shall be used by educator preparation providers to design appropriate ethics instruction needed for each candidate.

2. Recommendation for the Pre-service Certificate

(i) Beginning July 1, 2015, all candidates admitted to initial teacher preparation programs at the baccalaureate level or higher must be recommended for the Pre-service Certificate. See GaPSC Rule 505-2-.03, PRE-SERVICE CERTIFICATE for pre-service certification requirements.

3. Program Content and Curriculum Requirements

(i) Preparation programs for educators prepared as teachers shall incorporate the latest version of the InTASC Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium.

(ii) GaPSC-approved educator preparation providers shall require a major or equivalent in all secondary and P-12 fields, where appropriate.
(iii) GaPSC-approved educator preparation providers shall ensure that candidates complete a well-planned sequence of courses and/or experiences in professional studies that includes knowledge about and application of professional ethics and social behavior appropriate for school and community, ethical decision-making skills, and specific knowledge about the Georgia Code of Ethics for Educators. Candidates are expected to demonstrate knowledge and dispositions reflective of professional ethics and the standards and requirements delineated in the Georgia Code of Ethics for Educators. GaPSC-approved educator preparation providers shall assess candidates’ knowledge of professional ethics and the Georgia Code of Ethics for Educators either separately or in conjunction with assessments of dispositions.

(iv) GaPSC-approved educator preparation providers shall ensure that candidates are prepared to implement Georgia mandated standards (i.e., Georgia Performance Standards (GPS); Common Core Georgia Performance Standards (CCGPS)) in each relevant content area and any Georgia mandated educator evaluation system.

(v) GaPSC-approved educator preparation providers shall require that candidates seeking certification demonstrate satisfactory proficiency in computer and other technology applications and skills, and satisfactory proficiency in integrating technology into student learning. This requirement may be met through content embedded in courses and experiences throughout the preparation program and through demonstration of knowledge and skills during field and clinical experiences. At a minimum, candidates shall be exposed to the specialized knowledge and skills necessary for effective teaching in a distance learning environment.

(vi) GaPSC-approved educator preparation providers shall require candidates seeking certification in a teaching field, educational leadership and/or the service fields of Media Specialist and School Counseling to complete either five (5) or more quarter hours or three (3) or more semester hours of coursework in the identification and education of children who have special educational needs or the equivalent, through a Georgia-approved professional learning program. This requirement may be met in a separate course, or content may be embedded in courses and experiences throughout the preparation program. See Rule 505-2-.24, SPECIAL GEORGIA REQUIREMENTS.

(vii) GaPSC-approved educator preparation providers shall provide information to each candidate on the process for completing a criminal record check and Georgia’s tiered certification structure, professional learning requirements, and employment options.

4. Requirements for Partnerships, and Field and Clinical Experiences

(i) GaPSC-approved educator preparation providers shall establish and maintain collaborative relationships with P-12 schools which are formalized as partnerships and focused on continuous school improvement and student achievement through the preparation of candidates and professional development of P-20 educators.

(ii) GaPSC-approved educator preparation providers shall require in all programs leading to initial certification and endorsement programs, field experiences that include organized and sequenced engagement of candidates in settings that provide them with 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 or P-12 personnel as appropriate depending upon the preparation program. Field experience placements and sequencing will vary depending upon the program. Refer to the guidance document accompanying this rule for additional information related to field experiences and clinical practice.

(iii) GaPSC-approved educator preparation providers shall ensure that candidates complete supervised field experiences consistent with the grade levels of certification sought. For Birth through Kindergarten programs, field experiences are required at three age levels: ages 0 to 2, ages 3 to 4, and kindergarten. For early childhood education programs (P-5), field experiences are required in three grade levels: PK-K, 1-3, and 4-5. For middle grades education programs, field experiences are required in two grade levels: 4-5 and 6-8. Programs leading to P-12 certification shall require field experiences in four grade levels: PK-2, 3-5, 6-8, and 9-12; and secondary education programs (6-12) shall require field experiences in two grade levels: 6-8 and 9-12.

(iv) GaPSC-approved educator preparation providers shall offer clinical practice (residency/internships) in those fields for which the EPP has been approved by the GaPSC. Although year-long residencies/internship experiences in which candidates experience the beginning and ending of the school year are recognized as most effective and are therefore strongly encouraged, teacher candidates must spend a minimum of one full semester or the equivalent in residencies or internships in regionally accredited schools. Candidates in Birth Through Kindergarten programs may participate in residencies or internships in regionally accredited schools or in pre-schools accredited by USDOE- or CHEA-accepted accrediting agencies. GaPSC preparation program rules may require additional clinical practice (reference GaPSC Rules 505-3-.05-.109).

(v) GaPSC-approved educator preparation providers shall ensure P-12 faculty or staff who supervise candidates in residencies or internships meet the following requirements. P-12 supervisors shall:

(I) be professionally certified in the field of certification sought by the candidate;

(II) have a minimum of three years of experience in a teaching, service, or leadership role; and

(III) have demonstrated, through formal evaluations, successful performance in the field of certification sought by the candidate.

In cases where one or more of these requirements cannot be met, the EPP and school must develop a plan to address the deficiencies.

5. Testing Requirements

(i) Educator preparation providers shall determine traditional program candidates’ readiness for state-approved content testing and shall authorize candidates for testing only in their field(s) of preparation and only at the appropriate point in the preparation program. GaPSC-approved educator preparation providers shall require all enrolled candidates to attempt the state-approved content assessment within the content assessment window of time that begins on a date determined by the EPP after program admission and ends on August 31 in the year of program completion, and at least once prior to program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS and GaPSC Rule 505-2-.04, INDUCTION CERTIFICATE.
(ii) GaPSC-approved educator preparation providers shall require candidates enrolled in initial teacher preparation programs at the baccalaureate level or higher and scheduled to complete programs after September 1, 2015, to attempt the state-approved content pedagogy assessment prior to program completion. A passing score on the state-approved content pedagogy assessment is not required for program completion; however, a passing score is required for state certification. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS and GaPSC Rule 505-2-.04, INDUCTION CERTIFICATE.

(iii) GaPSC-approved educator preparation providers shall require candidates in initial teacher preparation programs at the baccalaureate level or higher and scheduled to complete programs after January 1, 2015, to attempt the state-approved assessment of educator ethics prior to program completion. A passing score on the state-approved assessment of educator ethics is not required for program completion; however, a passing score is required for state certification. See GaPSC Rule 505-2-.26, CERTIFICATION AND LICENSURE ASSESSMENTS and GaPSC Rule 505-2-.04, INDUCTION CERTIFICATE.

6. Program Completion Requirements

(i) GaPSC-approved educator preparation providers may accept professional learning units (PLU) or documented experience relevant to the program of study in lieu of requiring candidates to repeat the same or similar coursework for college credit.

(ii) GaPSC-approved educator preparation providers shall provide, at appropriate intervals, information to candidates about instructional policies and requirements needed for completing educator preparation programs, including all requirements necessary to meet each candidate’s certification objective(s), the availability of social and psychological counseling services, job opportunities, and market needs based on supply and demand data.

(iii) GaPSC-approved educator preparation providers shall include a variety of options for program completion, e.g. multiple delivery models, degree options and individualized programs.

(f) Verification of Program Completion

1. A single educator preparation provider within the educational organization and a designated official within the educator preparation provider shall provide evidence to the GaPSC that program completers have met the requirements of the approved programs, including all applicable Special Georgia Requirements, and thereby qualify for state certification.

2. GaPSC-approved educator preparation providers shall, through the Traditional Program Management System (TPMS) or the Non-traditional Reporting System (NTRS) and a minimum of two times each academic year, notify the GaPSC of program completers and verify their qualifications for certification only in fields for which the provider has GaPSC-approved educator preparation programs.

3. GaPSC-approved educator preparation providers shall require that candidates completing baccalaureate programs have a 2.5 GPA overall average on a 4.0 scale; and that candidates completing post-baccalaureate, certification-only programs have a 2.5 GPA on a 4.0 scale for the required coursework in the approved non-degree program in order to complete the program and qualify for state certification.
4. GaPSC-approved educator preparation providers shall ensure program completers meet all requirements of the approved program in effect at the time the candidate was officially admitted to the program and any additional program requirements with effective dates after program admission, as described elsewhere in this rule.

5. GaPSC-approved educator preparation providers shall require program completers requesting the approved provider submit to the GaPSC verification of program completion more than five years after program completion to meet requirements specified by the educator preparation provider to assure up-to-date knowledge in the field of certification sought.

AUTHORITY O.C.G.A. § 20-2-200