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Arizona Administrative REGISTER

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From the Publisher

ABOUT THIS PUBLICATION

The authenticated pdf of the *Administrative Register* (A.A.R.) posted on the Arizona Secretary of State's website is the official published version for rulemaking activity in the state of Arizona.

Rulemaking is defined in Arizona Revised Statutes known as the Arizona Administrative Procedure Act (APA), A.R.S. Title 41, Chapter 6, Articles 1 through 10.

The *Register* is cited by volume and page number. Volumes are published by calendar year with issues published weekly. Page numbering continues in each weekly issue.

In addition, the *Register* contains notices of rules terminated by the agency and rules that have expired.

ABOUT RULES

Rules can be: made (all new text); amended (rules on file, changing text); repealed (removing text); or renumbered (moving rules to a different Section number). Rulemaking activity published in the *Register* includes: proposed, final, emergency, expedited, and exempt rules as defined in the APA, and other state statutes.

New rules in this publication (whether proposed or made) are denoted with underlining; repealed text is stricken.

WHERE IS A "CLEAN" COPY OF THE FINAL OR EXEMPT RULE PUBLISHED IN THE REGISTER?

The *Arizona Administrative Code* (A.A.C) contains the codified text of rules. The A.A.C. contains rules promulgated and filed by state agencies that have been approved by the Attorney General or the Governor's Regulatory Review Council. The *Code* also contains rules exempt from the rulemaking process.

The authenticated pdf of *Code* Chapters posted on the Arizona Secretary of State's website are the official published version of rules in the A.A.C. The *Code* is posted online for free.

LEGAL CITATIONS AND FILING NUMBERS

On the cover: Each agency is assigned a Chapter in the *Arizona Administrative Code* under a specific Title. Titles represent broad subject areas. The Title number is listed first; with the acronym A.A.C., which stands for the *Arizona Administrative Code*; following the Chapter number and Agency name, then program name. For example, the Secretary of State has rules on rulemaking in Title 1, Chapter 1 of the *Arizona Administrative Code*. The citation for this Chapter is 1 A.A.C. 1, Secretary of State, Rules and Rulemaking. Every document filed in the office is assigned a file number. This number, enclosed in brackets, is located at the top right of the published documents in the *Register*. The original filed document is available for 10 cents a page.

Arizona Administrative REGISTER

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ADMINISTRATIVE REGISTER
This publication is available online for free at www.azsos.gov.

ADMINISTRATIVE CODE
The *Arizona Administrative Code* is available online at www.azsos.gov.

PUBLICATION DEADLINES
Publication dates are published in the back of the *Register*. These dates include file submittal dates with a three-week turnaround from filing to published document.

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Participate in the Process

Look for the Agency Notice

Review (inspect) notices published in the *Arizona Administrative Register*. Many agencies maintain stakeholder lists and would be glad to inform you when they proposed changes to rules. Check an agency's website and its newsletters for news about notices and meetings.

Feel like a change should be made to a rule and an agency has not proposed changes? You can petition an agency to make, amend, or repeal a rule. The agency must respond to the petition. (See A.R.S. § 41-1033)

Attend a public hearing/meeting

Attend a public meeting that is being conducted by the agency on a Notice of Proposed Rulemaking. Public meetings may be listed in the Preamble of a Notice of Proposed Rulemaking or they may be published separately in the *Register*. Be prepared to speak, attend the meeting, and make an oral comment.

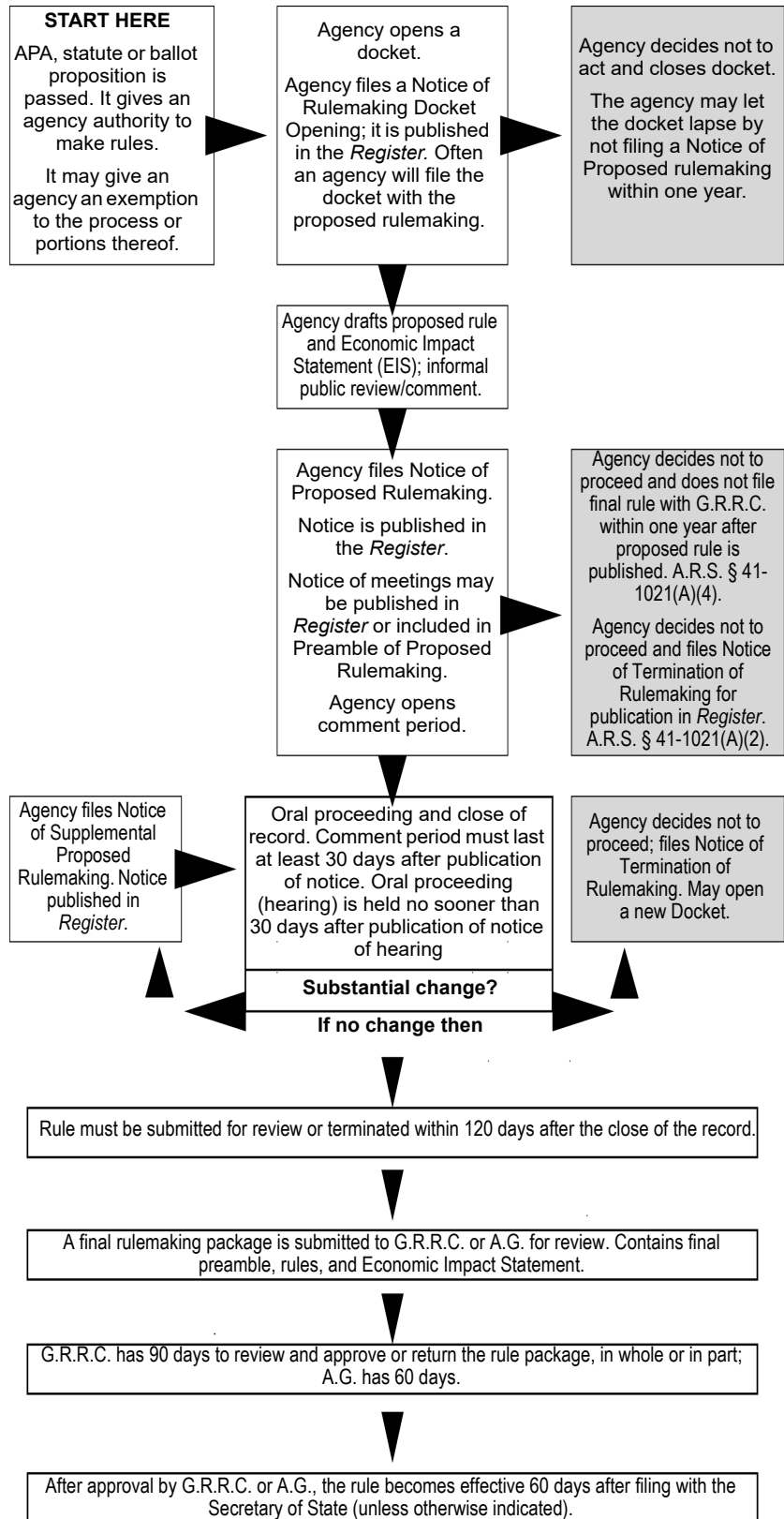
An agency may not have a public meeting scheduled on the Notice of Proposed Rulemaking. If not, you may request that the agency schedule a proceeding. This request must be put in writing within 30 days after the published Notice of Proposed Rulemaking.

Write the agency

Put your comments in writing to the agency. In order for the agency to consider your comments, the agency must receive them by the close of record. The comment must be received within the 30-day comment timeframe following the *Register* publication of the Notice of Proposed Rulemaking.

You can also submit to the Governor's Regulatory Review Council written comments that are relevant to the Council's power to review a given rule (A.R.S. § 41-1052). The Council reviews the rule at the end of the rulemaking process and before the rules are filed with the Secretary of State.

Arizona Regular Rulemaking Process



Final rule is published in the *Register* and the quarterly *Code Supplement*.

Definitions

Arizona Administrative Code (A.A.C.): Official rules codified and published by the Secretary of State’s Office. Available online at www.azsos.gov.

Arizona Administrative Register (A.A.R.): The official publication that includes filed documents pertaining to Arizona rulemaking. Available online at www.azsos.gov.

Administrative Procedure Act (APA): A.R.S. Title 41, Chapter 6, Articles 1 through 10. Available online at www.azleg.gov.

Arizona Revised Statutes (A.R.S.): The statutes are made by the Arizona State Legislature during a legislative session. They are compiled by Legislative Council, with the official publication codified by Thomson West. Citations to statutes include Titles which represent broad subject areas. The Title number is followed by the Section number. For example, A.R.S. § 41-1001 is the definitions Section of Title 41 of the Arizona Administrative Procedures Act. The “§” symbol simply means “section.” Available online at www.azleg.gov.

Chapter: A division in the codification of the *Code* designating a state agency or, for a large agency, a major program.

Close of Record: The close of the public record for a proposed rulemaking is the date an agency chooses as the last date it will accept public comments, either written or oral.

Code of Federal Regulations (CFR): The *Code of Federal Regulations* is a codification of the general and permanent rules published in the *Federal Register* by the executive departments and agencies of the federal government.

Docket: A public file for each rulemaking containing materials related to the proceedings of that rulemaking. The docket file is established and maintained by an agency from the time it begins to consider making a rule until the rulemaking is finished. The agency provides public notice of the docket by filing a Notice of Rulemaking Docket Opening with the Office for publication in the *Register*.

Economic, Small Business, and Consumer Impact Statement (EIS): The EIS identifies the impact of the rule on private and public employment, on small businesses, and on consumers. It includes an analysis of the probable costs and benefits of the rule. An agency includes a brief summary of the EIS in its preamble. The EIS is not published in the *Register* but is available from the agency promulgating the rule. The EIS is also filed with the rulemaking package.

Governor’s Regulatory Review (G.R.R.C.): Reviews and approves rules to ensure that they are necessary and to avoid unnecessary duplication and adverse impact on the public. G.R.R.C. also assesses whether the rules are clear, concise, understandable, legal, consistent with legislative intent, and whether the benefits of a rule outweigh the cost.

Incorporated by Reference: An agency may incorporate by reference standards or other publications. These standards are available from the state agency with references on where to order the standard or review it online.

Federal Register (FR): The *Federal Register* is a legal newspaper published every business day by the National Archives and Records Administration (NARA). It contains federal agency regulations; proposed rules and notices; and executive orders, proclamations, and other presidential documents.

Session Laws or “Laws”: When an agency references a law that has not yet been codified into the Arizona Revised Statutes, use the word “Laws” is followed by the year the law was passed by the Legislature, followed by the Chapter number using the abbreviation “Ch.,” and the specific Section number using the Section symbol (§). For example, Laws 1995, Ch. 6, § 2. Session laws are available at www.azleg.gov.

United States Code (U.S.C.): The Code is a consolidation and codification by subject matter of the general and permanent laws of the United States. The Code does not include regulations issued by executive branch agencies, decisions of the federal courts, treaties, or laws enacted by state or local governments.

Acronyms

A.A.C. – *Arizona Administrative Code*

A.A.R. – *Arizona Administrative Register*

APA – *Administrative Procedure Act*

A.R.S. – *Arizona Revised Statutes*

CFR – *Code of Federal Regulations*

EIS – *Economic, Small Business, and Consumer Impact Statement*

FR – *Federal Register*

G.R.R.C. – *Governor’s Regulatory Review Council*

U.S.C. – *United States Code*

About Preambles

The Preamble is the part of a rulemaking package that contains information about the rulemaking and provides agency justification and regulatory intent.

It includes reference to the specific statutes authorizing the agency to make the rule, an explanation of the rule, reasons for proposing the rule, and the preliminary Economic Impact Statement.

The information in the Preamble differs between rulemaking notices used and the stage of the rulemaking.



- Update R20-6-601 to correct a statutory reference. This fulfills a commitment made in the Department's 2020 Five Year Review Report for this Article;
- Update R20-6-602 to replace gender specific references in two subsections. This fulfills a commitment made in the Department's 2020 Five Year Review Report for this Article;
- Correct a statutory reference in R20-6-1902(43), and to revise the definition for "Contracted" in response to a comment.

This rulemaking does not relate to a prior Five-Year Review Report for the proposed changes to Sections R20-6-101 and R20-6-1902.

7. A reference to any study relevant to the rule that the agency reviewed and proposes either to rely on or not to rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:

Not applicable.

8. An explanation of the substantial change which resulted in the supplemental notice:

Two substantial changes resulted in this supplemental notice:

1. The Department realized in its recent Five-Year Review Report on Article 6 that it had made a commitment to correct a statutory cite in Section R20-6-601. This Notice of Supplemental Proposed Rulemaking adds Section R20-6-601 which was not included in the original Notice of Proposed Rulemaking (31 A.A.R. 2301, Issue date: July 11, 2025). The Department is also updating the name of the Department which changed in 2020. In addition, the Department is updating archaic language and removing gender specific reference throughout the rule. It is also changing the requirement to post the surety's premium rates at the bail bond agent's place of business to its website (subsection (E)(1)(b)).
2. The Department received one public comment on Section R20-6-1902 from the Arizona Hospital and Healthcare Association (AzHHA). The AzHHA requested that the Department remove "letter of agreement" from the exclusion being added to the definition of "Contracted" in the rule. The Department has agreed to amend the proposed exclusion in the definition to read "Contracted" for the purposes of R20-6-1917, R20-6-1918, and R20-6-1919 does not include a letter of intent or letter of agreement. This change was agreed to by the AzHHA and is reflected in this Notice of Supplemental Proposed Rulemaking.

9. A showing of good cause why the rulemaking is necessary to promote a statewide interest if the rulemaking will diminish a previous grant of authority of a political subdivision:

The rulemaking does not diminish a previous grant of authority granted to the Department.

10. The preliminary summary of the economic, small business, and consumer impact:

Pursuant to A.R.S. § 41-1055(A):

- The rulemaking is not designed to change any conduct. Instead, it is necessary to make corrections, clarifications, and updates.
- Because this rulemaking is not made in response to a perceived problem caused by the conduct of licensees, it is not intended to reduce the frequency of any potentially violative conduct.
- The costs incurred by the proposed changes are not expected to impact revenues or payroll expenditures.
- The person listed in Item 11 may be contacted to submit or request additional data on the information included in the economic, small business and consumer impact statement.

Licensees impacted by the proposed changes are encouraged to notify the Department of any substantial economic impact the proposed changes may have on their businesses.

11. The agency's contact person who can answer questions about the economic, small business and consumer impact statement:

Name: Mary E. Kosinski
 Address: Department of Insurance and Financial Institutions
 100 N. 15th Ave., Suite 261
 Phoenix, AZ 85007-2630
 Telephone: (602) 364-3476
 Email: mary.kosinski@difi.az.gov
 Website: https://difi.az.gov

12. The time, place, and nature of the proceedings to make, amend, renumber, or repeal the rule or, if no proceeding is scheduled, where, when, and how persons may request an oral proceeding on the supplemental proposed rule:

No proceeding is currently scheduled. Persons who wish to request an Oral Proceeding on this rulemaking should make a written request to the person listed in item 5. Requests must be received within 30 days of the publication of this Notice of Supplemental Proposed Rulemaking. A.R.S. § 41-1023(C). If requested, the Oral Proceeding will be conducted no earlier than 30 days after publication of the Notice of Oral Proceeding in the Arizona Administrative Register notifying parties of the date and time of the pro-

ceeding. All Oral Proceedings are currently being conducted virtually.

In lieu of an oral proceeding, interested parties may submit public comments to: public_comments@difi.az.gov. Please use "DOI Housekeeping 2025 - Supplemental" in the subject line of the e-mail and identify which specific Section is being commented upon. Persons submitting public comments should be aware that any comments submitted are "public" and may be published by the Department.

If no one requests an oral proceeding, the public comment period will close 30 days after the publication date of this Notice of Supplemental Proposed Rulemaking. If anyone requests an oral proceeding, the public comment period will close at 11:59 p.m. on the date of the Oral Proceeding.

13. All agencies shall list other matters prescribed by statute applicable to the specific agency or to any specific rule or class of rules. Additionally, an agency subject to Council review under A.R.S. §§ 41-1052 and 41-1055 shall respond to the following questions:

No other matters prescribed by statute are applicable to the Department or to any specific rule or class of rules.

a. Whether the rule requires a permit, whether a general permit is used and if not, the reasons why a general permit is not used:

Not applicable. Sections R20-6-101, R20-6-602, and R20-6-1902 do not require a permit. Section R20-6-601 addresses licensing in subsection (C), however, the statutes governing Bail Bond Agents require the license, not the rule (see, A.R.S. §§ 20-340.01 and 20-340.02).

b. Whether a federal law is applicable to the subject of the rule, whether the rule is more stringent than federal law and if so, citation to the statutory authority to exceed the requirements of federal law:

Not applicable for Sections R20-6-101, R20-6-601, and R20-6-602.
Section R20-6-1902 has no applicable federal law. Another Section in the Article, R20-6-1912 (Network Directories), corresponds to Federal Regulation 45 CFR 156.230(b), but it is not being addressed in this rulemaking.

c. Whether a person submitted an analysis to the agency that compares the rule's impact of the competitiveness of business in this state to the impact on business in other states:

Not applicable.

14. A list of any incorporated by reference material as specified in A.R.S. § 41-1028 and its location in the rules:

Not applicable.

15. The full text of the rules follows:

TITLE 20. COMMERCE, FINANCIAL INSTITUTIONS AND INSURANCE

**CHAPTER 6. DEPARTMENT OF INSURANCE AND FINANCIAL INSTITUTIONS
INSURANCE DIVISION**

ARTICLE 1. RULES OF PRACTICE AND PROCEDURE BEFORE THE DIRECTOR

Section
R20-6-101. Scope of Article; Definitions

ARTICLE 6. TYPES OF INSURANCE CONTRACTS

Section
R20-6-601. ~~Regulations~~ Regulation Governing Bail Transactions
R20-6-602. Nationwide Inland Marine Definition

ARTICLE 19. HEALTH CARE SERVICES ORGANIZATIONS OVERSIGHT

Section
R20-6-1902. Definitions

ARTICLE 1. RULES OF PRACTICE AND PROCEDURE BEFORE THE DIRECTOR

R20-6-101. Scope of Article; Definitions

A. Scope.

- 1. Administrative Hearings. This Article and Title 20 of the Arizona Revised Statutes govern administrative hearings before the Department. The Department shall use the authority of A.R.S. Title 41, Chapter 6, Article 10, the Office of Administrative Hearings' procedural rules, and this Article to govern the initiation and conduct of administrative hearings. In an administrative hearing, special procedural requirements in state statute or another Section in this Article shall also govern the proceedings unless the



requirements are inconsistent with either A.R.S. Title 41, Chapter 6, Article 10, the Office of Administrative Hearings' rules or this Article.

- 2. Director's Hearings. Director's Hearings are governed by this Article and Title 20 of the Arizona Revised Statutes.
- 3. Rulemaking and Investigative Proceedings. Except as otherwise provided in Section R20-6-160 for rulemaking petitions, this Article does not apply to rulemaking or investigative proceedings before the Director.
- 4. Arizona Rules of Civil Procedure. Unless expressly applicable by rule or statute, the Arizona Rules of Civil Procedure do not apply to administrative or Director's hearings.

B. Definitions. In addition to the definitions provided in A.R.S. §§ 41-1001 and 41-1092, the following terms apply to this Article:

- 1. "Administrative Hearing" means an appealable agency action as defined by ~~under~~ A.R.S. § 41-1092(3) or a contested case as defined ~~by under~~ A.R.S. § 41-1001(5) subject to A.R.S. § 20-161 and A.R.S. Title 41, Chapter 6, Article 10.
- 2. "Attorney General" means the Attorney General of Arizona, and the Attorney General's assistants or special agents.
- 3. "Department" means the Arizona Department of Insurance and Financial Institutions, Division of Insurance.
- 4. "Director" ~~has the meaning stated at~~ means the same as defined under A.R.S. § 20-102 or a Hearing Officer or any deputy, assistant, or examiner of the Director acting in the Director's name in accordance with A.R.S. § 20-150.
- 5. "Director's Hearing" means a hearing required by Title 20 to be conducted by the Director that is not an administrative hearing. A Director's hearing is not subject to the Arizona Open Meeting law. Director's hearings are required for, but not limited to, the following:
 - a. ~~Taking comments to determine whether the cooperation among rating organizations and insurers is unfair or unreasonable or otherwise inconsistent with the provisions of Title 20 under A.R.S. § 20-365; Mandatory hearings for taking comments to establish loss ratio standards and prima facie rates for consumer credit insurance under A.R.S. § 20-1621.05(B) and (C), R20-6-604.03, R20-6-604.04, and R20-6-604.05.~~
 - b. ~~Taking comments to determine whether a reasonable degree of price competition exists at the consumer level with respect to a particular class of business or to determine an allowable percentage of increase in a proposed rate level for a particular line, subline, or class of business under A.R.S. § 20-383(B); Mandatory hearings under specific circumstances for:~~
 - i. Modification of an order issued pursuant to A.R.S. § 20-409(B) upon request.
 - ii. Taking comments to establish criteria for third parties who are eligible to provide credit enhancement for separate accounts and to accept assets that are pledged under A.R.S. § 20-536.01(C).
 - iii. Taking comments in order to prescribe an investment grade rating, to recognize rating agencies for purposes of investment, or to prescribe standards by which obligations of insurers who have not received an investment grade rating may be eligible for investment under A.R.S. §§ 20-544 and 20-545.
 - iv. Taking comments from parties affected by a proposed corporate acquisition, merger or consolidation of title insurers under A.R.S. §§ 20-1576(A)(1) and 20-1577(A).
 - c. ~~Taking comments to exempt rate filings or to find that a particular market is noncompetitive for purposes of rate filing under A.R.S. §§ 20-385(F) and (G); Discretionary hearings for:~~
 - i. Taking comments to determine whether the cooperation among rating organizations and insurers is unfair or unreasonable or otherwise inconsistent with the provisions of Title 20 under A.R.S. § 20-365.
 - ii. Taking comments to determine whether a reasonable degree of price competition exists at the consumer level with respect to a particular class of business or to determine an allowable percentage of increase in a proposed rate level for a particular line, subline, or class of business under A.R.S. § 20-383(B).
 - iii. Taking comments to exempt rate filings or to find that a particular market is noncompetitive for purposes of rate filing under A.R.S. §§ 20-385(F) and (G).
 - iv. Taking comments to determine recognized surplus lines under A.R.S. § 20-409(A).
 - v. Taking comments regarding acquisitions within a holding company system if the acquisition would require the approval of other states under A.R.S. § 20-481.07(G).
 - vi. Taking comments to prescribe standards to allow investments in separate accounts to exceed established limits under A.R.S. § 20-536.01(D).
 - d. ~~Taking comments to determine recognized surplus lines under A.R.S. § 20-409;~~
 - e. ~~Taking comments regarding acquisitions within a holding company system if the acquisition would require the approval of other states under A.R.S. § 20-481.07(G);~~
 - f. ~~Taking comments to establish criteria for third parties who are eligible to provide credit enhancement for separate accounts and to accept assets that are pledged under A.R.S. § 20-536.01(C);~~
 - g. ~~Taking comments to prescribe standards to allow investments in separate accounts to exceed established limits under A.R.S. § 20-536.01(D);~~
 - h. ~~Taking comments in order to prescribe an investment grade rating, to recognize rating agencies for purposes of investment, or to prescribe standards by which obligations of insurers who have not received an investment grade rating may be eligible for investment under A.R.S. §§ 20-544 and 20-545;~~
 - i. ~~Taking comments from parties affected by a proposed corporate acquisition, merger or consolidation of title insurers under A.R.S. §§ 20-1576(A)(1) and 20-1577(A);~~
 - j. ~~Taking comments to establish a loss ratio standard for credit property and credit unemployment insurance under A.R.S. § 20-1621.05(B);~~
 - k. ~~Taking comments for the purpose of exempting certain forms from the application of Title 20, Chapter 6, Article 14: Cancellation or Non-Renewal of Commercial Insurance under A.R.S. § 20-1671(12); and~~
 - l. ~~Taking comments to establish prima facie rates for credit life and credit disability insurance under Section R20-6-604.03(A).~~
- 6. "Hearing Officer" means a person appointed by the Director to conduct a Director's hearing.

7. "Party" ~~has the meaning prescribed at~~ means the same as defined under A.R.S. § 41-1001(16) and includes any person or entity subject to the jurisdiction of the Department under A.R.S. Title 20.

ARTICLE 6. TYPES OF INSURANCE CONTRACTS

R20-6-601. ~~Regulations~~ Regulation Governing Bail Transactions

A. General provisions

1. Effective date
 - a. ~~These regulations are effective November 1, 1960. On and after date, no the effective date of this Section, all bail transaction or severable portion thereof~~ transactions shall be conducted, directly or indirectly ~~except in full conformity herewith with this Section.~~
 - b. No surety insurer shall furnish for use and no bail bond agent shall use any forms or documents which contain any provisions contrary to ~~these regulations on or after the effective date hereof.~~ this Section.
2. Authority. Authority for ~~these regulations~~ this Section is A.R.S. §§ 20-142, 20-143 and 20-257 and A.R.S. Chapter 2, ~~Article 3, Article 3.5.~~
3. Public interest served. ~~These regulations serve~~ This Section serves the public interest by prohibiting inequities in bail transactions and by establishing standards of licensing and conduct for bail bond agents.
4. ~~Regulations~~ Subsections as severable. ~~These regulations~~ The subsections of this Section shall be construed as severable, such that, where one or more ~~Sections~~ subsections are held invalid, ~~such the remaining Sections~~ subsections will not be adversely affected.
5. Penalty. Violation of ~~these regulations~~ A.R.S. Ch. 2, Article 3.5, or this Section will subject the ~~guilty party~~ bail bond agent to the penalties of A.R.S. §§ 20-114, 20-220 and 20-316 A.R.S. § 20-114, and to the enforcement procedures of A.R.S. §§ 20-152, and 20-160 through 20-166.

B. Definitions

1. "Bail transaction" ~~defined. As used in these regulations, the term "bail transaction" includes solicitation and inducement, preliminary negotiation and effectuation of a contract of surety insurance and the transaction of matters subsequent thereto and arising therefrom to and arising from the bail transaction~~ – all in connection with the release of persons arrested or confined.
2. "Bail bond agent" ~~defined. As used in these regulations, the term "bail bond agent" means any person who engages in a bail transaction on behalf of a surety insurer or representative thereof, of a surety insurer.~~
3. "Arrestee" ~~defined. As used in these regulations, the term "arrestee" means any person arrested or detained whose release on bail is solicited or procured or concerning whose release negotiations are commenced.~~
4. "Director" ~~defined. As used in these regulations, the term "Director" means the Director of Insurance of the state.~~ means the same as defined under A.R.S. § 20-102.

C. Licensing

1. Application for license. Each application for an original or renewal license as a bail bond agent shall be on a form furnished by the Director, and each applicant for ~~such a~~ license shall furnish ~~such~~ supplementary information and supporting statements as the Director may require.
2. Prohibited associations. A bail bond license shall not be issued to, renewed for, or maintained by any person who associates regularly with criminals, gamblers or persons of poor repute – except to the extent such association is required by business or professional duty and responsibility.
3. Transactions by unlicensed persons prohibited. ~~No A~~ bail bond agent shall not directly or indirectly permit any person on ~~his the~~ bail bond agent's behalf to solicit or negotiate bail transactions unless ~~such the~~ person is duly licensed by the Director.
4. Employees. Employees of bail bond agents performing only clerical duties need not be licensed ~~hereunder~~ and shall be deemed not engaged in bail transactions.

D. Conduct of bail bond agents

1. Disclosure of business. Every bail bond agent shall conduct ~~his~~ their business in such a manner that the public and those dealing with ~~him the bail bond agent~~ shall be aware of the capacity in which ~~he the bail bond agent~~ is acting.
2. Control of employees. A bail bond agent shall exercise direct supervision over ~~his the bail bond agent's~~ employees and keep informed of their actions as ~~his the bail bond agent's~~ employees.
3. Prohibited employees. ~~No A~~ bail bond agent shall ~~have in his~~ not employ, at any time, any criminal, gambler, or person of poor repute.
4. Acting for attorney. ~~No A~~ bail bond agent shall not receive, or collect for an attorney any money or other item of value for attorney's fee, costs, or any other purpose on behalf of an arrestee, unless ~~a receipt is given therefor.~~ the bail bond agent provides a receipt.
5. Informants prohibited. ~~No A~~ bail bond agent shall not for any purpose, directly or indirectly, enter into an arrangement of any kind or have an understanding with ~~a law enforcement officer, with a newspaper employee, with a messenger service or employee thereof, with a trusty in a jail, with other person incarcerated in a jail, or with~~ any person whatever, to inform or notify any bail bond agent directly or indirectly of:
 - a. The existence of a criminal complaint;
 - b. The fact of an arrest; ~~or~~
 - c. The fact that an arrest of any person is pending or contemplated; or
 - d. Any information pertaining to matters set forth in ~~(a), (b), and (c) hereof~~ subsections (5)(a), (5)(b), and (5)(c) or to the persons involved ~~therewith.~~ in subsections (5)(a), (5)(b), or (5)(c).
6. Compliance with rules of public authority. ~~No A~~ bail bond agent shall not solicit any person in a bail transaction in a prison or jail or other place of detention, court, or public institution connected with the administration of justice unless ~~said the~~ bail bond agent has fully complied with every rule, regulation, and ordinance issued by each public authority governing the conduct of persons in or about ~~said premises.~~ the place of detention, court, or public institution connected with the administration of justice.



- 7. Representations to public authority
 - a. ~~No~~ A bail bond agent shall not make any misleading or untrue representation to a court or to a public official with respect to a bail transaction, ~~nor~~ or for the purpose of avoiding or preventing a forfeiture of bail, or of having set aside a forfeiture which has occurred.
 - b. Every bail bond agent shall truthfully and fully answer every question asked ~~him~~ to the bail bond agent by the Director or ~~his~~ the Director's representative respecting ~~his~~ the bail bond agent's bail transactions and matters relating to the conduct of ~~his~~ the bail bond agent's business. ~~Any~~ A bail bond agent may have ~~his~~ an attorney present when ~~he answers any such question; answering questions from the Director or the Director's representative.~~
 - 8. Maintenance of records. Every bail bond agent shall keep complete records of all business done under authority of ~~his~~ the bail bond agent's license. ~~Such~~ The bail bond agent's records shall be open to inspection or examination by the Director or ~~his~~ the Director's representatives at all reasonable times at the principal place of business of the bail bond agent as designated in his license.
- E. Charges, collateral, refunds and rebates
- 1. Rates
 - a. ~~No~~ A bail bond agent shall not issue or deliver a bail bond except at the premium rates most recently filed and approved by the Director in accordance with A.R.S. § 20-357.
 - b. ~~Every~~ A bail bond agent shall post the premium rates of the surety insurer ~~he~~ the bail bond agent represents in a conspicuous manner ~~at his place of business; on the bail bond agent's website.~~
 - 2. Charges permitted. ~~No~~ A bail bond agent shall, not, in any bail transaction or in connection ~~therewith, with any bail transaction,~~ directly or indirectly, charge, or collect money or other valuable consideration from any person except for the following purposes:
 - a. To pay the premium at the rates established by the surety insurer and approved by the Director.
 - b. To provide collateral.
 - c. To reimburse ~~himself~~ the bail bond agent for actual and reasonable expenses incurred in connection with the individual bail transaction, including:
 - i. ~~Guard fees after the first 12 hours following release of an arrestee on bail;~~
 - ii. ~~Notary fees, recording fees, necessary long distance telephone expenses, telegram charges, and travel expenses for other than local community travel.~~
 - iii. ~~Any~~ any other actual expenditure necessary to the bail transaction which is not usually and customarily incurred in connection with the ordinary operation and conduct of bail transactions.
 - 3. Delivery of documents to arrestee
 - a. ~~Every~~ A bail bond agent shall, at the time of obtaining the release of an arrestee on bail or immediately thereafter, deliver to ~~such~~ the arrestee, or to the principal person with whom negotiations were made; if other than the arrestee, a copy of the bail bond premium agreement, which shall include, at a minimum:
 - i. The name of the surety insurer and the name and business address of the bail bond agent; and
 - ii. The amount of bail and the premium ~~thereof, for the bail bond.~~
 - b. ~~The~~ At the time of obtaining the release of an arrestee on bail, or immediately thereafter, the bail bond agent shall also deliver ~~at such time~~ a statement detailing all charges in addition to the premium, the amount received on account, the unpaid balance if any, and a description of and a receipt for any collateral received; ~~to the arrestee, or to the principal person with whom negotiations were made if other than the arrestee.~~
 - 4. Collateral
 - a. ~~Any~~ A bail bond agent who receives collateral in connection with a bail transaction shall do so in a fiduciary capacity and, prior to any forfeiture of bail, shall keep ~~such~~ all collateral separate and apart from any other funds, assets or property of ~~such~~ the bail bond agent.
 - b. ~~Any~~ All collateral received shall be returned to the person who deposited it with the bail bond agent or any assignee as soon as the obligation, the satisfaction of which was secured by the collateral, is discharged. Where ~~such~~ the collateral has been deposited to secure the obligation of a bond, it shall be returned immediately upon the entry of any order by an authorized official by virtue of which liability under the bond is terminated, or, if any bail bond agent fails to cooperate fully with any authorized official to secure the termination of such liability, immediately upon the accrual of any right to secure an order of termination of liability.
 - c. When ~~such~~ collateral has been deposited as security for unpaid premium or charges and, if such premium or charges remained unpaid at the time of exoneration and after demand ~~therefor~~ for the unpaid premium or charges has ~~thereafter~~ been made by the bail bond agent, collateral other than cash may be levied upon in the manner provided by law and cash collateral up to the amount of ~~such~~ the unpaid premium ~~on~~ or charges may be applied in payment ~~thereof, of the unpaid premium or charges.~~
 - d. If collateral received by a bail bond agent is in excess of the bail forfeited, ~~such~~ the excess shall be returned to the ~~depositor~~ indemnitor immediately upon application of the collateral to the forfeiture subject, ~~however,~~ to any claim of the bail bond agent for unpaid premium or charges as provided in ~~subparagraph (e) of paragraph (4) of subsection (E), subsection (E)(4)(c),~~ or as agreed to in writing by the bail bond agent and arrestee or ~~his~~ the arrestee's indemnitor.
 - 5. Premium refund upon surrender of arrestee. ~~No~~ A bail bond agent shall not surrender an arrestee to custody prior to the time specified in the bail bond for the appearance of the arrestee, or prior to any other occasion when the presence of the arrestee in court is lawfully required, without returning all premium paid ~~therefor, for the bail bond~~ unless as a result of judicial action, or material misrepresentation by the arrestee or ~~his~~ the arrestee's indemnitor with respect to the execution of the bail bond agreement, or a material and substantial increase in the hazard assumed. Failure of the arrestee to pay the premium; or charges permitted under ~~these regulations or any part thereof, this Section,~~ and failure to furnish collateral required by the bail bond agent, shall not be considered a material and substantial increase in the hazard assumed.

6. Rebating prohibited. ~~No~~ A bail bond agent shall not pay or allow in any manner, directly or indirectly, to any person who is not also a bail bond agent any commission or valuable consideration on or in connection with a bail transaction. This Section shall not prohibit payments by a bail bond agent to an unlicensed person of charges by such persons for services of the kind specified in ~~paragraph (2) subsection (E) of this Section.~~ subsection (E)(2)(c).

R20-6-602. Nationwide Inland Marine Definition

- A. No change
- B. Marine and/or transportation policies may cover under the following conditions:
1. No change
 - a. No change
 - b. No change
 - i. No change
 - ii. No change
 - iii. No change
 2. No change
 - a. No change
 - b. No change
 3. No change
 - a. No change
 - b. No change
 4. No change
 - a. No change
 - b. No change
 - c. No change
 - d. No change
 - e. No change
 - f. No change
 5. No change
 - a. No change
 - b. No change
 - c. No change
 - d. No change
 - e. No change
 - f. No change
 - g. No change
 - h. No change
 - i. No change
 - j. No change
 - k. No change
 - l. No change
 - m. No change
 6. Commercial Property Floater Risks covering property pertaining to a business, profession or occupation.
 - a. No change
 - b. Physicians' and Surgeons Instrument Floaters. Such policies may include coverage of such furniture, fixtures and tenant assured's interest in such improvements and betterments of buildings as are located in that portion of the premises occupied by the assured in the practice of ~~his~~ their profession.
 - c. No change
 - d. No change
 - e. No change
 - f. No change
 - g. No change
 - h. No change
 - i. No change
 - i. No change
 - ii. No change
 - j. No change
 - k. Property in transit to and from and in custody of bailees not owned, controlled or operated by the bailor. Such policies shall not cover bailee's property at ~~his~~ their premises.
 - l. No change
 - m. No change
 - n. No change
 - o. No change
 - p. No change
 - i. No change
 - ii. No change
 - iii. No change
 - iv. No change



- q. No change
- r. No change
- s. No change
 - i. No change
 - ii. No change
 - iii. No change
 - iv. No change
 - v. No change
 - vi. No change
 - vii. No change
- t. No change
- u. No change
- v. No change
- w. No change
- C. No change
 - 1. No change
 - 2. No change
 - 3. No change
 - 4. No change

ARTICLE 19. HEALTH CARE SERVICES ORGANIZATIONS OVERSIGHT

R20-6-1902. Definitions

In addition to the definitions provided in A.R.S. § 20-1051, the following terms apply to this Article:

- 1. No change
- 2. No change
- 3. No change
- 4. No change
- 5. No change
- 6. No change
- 7. No change
- 8. “Contracted” means a provider has a current written agreement or an employment arrangement with an HCSO to provide covered services to an enrollee, or a current written agreement or an employment arrangement with a contracted provider to provide covered services to an enrollee. “Contracted” for the purposes of R20-6-1917, R20-6-1918, and R20-6-1919 does not include a letter of intent or a letter of agreement.
- 9. No change
- 10. No change
- 11. No change
- 12. “Director” has the meaning stated at means the same as defined under A.R.S. § 20-102.
- 13. No change
- 14. “Emergency services” has the meaning stated at means the same as defined under A.R.S. § 20-2801(3).
- 15. No change
- 16. No change
- 17. No change
- 18. No change
- 19. No change
- 20. No change
- 21. No change
- 22. No change
- 23. No change
- 24. No change
- 25. No change
- 26. No change
- 27. No change
- 28. No change
- 29. No change
- 30. No change
- 31. No change
- 32. No change
- 33. No change
- 34. No change
- 35. No change
- 36. No change
- 37. No change
- 38. No change
- 39. No change
- 40. No change

- 41. No change
- 42. No change
- 43. “Telemedicine” has the same meaning as “telehealth” found at A.R.S. § 20-1057(G). Both “telemedicine” and “telehealth” mean the same as defined under A.R.S. § 20-1057.13(G).
- 44. No change
- 45. No change
- 46. No change
- 47. No change

NOTICES OF FINAL EXEMPT RULEMAKING

This section of the *Arizona Administrative Register* contains Notices of Final Exempt Rulemaking.

It is common for an agency to be exempt from some of the steps outlined in the rulemaking process as specified in Arizona Revised Statutes, Title 41, Chapter 6, Articles 1 through 10, otherwise known as the Arizona Administrative Procedure Act (APA). An agency's exemption is written in laws - under the APA, or in statute by the Arizona State Legislature, or under a referendum or initiative passed into law by Arizona voters.

The Office makes a distinction when publishing certain

exempt rulemakings, as provided in these laws, on a case-by-case basis, as determined by an agency's exemption. Other rule exemption types are published elsewhere in the *Register*.

Notices of Final Exempt Rulemaking were originally proposed with specific conditions, such as requiring the notice to be published in the *Register*, or requiring public input, or a public hearing on the rule.

Notices of Final Exempt Rulemaking include *Register* publication dates where the original Notice of Proposed Exempt Rulemaking was published.

NOTICE OF FINAL EXEMPT RULEMAKING

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

[R25-215]

PREAMBLE

1. Permission to proceed with this final rulemaking was granted under A.R.S. § 41-1039 by the governor on:

August 22, 2024 and September 23, 2024

2. Article, Part, or Section Affected (as applicable)

Rulemaking Action

R7-2-301

Amend

R7-2-302

Amend

R7-2-401

Amend

R7-2-615

Amend

3. Citations to the agency's statutory rulemaking authority to include the authorizing statute (general) and the implementing statute (specific):

Authorizing statute: A.R.S. § 15-203

Implementing statute: A.R.S. §§ 15-203(A)(12), 15-203(A)(13), 15-203(A)(14), 15-203(A)(33), 15-203(A)(37)

Statute or session law authorizing the exemption: A.R.S. § 41-1005(F)

4. The effective date of the rule:

Sections R7-2-301 and R7-2-302 effective October 21, 2024 *(as approved by the Board)*

Section R7-2-401 effective June 23, 2025 *(as approved by the Board)*

Section R7-2-615 effective February 24, 2025 *(as approved by the Board)*

5. Citations to all related notices published in the Register as specified in R1-1-409(A) that pertain to the current record of the final rule:

Not applicable

6. The agency's contact person who can answer questions about the rulemaking:

Name: Federico Yanez
Title: Project Director of Policy
Division: State Board of Education
Address: 1700 W. Washington St.
Phoenix, AZ 85007
Telephone: (602) 689-9973
Fax: (602) 542-5057
Email: rico.yanez@azsbe.az.gov
Website: azsbe.az.gov

7. An agency's justification and reason why a rule should be made, amended, repealed or renumbered, to include an explanation about the rulemaking:

A.A.C. R7-2-301, R7-2-302

HB2779 (A.R.S. § 15-701.02), passed during the Fifty-sixth Legislature - Second Regular Session in 2024, revises existing instruction requirements for the Holocaust and other genocides to be covered for at least three class periods or the equivalent on two separate occasions during any grades seven through twelve.

The Board adopted rulemaking draft revises existing instruction requirements to meet compliance with statute through requiring one occasion of three class periods or the equivalent to be met in either grades 7 or 8 and another occasion between grades 9-12.

A.A.C. R7-2-401

The Individuals with Disabilities Education Act (300.320 (b)) requires that “beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.”

Stakeholder outreach to the Board prompted the Board to request the Special Education Advisory Panel (SEAP) to consider changing the rulemaking recommendations through July 2024. The subcommittee discussed issues and ideas related to special education evaluations and made specific recommendations for revisions to Board Rule.

These recommendations included changing the age of transition to “the completion of 9th grade or age 16, whichever comes first” and specifying the timeline for the issuance of prior written notice after a review of data meeting. The SEAP determined that the initial recommendation was an important clarification on the Individuals with Disabilities Education Act to allow schools, students, and families more time to plan, provide, and receive transition services.

The Board adopted the initial rulemaking draft to change the verbiage to better align to federal law and to ensure transparency and clarity so that transition services occur earlier in a student's high school career.

The Board adopted the subsequent recommended rulemaking draft specifying the timeline for the issuance of prior written notice after a review of data meeting to conform to SEAP recommendations that the Board provide clear guidance on the point of contact for a school/ school district for special education evaluations.

A.A.C. R7-2-615

A.R.S. § 15-203(14) authorizes the Board to supervise and control the certification of educators. Board rule R7-2-615 establishes certification endorsements, which are attachments to educator certificates that expand the area the holder is authorized to teach.

The Board adopted rulemaking revisions recommended by the Certification Advisory Committee (CAC) for individual endorsements which had not been amended and added over the past 25 years. A substantial revision to Board rule R7-2-615 was necessary in order to adapt to changes to certifications and comply with established best practices. This revision to endorsement rule is corrects errors, aligns with other certification rule changes, and modernizes terminology.

The Board's CAC convened on the following dates to consider and adopt recommendations for the following endorsements:

June 4, 2024 - General Endorsement rule, Special Subject, Mathematics K-8, Elementary Foreign Language K-8

August 6, 2024 - Early Childhood Education, Library-Media Specialist, PreK-12, Middle Grade, Drivers Education, Cooperative Education, K-12

September 3, 2024 - Provisional and Full Bilingual, PreK-12, Provisional and Full English as a Second Language, PreK-12, Provisional and Full Structured English Immersion (SEI), PreK-12

November 19, 2024 - Reading endorsements for grades K-8, 6-12, and K-12

8. A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:

Not applicable

9. A showing of good cause why the rulemaking is necessary to promote a statewide interest if the rulemaking will diminish a previous grant of authority of a political subdivision of this state:

Not applicable

10. A summary of the economic, small business, and consumer impact:

Not applicable

11. A description of any changes between the proposed rulemaking, to include supplemental notices, and the final rulemaking:

Not applicable

12. An agency's summary of the public or stakeholder comments made about the rulemaking and the agency response to the comments:

A.A.C. R7-2-301, R7-2-302:

Rulemaking was opened by the Board at its August 26, 2024 Regular Meeting and provided the following public comment opportunities.

State Board of Education Public Comment Opportunities:

August 26, 2024 - Regular Board Meeting
 September 23, 2024 – Regular Board Meeting
 October 9, 2024 - Public Hearing
 October 21, 2024 – Regular Board Meeting

There were no public comments. The Department of Education consulted on the rulemaking process to ensure the competency requirements were placed within the correct grade bands for instruction.

A.A.C. R7-2-401(G):

The Board’s Special Education Advisory Committee comprised of special education experts, Board members and other K-12 stakeholders participated in the rulemaking drafting process and adopted the rulemaking revisions before the Board opened rulemaking to consider the revisions. Rulemaking was opened by the Board at its August 26, 2024 Regular Meeting and provided the following public comment opportunities.

State Board of Education Public Comment Opportunities:

August 26, 2024 - Regular Board Meeting
 September 23, 2024 – Regular Board Meeting
 October 9, 2024 - Public Hearing
 October 21, 2024 – Regular Board Meeting
 June 12, 2025 – Public Hearing
 June 23, 2025 – Regular Board Meeting

Public Comments Received:

Remove references to “whichever is first” language due to confusion that may occur when implemented for the preceding language, “when the child completes 9th grade or reaches the age 16.” The Board discussed this recommendation and determined that the “whichever is first” language was necessary to offer clarity on the timeline in order to provide the greatest benefit to students beginning transition services.

The Board additionally received recommendations that the rulemaking take effect for the 2025-2026 school year rather than the winter of 2024-2025 school year. The final rulemaking was adopted by the Board in June 2025 which removed the necessity to clarify the establishment of the Rule for the current school year.

A.A.C. R7-2-615:

The Board’s Certification Advisory Committee comprised of various certification education experts and led in part by the Department of Education Certification team participated in the rulemaking drafting process and adopted the rulemaking revisions before the Board opened rulemaking to consider the revisions. Rulemaking was opened by the Board at its August 26, 2024 Regular Meeting and provided the following public comment opportunities.

State Board of Education Public Comment Opportunities:

December 9, 2024 - Regular Board Meeting
 January 17, 2025 – Public Hearing
 January 24, 2025 – Regular Board Meeting
 February 24, 2025 – Regular Board Meeting

There were no public comments. The Department of Education and the Board’s CAC consulted on the rulemaking revision recommendations.

13. All agencies shall list other matters prescribed by statute applicable to the specific agency or to any specific rule or class of rules. Additionally, an agency subject to Council review under A.R.S. §§ 41-1052 and 41-1055 shall respond to the following questions:

Not applicable

a. Whether the rule requires a permit, whether a general permit is used and if not, the reasons why a general permit is not used:

Not applicable

b. Whether a federal law is applicable to the subject of the rule, whether the rule is more stringent than federal law and if so, citation to the statutory authority to exceed the requirements of federal law:

Not applicable

c. Whether a person submitted an analysis to the agency that compares the rule’s impact of the competitiveness of business in this state to the impact on business in other states:

Not applicable

14. A list of any incorporated by reference material as specified in A.R.S. § 41-1028 and its location in the rules:

Not applicable

15. Whether the rule was previously made, amended or repealed as an emergency rule. If so, cite the notice published in the Register as specified in R1-1-409(A). Also, the agency shall state where the text was changed between the emergency and the final rulemaking packages:

Not applicable

16. The full text of the rules follows:

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

Section

R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common Schools

R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School

ARTICLE 4. SPECIAL EDUCATION

Section

R7-2-401. Special Education Standards for Public Agencies Providing Educational Services

ARTICLE 6. CERTIFICATION

Section

R7-2-615. Endorsements

ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common Schools

- A. Students shall demonstrate competency as defined by the State Board-adopted academic standards, at the grade levels specified, in the following required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments.
1. English language arts;
 2. Mathematics;
 3. Science;
 4. Social Studies; including:
 - a. Civics; and
 - b. Instruction on the Holocaust and other genocides at least once in either grade seven or grade eight that is equivalent to three class periods;
 5. The Arts, which may consist of two or more of the following: visual arts, dance, theatre, music or media arts;
 6. Health/Physical Education, including mental health. Mental health instruction may be included as part of other subject areas and shall comply with A.R.S. § 15-701.02.
- B. The local governing board or charter school may prescribe course of study and competency requirements for promotion that are in addition to or higher than the course of study and competency requirements the State Board of Education prescribes. Additional subjects may be offered by the local governing board or charter school as options and may include, but are not limited to:
1. Career and Technical Education,
 2. Computer Science,
 3. Educational Technology,
 4. World and Native Languages.
- C. Prior to the issuance of a standard certificate of promotion from the eighth grade, each student shall demonstrate competency, as defined by the local governing board, of the State Board of Education adopted academic standards for grade eight in the subject areas listed in subsections (A)(1) through (6).
- D. Special education and promotion from the eighth grade.
1. The charter school or local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with R7-2-401 et seq.
 2. Students placed in special education classes in grades K through eight are eligible to receive the standard certificate of promotion without meeting State Board of Education competency requirements.
- E. Online and distance education courses may be offered by the local governing board or charter school if the course is provided through an Arizona Online Instruction Program established pursuant to A.R.S. § 15-808.
- F. Alternative Demonstration of Competency. Upon request of the student, the local school district governing board or charter school shall provide the opportunity for a student in grades seven and eight to demonstrate competency in the subject areas listed in subsections (A)(1) through (6) in lieu of classroom time.

R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School

The Board prescribes the minimum course of study and competency requirements as outlined in subsections (1) through (5) and, through the graduating class of 2025, receipt of a passing score of 60 correct answers out of one hundred questions on a civics test identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services as prescribed in A.R.S. § 15-701.01. Beginning with the graduating class of 2026, students shall obtain a passing score of at least 70 correct answers out of one hundred

questions on a civics test identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services prescribed in A.R.S. § 15-701.01.

1. Subject area course requirements. The Board establishes 22 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (e) based on completion of subject area course requirements or competency requirements. At the discretion of the local school district governing board or charter school, credits may be awarded for completion of elective subjects specified in subsection (1)(f) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board and local school district governing board or charter school as follows:
 - a. Four credits of English or English as a Second Language, which shall include but not be limited to the following: reading American and other world literature, reading informational text, writing, research methods, speaking and listening skills, grammar, and vocabulary.
 - b. Three credits in social studies to minimally include the following:
 - i. One credit of American history, including Arizona history;
 - ii. One credit of world history/geography, to include instruction on the Holocaust and other genocides that is equivalent to three class periods;
 - iii. One-half credit of American government, including civics and Arizona government; and
 - iv. One-half credit in economics.
 - c. Four credits of mathematics to minimally include:
 - i. Three credits containing course content in preparation for proficiency at the high school level on the statewide assessment and aligned to the Arizona Mathematics Standards for Algebra I, Geometry, and Algebra II. These three credits shall be taken beginning with the ninth grade unless a student meets these requirements prior to the ninth grade pursuant to subsection (1)(c)(iii). The requirement for the third credit covering Algebra II, may be met by, but is not limited to the following: a math course comparable to Algebra II course content; computer science, career and technical education and vocational education, economics, science and arts courses as determined by the local school district governing board or charter school.
 - ii. A fourth credit that includes significant mathematics content as determined by the local school district governing board or charter school.
 - iii. Courses successfully completed prior to the ninth grade that meet the high school mathematics credit requirements may be applied toward satisfying those requirements.
 - iv. The mathematics requirements may be modified for students using a Personal Curriculum pursuant to R7-2-302.03.
 - d. Three credits of science in preparation for proficiency at the high school level on the statewide assessment.
 - e. One credit of the Arts or career and technical education and vocational education.
 - f. Seven credits of additional courses prescribed by the local school district governing board or charter school.
 - i. Health instruction, regardless of the course it is provided in, shall include instruction on mental health;
 - ii. Mental health instruction may be included in other courses; and
 - iii. All mental health instruction shall comply with A.R.S. § 15-701.03.
 - g. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 22 required credits.
2. Credits earned through correspondence courses to meet graduation requirements shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:
 - a. English as described in subsection (1)(a) of this Section,
 - b. Social Studies,
 - c. Mathematics, and
 - d. Science.
3. Online and distance education courses may be offered by the local governing board or charter school if the course is provided through an Arizona Online Instruction Program established pursuant to A.R.S. § 15-808.
4. Local school district governing boards or charter schools may grant to career and technical education and vocational education program completers a maximum of 5 1/2 credits to be used toward the Board English, mathematics, science, and economics credit requirements for graduation, subject to the following restrictions:
 - a. The Board has approved the career and technical education and vocational education program for equivalent credit to be used toward the Board English, mathematics, science, and economics credit requirements for graduation.
 - b. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 22 required credits.
 - c. A student who satisfies any part of the Board English, mathematics, science, and economics requirements through the completion of a career and technical education and vocational education program shall still be required to earn 22 total credits to meet the graduation requirements prescribed in this Section.
5. Competency requirements.
 - a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the requirements outlined in A.R.S. § 15-701.01 and the successful completion of State Board-adopted academic standards for subject areas listed in subsections (1)(a) through (1)(e) and the successful completion of the competency requirements for the elective subjects specified in subsection (1)(f). Competency requirements for elective subjects as specified in subsection (1)(f) shall be the academic standards adopted by the State Board. If there are no adopted academic standards for an elective subject, the local school district governing board or charter school shall be responsible for developing and adopting competency requirements for the successful completion of the elective subject. The school district governing board or charter school

shall be responsible for developing and adopting the method and manner in which to administer a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. School districts and charter schools shall document and report student outcome data on the test pursuant to A.R.S. § 15-701.01 and based on procedures adopted by the Arizona Department of Education. Schools may administer the test to students beginning in the seventh grade and any pupil who does not obtain a passing score on the test may retake the test until the pupil obtains a passing score.

- b. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.
 - c. Upon request of the student, the local school district governing board or charter school shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsections (1)(a) through (1)(f) in lieu of class-room time. In appropriate courses, a school district governing board or charter school shall include as a mechanism to demonstrate competency a score determined by the State Board as college and career ready on the appropriate assessment adopted by the State Board pursuant to A.R.S. §§ 15-741 or 15-741.01.
6. The local school district governing board or charter school shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and R7-2-401 et seq. Students placed in special education classes, through 12, are eligible to receive a high school diploma upon completion of graduation requirements.

ARTICLE 4. SPECIAL EDUCATION

R7-2-401. Special Education Standards for Public Agencies Providing Educational Services

- A. For the purposes of this Article, the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C. 1400 et seq. and its implementing regulations, 34 CFR 300.1 et seq., are incorporated herein by reference. Copies of the incorporated material can be obtained from the U.S. Government Printing Office, <https://bookstore.gpo.gov/catalog/law-regulations> or the Arizona Department of Education, Exceptional Student Services, 1535 West Jefferson Street, Phoenix, Arizona 85007.
- B. Definitions. All terms defined in the IDEA, its implementing regulations and A.R.S. § 15-761 are applicable, with the following additions:
1. “Accommodations” means the provisions made to allow a student to access the general education curriculum and demonstrate learning. Accommodations do not substantially change the instructional level, content or performance criteria, but are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Accommodations shall not alter the content of the curriculum or a test, or provide inappropriate assistance to the student within the context of the test.
 2. “Administrator” means the chief administrative official or designee authorized to act on behalf of a public education agency.
 3. “Boundaries of responsibility” means for:
 - a. A school district, the geographical area within its legally designated boundaries.
 - b. A charter school, the population of students enrolled in the charter school.
 - c. A public education agency other than a school district or charter school, the population of students receiving educational services from a public education agency.
 4. “Child with a disability,” has the same meaning prescribed in A.R.S. § 15-761.
 5. “Department” means the Arizona Department of Education.
 6. “Exceptional Student Services” means the Exceptional Student Services Division of the Arizona Department of Education.
 7. “Evaluator” means a person trained and knowledgeable in a field relevant to the child’s disability who administers specific and individualized assessment for the purpose of special education evaluation and placement.
 8. “Full and individual evaluation” means procedures used in accordance with the IDEA to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. This evaluation includes:
 - a. A review of existing information about the child;
 - b. A decision regarding the need for additional information;
 - c. If necessary, the collection of additional information; and
 - d. A review of all information about the child and a determination of eligibility for special education services and needs of the child.
 9. “Independent educational evaluation” means an evaluation conducted by an evaluator who is not employed by the public education agency responsible for the education of the child in question.
 10. “Informed written consent” means a person has been fully informed of all information relevant to the activity for which consent is sought, in the person’s native language or through another mode of communication; the person understands and agrees in writing to the carrying out of the activity for which consent is sought; and the person understands that the granting of consent is voluntary and may be revoked at any time.
 11. “Interpreter” means a person trained to translate orally or in sign language in matters pertaining to special education identification, evaluation, placement, the provision of free appropriate public education (FAPE), or assurance of procedural safeguards for parents and students who converse in a language other than spoken English. Each student’s IEP team determines the level of interpreter skill necessary for the provision of FAPE.
 12. “Multidisciplinary Evaluation Team” has the same meaning prescribed in A.R.S. § 15-761.
 13. “Modifications” means substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.
 14. “Private school” means any nonpublic educational institution where academic instruction is provided, including nonsectarian and parochial schools, that are not under the jurisdiction of the state or a public education agency.
 15. “Private special education school” means a nonpublic educational institution where instruction is provided primarily to students with disabilities. The school may also serve students without disabilities.

16. "Public education agency" or "PEA" means a school district, charter school, accommodation school, state supported institution, or other political subdivision of the state that is responsible for providing education to children with disabilities.
 17. "Qualified professionals" means individuals who have met state approved or recognized degree, certification, licensure, registration or other requirements that apply in the areas in which the individuals are providing services such as screening, identification, evaluation, general education, special education or related services, including supplemental aids and services.
 18. "Specially designed instruction" has the same meaning prescribed in A.R.S. § 15-761.
 19. "Special education teacher" means a teacher holding a special education certificate from the Arizona Department of Education.
 20. "Suspension" has the same meaning prescribed in A.R.S. § 15-840.
- C. Public Awareness.**
1. Each public education agency shall inform the general public and all parents, within the public education agency's boundaries of responsibility, of the availability of special education services for students aged 3 through 21 years and how to access those services. This includes information regarding early intervention services for children aged birth through 2 years.
 2. School districts are responsible for public awareness in private schools located within their boundaries of responsibility.
- D. Child Identification and Referral.**
1. Each public education agency shall establish, implement, and make available, either in writing or electronically, to its school-based personnel and all parents, within the public education agency boundaries of responsibility, written procedures for the identification and referral of all children with disabilities, aged birth through 21, including children with disabilities attending private schools and home schools, regardless of the severity of their disability.
 2. Each public education agency shall require appropriate school-based personnel to review the written procedures related to child identification and referral on an annual basis. The public education agency shall maintain documentation of school-based personnel review.
 3. Procedures for child identification and referral shall meet the requirements of the IDEA and regulations, A.R.S. Title 15, Chapter 7, Article 4 and these rules.
 4. The public education agency responsible for child identification activities is the school district in which the parents reside unless:
 - a. The student is enrolled in a charter school or public education agency that is not a school district. In that event, the charter school or public education agency is responsible for child identification activities;
 - b. The student is enrolled in a non-profit private school. In that event, the school district within whose boundaries the private school is located is responsible for child identification activities.
 5. Identification (screening for possible disabilities) shall be completed within 45 calendar days after:
 - a. Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
 - b. Notification to the public education agency by parents of concerns regarding developmental or educational progress by their child aged 3 years through 21 years.
 6. Screening procedures shall include vision and hearing status and consideration of the following areas: cognitive or academic, communication, motor, social or behavioral, and adaptive development. Screening does not include detailed individualized comprehensive evaluation procedures.
 7. For a student transferring into a school; the public education agency shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education, or poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.
 8. If a concern about a student is identified through screening procedures or through review of records, the public education agency shall notify the parents of the student of the concern within 10 school days and inform them of the public education agency procedures to follow-up on the student's needs.
 9. Each public education agency shall maintain documentation of the identification procedures utilized, the dates of entry into school or notification by parents made pursuant to subsection (D)(5), and the dates of screening. The results shall be maintained in the student's permanent records in a location designated by the administrator. In the case of a student not enrolled, the results shall be maintained in a location designated by the administrator.
 10. If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student may re-request an evaluation of the student. For parentally-placed private school students the school district within whose boundaries the non-profit private school is located is responsible for such evaluation.
 11. If, after consultation with the parent, the responsible public education agency determines that a full and individual evaluation is not warranted, the public education agency shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.
- E. Evaluation/re-evaluation.**
1. Each public education agency shall establish, implement, and make available to school-based personnel and parents within its boundaries of responsibility written procedures for the initial full and individual evaluation of students suspected of having a disability, and for the re-evaluation of students previously identified as being eligible for special education.
 2. Procedures for the initial full and individual evaluation of children suspected of having a disability and for the re-evaluation of students with disabilities shall meet the requirements of IDEA and its regulations, state statutes and State Board of Education rules.
 3. The initial evaluation of a child being considered for special education, or the re-evaluation per a parental request of a student already receiving special education services, shall be conducted within 60 calendar days from the public education agency's receipt of the parent's informed written consent and shall conclude with the date of the Multidisciplinary Evaluation Team (MET) determination of eligibility.

4. If the parent requests the evaluation the PEA must, within a reasonable amount of time not to exceed 15 school days from the date it receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing data, or provide prior written notice refusing to conduct the requested evaluation. The 60-day evaluation period shall commence upon the PEA's receipt of the parent's informed written consent.
 - a. The consent form and Prior Written Notice may also be provided in the review of data meeting after the determination has been made that additional data are needed.
 - b. Each PEA must publish and make available to parents on its website, its procedures related to requesting an evaluation for special education, including the PEA points of contact for efficient communication.
 5. The 60-day evaluation period may be extended for an additional 30 days, provided it is in the best interest of the child, and the parent and PEA agree in writing to such an extension. Neither the 60-day evaluation period nor any extension shall cause a re-evaluation to exceed the time-lines for a re-evaluation within three years of the previous evaluation.
 6. The public education agency may accept current information about the student from another state, public agency, public education agency, or through an independent educational evaluation. In such instances, the Multidisciplinary Evaluation Team shall be responsible for reviewing and approving or supplementing an evaluation to meet the requirements identified in subsections (E)(1) through (7).
 7. For the following disabilities, the full and individual initial evaluation shall include:
 - a. Emotional disability: verification of a disorder by a qualified professional.
 - b. Hearing impairment:
 - i. An audiological evaluation by a qualified professional, and
 - ii. An evaluation of communication/language proficiency.
 - c. Other health impairment: verification of a health impairment by a qualified professional.
 - d. Specific learning disability: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development that meets the public education agency criteria through one of the following methods:
 - i. A discrepancy between achievement and ability;
 - ii. The child's response to scientific, research-based interventions; or
 - iii. Other alternative research-based procedures.
 - e. Orthopedic impairment: verification of the physical disability by a qualified professional.
 - f. Speech/language impairment: an evaluation by a qualified professional.
 - g. For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to:
 - i. An audiometric screening within the past calendar year,
 - ii. A review of academic history and classroom functioning,
 - iii. An assessment of the speech problem by a speech therapist, or
 - iv. An assessment of the student's functional communication skills.
 - h. Traumatic brain injury: verification of the injury by a qualified professional.
 - i. Visual impairment: verification of a visual impairment by a qualified professional.
 8. The Department shall develop a list, subject to review and approval of the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in subsection (E)(7).
 9. The Multidisciplinary Evaluation Team shall determine, in accordance with the IDEA and regulations, whether the requirements of subsections (E)(7)(a) through (i) are required for a student's re-evaluation.
- F. Parental Consent.**
1. A public education agency shall obtain informed written consent from the parent of the child with a disability before the initial provision of special education and related services to the child.
 2. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, the public education agency may not use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.
 3. If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the public education agency:
 - a. Will not be considered to be in violation of the requirement to make available FAPE to the child because of the failure to provide the child with the special education and related services for which the parent refuses to or fails to provide consent, and
 - b. Is not required to convene an IEP Team meeting or develop an IEP in accordance with these rules.
 4. If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public education agency:
 - a. May not continue to provide special education and related services to the child, but shall provide prior written notice before ceasing the provision of special education and related services;
 - b. May not use the mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child;
 - c. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - d. Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services.

5. If a parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.
- G. Individualized Education Program (IEP).**
1. Each public education agency shall establish, implement, and make available to its school-based personnel and parents written procedures for the development, implementation, review, and revision of IEPs.
 2. Procedures for IEPs shall meet the requirements of the IDEA and its regulations, state statutes and State Board of Education rules.
 3. Procedures shall include the incorporation of Arizona academic standards as adopted by the State Board of Education into the development of each IEP and address grade-level expectations and grade-level content instruction.
 4. Each IEP of a student with a disability shall be developed in accordance with IDEA and its regulations, state statutes and State Board of Education rules. If appropriate to meet the needs of a student and to ensure access to the general curriculum, an IEP team may include specially designed instruction in the IEP that may be delivered in a variety of educational settings by a general education teacher or other certificated personnel provided that certificated special education personnel are involved in the planning, progress monitoring and when appropriate, the delivery of the specially designed instruction.
 - a. Transition services. Beginning not later than the first IEP to be in effect when the child completes 9th grade or reaches age 16, whichever is first, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
 - i. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - ii. The transition services, including courses of study, needed to assist the child in reaching those goals; and
 - iii. The estimated date of graduation for the student, including the course of study that specifically aligns to the student's individual transition plan. A school shall inform parents in writing at least one year before the anticipated high school graduation date of the child with a disability. This requirement is in addition to and not in lieu of federal requirements at 34 C.F.R. § 300.503 to provide prior written notice, typically sent immediately prior to implementing a change in placement.
 - b. Transfer of rights at age of majority. Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under part B of the Act, if any that will transfer to the child on reaching the age of majority under 34 C.F.R. § 300.520.
 5. Each student with a disability who has an IEP shall participate in the state assessment system. Students with disabilities can test with or without accommodations or modifications as indicated in the student's IEP. Students who are determined to have a significant cognitive disability based on the established eligibility criteria will be assessed with the state's alternate assessment as determined by the IEP team.
 6. A meeting of the IEP team shall be conducted to review and revise each student's IEP at least annually, or more frequently if the student's progress substantially deviates from what was anticipated. The public education agency shall provide written notice of the meeting to the parents of the student to ensure that parents have the opportunity to participate in the meeting. After the annual review, the public education agency and parent may agree not to convene an IEP team meeting for the purposes of making changes, and instead may develop a written document to amend or modify the student's current IEP.
 7. A parent or public education agency may request in writing a review of the IEP, and shall identify the basis for requesting review. Such review shall take place within 45 school days of the receipt of the request at a mutually agreed upon date and time.
- H. Least Restrictive Environment.**
1. Each public education agency shall establish, implement, and make available to its school-based personnel and parents, written procedures to ensure the delivery of special education services in the least restrictive environment as identified by IDEA and its regulations, state statutes and State Board of Education rules.
 2. A continuum of services and supports for students with disabilities shall be available through each public education agency.
- I. Procedural Safeguards.**
1. Each public education agency shall establish, implement, and make available to school-based personnel and parents of students with disabilities written procedures to ensure children with disabilities and their parents are afforded the procedural safeguards required by federal statute and regulation and state statute. These procedures shall include dissemination to parents information about the public education agency's and state's dispute resolution options.
 2. In accordance with the requirements of IDEA, prior written notice shall be provided to the parents of a child within a reasonable time after the PEA proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, educational placement or the provision of FAPE to the child, but before the decision is implemented.
- J. Confidentiality.**
1. Each public education agency shall establish, implement, and make available to its personnel and parents written policies and procedures to ensure the confidentiality of records and information in accordance with the IDEA and its regulations, the Family Educational Rights and Privacy Act (FERPA) and its regulations, and state statutes.
 2. Parents shall be fully informed about the requirements of the IDEA and regulations, including an annual notice of the policies and procedures that the PEA shall follow regarding storage, disclosure to a third party, retention, and destruction of personally identifiable information.
 3. The rights of parents regarding education records are transferred to the student at age 18, unless the student has been adjudicated incapacitated, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. § 15-773.
 4. Upon receiving a written request, each public education agency shall forward special education records to any other public education agency in which a student has enrolled or is seeking to enroll. Records shall be forwarded within the time-frame specified in A.R.S. § 15-828(F). The public education agency shall also forward records to any other person or agency for which the parents have given signed consent.

- K. Preschool Programs.** Each public education agency responsible for serving preschool children with disabilities shall establish, implement, and make available to its personnel and parents, written procedures for:
1. The operation of the preschool program, in accordance with federal statute and regulation, and state statute, that provides a continuum of placements to students;
 2. The smooth and effective transition from the Arizona Early Intervention Program to a public school preschool program in accordance with the agreement between the Department of Economic Security and the Department; and
 3. The provision of a minimum of 360 minutes per week of instruction in a program that meets at least 216 hours over the minimum number of days.
- L. Children in Private Schools.** Each education agency shall establish, implement, and make available to its personnel and parents written procedures regarding the access to special education services to students enrolled in private schools by their parents as identified by the IDEA and its regulations, state statutes and State Board of Education rules.
- M. Department Responsible for General Supervision and Obligations Related to and Methods of Ensuring Services.**
1. The Department is responsible for the general supervision of services to children with disabilities aged 3 through 21 served through a public education agency.
 2. The Department shall ensure through fund allocation, monitoring, dispute resolution, and technical assistance that all eligible students receive FAPE in conformance with the IDEA and its regulations, A.R.S. Title 15, Chapter 7, Article 4, and these rules.
 3. In exercising its general supervision responsibilities, the Department shall ensure that when it identifies noncompliance with the requirements of the IDEA Part B, the noncompliance is corrected as soon as possible, and in no case later than one year after the Department's written notification to the PEA of its identification of the noncompliance.
- N. Procedural Requirements Relating to Public Education Agency Eligibility.**
1. Each public education agency shall establish eligibility for funding with the Department in accordance with the IDEA and its regulations, state statutes and with schedules and methods prescribed by the Department.
 2. In the event the Department determines that a public education agency does not meet eligibility for funding requirements, the public education agency has a right to a hearing before such funding is withheld.
 3. The Department may suspend payments during any time period when a public education agency has not corrected deficiencies in eligibility for federal funds as a result of fiscal requirements of monitoring, auditing, complaint and due process findings.
 4. Each public education agency shall, on an annual basis, determine the number of children within each disability category who have been identified, located, evaluated, and/or receiving special education services. This includes children residing within the boundaries of responsibility of the public education agency who have been placed by their parents in private schools or who are home schooled.
- O. Public Participation.**
1. Each public education agency shall establish, implement, and make available to personnel and parents written procedures to ensure that, prior to the adoption of any policies and procedures needed to comply with federal and state statutes and regulations, there are:
 - a. Public hearings;
 - b. Notice of the hearings; and
 - c. An opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities.
 2. This requirement does not pertain to day-to-day operating procedures.
- P. Suspension and Expulsion.**
1. Each public education agency shall establish, implement, and make available to personnel and parents written procedures for the suspension and expulsion of students with disabilities.
 2. Each public education agency shall require all school-based staff involved in the disciplinary process to review the policies and procedures related to suspension and expulsion on an annual basis. The public education agency shall maintain documentation of staff review.
 3. Procedures for such suspensions and expulsions shall meet the requirements of the IDEA and its regulations, and state statutes.

ARTICLE 6. CERTIFICATION

R7-2-615. Endorsements

- A.** An endorsement is an attachment to an educator certificate that provides an additional qualification and shall be automatically renewed with the certificate on which it is posted.
- B.** Except as noted, ~~all endorsements are subject to the general certification provisions in R7-2-607.~~ the following provisions apply to this section:
1. Endorsements are subject to the general certification provisions in R7-2-607 and the reciprocity provisions in R7-2-621;
 2. Unless otherwise indicated, "teaching certificate" means a valid Arizona Standard Professional teaching certificate, Class-room-Based Standard Teaching Certificate, or International Teaching certificate;
 3. Provisional endorsements are valid for three years and shall not be renewed or extended. An individual shall not be issued the same provisional endorsement more than once in a five-year timeframe.
- C.** Endorsements which are optional as specified herein may be required by local governing boards.
- D.** Special subject endorsements, grades ~~Pre-K~~ PreK through 12
1. Special subject endorsements shall be issued in the area of art, computer science, dance, dramatic arts, music, or physical education.
 2. Special subject endorsements ~~are optional.~~ authorize the holder to teach the subject area indicated in a single subject, preschool through grade 12 classroom.
 3. The requirements are:
 - a. An Arizona early childhood, elementary, middle grades, secondary, or special education teaching certificate;

- b. One course in the methods of teaching the subject at the elementary level and one course in the methods of teaching the subject at the secondary level; and
 - c. One of the following:
 - i. Thirty semester hours of courses in the subject area which may include the courses listed in subsection (D)(3)(b);
 - ii. A passing score on the subject area knowledge portion of the Arizona Teacher Proficiency Assessment in the appropriate area, if an assessment has been adopted by the Board; ~~or,~~
 - iii. ~~A passing score on a comparable out of state subject area assessment.~~
- E. Mathematics Specialist Endorsement, grades K through eight. This subsection is valid until June 30, 2011.**
- 1. ~~The mathematics specialist endorsement is optional.~~
 - 2. ~~The requirements are:~~
 - a. ~~An Arizona elementary or special education certificate;~~
 - b. ~~Three semester hours of courses in the methods of teaching elementary school mathematics; and~~
 - e. ~~Fifteen semester hours of courses in mathematics education for teachers of elementary or middle school mathematics.~~
- FE. Mathematics Specialist, K-8 Endorsement, grades K through eight. This subsection becomes effective on July 1, 2011.**
- 1. The mathematics specialist, K-8 endorsement is optional for all K through eight teachers, but recommended for an individual in the position of mathematics specialist, mathematics education consultant, mathematics interventionist, or mathematics coach in a kindergarten through grade eight setting. Nothing in this Section prevents school districts from requiring certified staff to obtain a mathematics endorsement as a condition of employment. The mathematics endorsement does not waive the requirements set forth in R7-2-607.
 - 2. The requirements are:
 - a. ~~An Arizona elementary or special education certificate~~ A valid early childhood, elementary, middle grades, or special education teaching certificate;
 - b. Verification of Three-three years of full-time teaching experience in grades K through eight; and
 - c. Eighteen semester hours of mathematics coursework to include:
 - i. Three semester hours of data analysis, probability, and discrete mathematics;
 - ii. Three semester hours of geometry and measurement;
 - iii. Six semester hours of patterns, algebra, and functions; and
 - iv. Six semester hours of number and operations.
 - d. Six semester hours of mathematics coursework to include:
 - i. Three semester hours of mathematics classroom assessment;
 - ii. Three semester hours of research-based practices, pedagogy, and instructional leadership in mathematics.
 - e. ~~A passing score on the middle school mathematics knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 18 semester hours described in subsection (F)(2)(e).~~
 - f. Completion of a comparable valid mathematics specialist certificate or endorsement from another state may be substituted for the requirements described in subsection (F)(2)(e) and (d).
 - 3. A passing score on the middle grades mathematics or secondary mathematics portion of the Arizona Teacher Proficiency Assessment may be substituted for the mathematics coursework described in subsection (2)(c).
- G. Reading Specialist Endorsement, grades K through 12. This subsection is valid until June 30, 2011.**
- 1. ~~The reading specialist endorsement shall be required of an individual in the position of reading specialist, reading consultant, remedial reading teacher, special reading teacher, or in a similar position.~~
 - 2. ~~The requirements are:~~
 - a. ~~An Arizona elementary, secondary, or special education certificate; and~~
 - b. ~~Fifteen semester hours of courses to include decoding, diagnosis and remediation of reading difficulties, and practicum in reading.~~
- H. Reading Endorsement. This subsection becomes effective on July 1, 2011.**
- 1. ~~A reading endorsement shall be required of an individual in the position of reading or literacy specialist, reading or literacy coach, and reading or literacy interventionist.~~
 - 2. Reading Endorsement for grades K through eight. The requirements are:
 - a. A valid Arizona elementary special education or early childhood certificate;
 - b. Three years of full-time teaching experience;
 - e. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through eight, and
 - d. One of the following:
 - i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:
 - (1) Three semester hours in the theoretical and research foundations of language and literacy;
 - (2) Three semester hours in the essential elements of elementary reading and writing instruction (grades K through eight);
 - (3) Three semester hours in the elements of elementary content area reading and writing (grades K through eight);
 - (4) Six total semester hours in reading assessment systems;
 - (5) Three semester hours in leadership; and
 - (6) Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading to elementary students, such as children's literature, or teaching reading to English Language Learners.
 - ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(2)(e) and (d)(i).

- e. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades K through eight may be substituted for 21 semester hours of reading endorsement coursework as described in subsection (H)(2)(d)(i).
- 3. Reading Endorsement for grades six through 12. The requirements are:
 - a. A valid Arizona elementary, secondary, or special education certificate;
 - b. Three years of full-time teaching experience;
 - c. Three semester hours of supervised field experience or practicum in reading completed for the grades six through 12; and
 - d. One of the following:
 - i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:
 - (1) Three semester hours in the theoretical and research foundations of language and literacy;
 - (2) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12);
 - (3) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12);
 - (4) Six total semester hours in reading assessment systems;
 - (5) Three semester hours in leadership; and
 - (6) Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading such as adolescent literature, or teaching reading to English Language Learners.
 - ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(3)(e) and (d)(i).
 - e. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades six through 12 may be substituted for 21 semester hours of reading endorsement coursework as described in subsection (H)(3)(d)(i).
- 4. Reading Endorsement, grades K through 12. The requirements are:
 - a. A valid Arizona elementary, secondary, special education certificate or early childhood certificate;
 - b. Three years of full-time teaching experience;
 - c. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through five;
 - d. Three semester hours of a supervised field experience or practicum in reading completed for the grades six through 12; and
 - e. One of the following:
 - i. Twenty-four semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:
 - (1) Three semester hours in the theoretical and research foundations of language and literacy;
 - (2) Three semester hours in the essential elements of elementary reading and writing instruction (grades K through eight);
 - (3) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12);
 - (4) Three semester hours in the elements of elementary content area reading and writing (grades K through eight);
 - (5) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12);
 - (6) Six total semester hours in reading assessment systems; and
 - (7) Three semester hours in leadership;
 - ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(4)(e), (d) and (e)(i).
 - f. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades K through eight and a passing score on the reading endorsement professional knowledge portion of the Arizona Educator Proficiency Assessment for grades six through 12 may be substituted for 24 semester hours of reading endorsement coursework as described in subsection (H)(4)(e)(i).

F. Reading Specialist, K-8 Endorsement

1. The Reading Specialist, K-8 endorsement authorizes the holder for the positions of reading specialist, reading coach, reading interventionist, or a similar role in kindergarten through grade eight.
2. The requirements are:
 - a. A valid Arizona early childhood, elementary, special education, middle grades, or secondary teaching certificate;
 - b. Verification of three years of full-time teaching experience in preschool through grade 12;
 - c. Three semester hours of elementary practicum in reading that includes experience with children in kindergarten through grade five;
 - d. Fifteen semester hours of reading courses to include all of the following:
 - i. Three semester hours in the essential elements of elementary reading and writing instruction for students in kindergarten through grade eight;
 - ii. Three semester hours in elementary content area reading and writing for students in kindergarten through grade eight;
 - iii. Three semester hours in reading assessment systems;
 - iv. Three semester hours in the administration and supervision of a reading program at the elementary level;
 - v. Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading to elementary students, such as children's literature or teaching reading to English language learners.
 - e. Three semester hours in the science of reading instruction, including systematic phonics instruction;
 - f. Three semester hours in reading instruction, including assessments, instructional practices, and interventions to improve student reading proficiency for struggling readers, including students with the characteristics of dyslexia;

3. A passing score on the appropriate subject knowledge portion of the Arizona Teacher Proficiency Assessment may substitute for the fifteen semester hours of courses described in subsection (F)(2)(d)(i) through (v).
 4. Completion of Department-approved training may substitute for the semester hours required in subsections (F)(2)(e) and (F)(2)(f). Fifteen clock hours of training, or the equivalent competency-based credential, is equivalent to one semester hour.
- G. Reading Specialist, 6-12 Endorsement**
1. The Reading Specialist, 6-12 endorsement authorizes the holder for the positions of reading specialist, reading interventionist, reading coach, or a similar role in grades six through 12.
 2. The requirements are:
 - a. A valid Arizona early childhood, elementary, special education, middle grades, or secondary teaching certificate;
 - b. Verification of three years of full-time teaching experience in preschool through grade 12;
 - c. Three semester hours of secondary practicum in reading completed in grades six through 12;
 - d. Fifteen semester hours of reading courses to include all of the following:
 - i. Three semester hours in the essential elements of reading and writing instruction for students in grades six through 12;
 - ii. Three semester hours in content area reading and writing for students in grades six through 12;
 - iii. Three semester hours in reading assessment systems;
 - iv. Three semester hours in the administration and supervision of a reading program at the secondary level;
 - v. Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading to students in grades six through 12, such as adolescent literature or teaching reading to English language learners.
 - e. Three semester hours in the science of reading instruction, including systematic phonics instruction;
 - f. Three semester hours in reading instruction, including assessments, instructional practices, and interventions to improve student reading proficiency for struggling readers, including students with the characteristics of dyslexia. For applications received on or after October 1, 2027, the course must include a focus on improving reading proficiency for struggling readers in grades six through 12.
 3. A passing score on the appropriate subject knowledge portion of the Arizona Teacher Proficiency Assessment may substitute for the fifteen semester hours of courses described in subsection (G)(2)(d)(i) through (v).
 4. Completion of Department-approved training may substitute for the semester hours required in subsections (G)(2)(e) and (G)(2)(f). Fifteen clock hours of training, or the equivalent competency-based credential, is equivalent to one semester hour.
- H. Reading Specialist, K-12 Endorsement**
1. The Reading Specialist, K-12 endorsement authorizes the holder for the positions of reading specialist, reading interventionist, reading coach, or a similar role in kindergarten through grade 12.
 2. The requirements are:
 - a. A valid Arizona early childhood, elementary, special education, middle grades, or secondary teaching certificate;
 - b. Verification of three years of full-time teaching experience in preschool through grade 12;
 - c. Three semester hours of elementary reading practicum completed in kindergarten through grade five;
 - d. Three semester hours of secondary reading practicum completed in grades six through 12;
 - e. Eighteen semester hours of reading courses to include all of the following:
 - i. Three semester hours in the essential elements of elementary reading and writing instruction for students in kindergarten through grade eight;
 - ii. Three semester hours in elementary content area reading and writing for students in kindergarten through grade eight;
 - iii. Three semester hours in the essential elements of reading and writing instruction for students in grades six through 12;
 - iv. Three semester hours in content area reading and writing for students in grades six through 12;
 - v. Three semester hours in reading assessment systems;
 - vi. Three semester hours in the administration and supervision of a kindergarten through grade 12 reading program.
 - f. Three semester hours in the science of reading instruction, including systematic phonics instruction;
 - g. Three semester hours in reading instruction, including assessments, instructional practices, and interventions to improve student reading proficiency for struggling readers, including students with the characteristics of dyslexia.
 3. A passing score on the appropriate subject knowledge portions of the Arizona Teacher Proficiency Assessment required for the Reading Specialist K-8 and Reading Specialist, 6-12 endorsements may substitute for the eighteen semester hours of courses described in subsection (H)(2)(e)(i) through (vi).
 4. Completion of Department-approved training may substitute for the semester hours required in subsections (H)(2)(f) and (H)(2)(g). Fifteen clock hours of training, or the equivalent competency-based credential, is equivalent to one semester hour.
- I. Elementary Foreign World Language, K-8 Endorsement, ~~grades K through eight~~**
1. The elementary foreign world language, K-8 endorsement is optional authorizes a holder to teach a world language other than English to students in kindergarten through grade eight.
 2. The requirements are:
 - a. An Arizona ~~early childhood~~, elementary, ~~middles grades~~, secondary or special education ~~teaching~~ certificate.
 - b. Proficiency in speaking, reading, and writing a language other than English, verified by the appropriate language department of an accredited institution. American Indian language proficiency shall be verified by an official designated by the appropriate tribe. A passing score on the subject knowledge portion of the Arizona Teacher Proficiency Assessment in a world language other than English. If an Arizona subject knowledge assessment in the language has not been adopted by the Board, one of the following is required:
 - i. A minimum of 24 semester hours of courses in the world language other than English; or
 - ii. A passing score on a nationally accredited test of a foreign language approved by the Board; or
 - iii. Verification of proficiency in a Native American language from a person, persons, or entity designated by the appropriate tribe.
 - c. Three semester hours of courses in the methods of teaching a foreign language at the elementary level.

J. Bilingual Endorsements, PreK through 12

1. ~~A provisional bilingual endorsement or a bilingual endorsement is required of an individual who is a~~ The Bilingual endorsements authorize the holder for the positions of bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or otherwise responsible for providing bilingual instruction. The holder of a full Bilingual endorsement is also authorized to teach English learners within the authorized subjects and grade levels of the prerequisite certificate.
2. ~~The provisional bilingual~~ Provisional Bilingual, PreK through 12 endorsement is valid for three years and is not renewable. The requirements are:
 - a. ~~An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate~~ A valid Arizona Standard Professional Teaching Certificate, Subject Matter Expert Standard Teaching Certificate, Specialized Secondary Teaching Certificate, Classroom-Based Standard Teaching Certificate, International Teaching Certificate, Alternative Teaching Certificate, Student Teaching Intern Certificate, Career and Technical Education Certificate, Supervisor Certificate, Principal Certificate, or Superintendent Certificate; and
 - b. Proficiency in a ~~spoken world~~ language other than English, verified by one of the following:
 - i. A passing score on the Arizona Classroom Spanish Proficiency exam;
 - ii. A passing score on a ~~foreign language~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment ~~or a comparable foreign language subject knowledge exam from another state in a world language other than English; or~~
 - iii. ~~If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution. A minimum passing score of "Advanced Low" is required on the American Council on the Teaching of Foreign Languages for Speaking and Writing Exams in the foreign language~~ A passing score on a nationally accredited test of a foreign language approved by the Board;
 - iv. Proficiency in ~~American Indian languages~~ a Native American language shall be verified by an official designated by the appropriate tribe; ~~or~~
 - e. ~~Proficiency in sign language is verified through 24 hours of coursework from an accredited institution.~~
3. ~~The holder of the bilingual endorsement is also authorized to teach English as a Second Language.~~
4. ~~The requirements for the full Bilingual, PreK-12 endorsement are:~~
 - a. ~~An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate~~ A valid Arizona Standard Professional Teaching Certificate, Subject Matter Expert Standard Teaching Certificate, Specialized Secondary Teaching Certificate, Classroom-Based Standard Teaching Certificate, International Teaching Certificate, Alternative Teaching Certificate, Student Teaching Intern Certificate, Career and Technical Education Certificate, Supervisor Certificate, Principal Certificate, or Superintendent Certificate;
 - b. Completion of a bilingual education program from an accredited institution or the following courses:
 - i. Three semester hours of foundations of instruction for non-English-language-background students;
 - ii. Three semester hours of bilingual methods including, but not limited to, bilingual materials and curriculum;
 - iii. Three semester hours of English as a Second Language for bilingual settings;
 - iv. Three semester hours of courses in ~~bilingual materials and curriculum;~~ assessment of limited-English-proficient students, teaching reading and writing in the native language, or English as a Second Language for bilingual settings and methods of teaching reading and writing in a bilingual classroom;
 - v. Three semester hours of linguistics to include psycholinguistics, sociolinguistics, first language acquisition, and second language acquisition for language minority students, or American Indian language linguistics;
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students; and
 - vii. Three semester hours of courses in methods of teaching and evaluating ~~handicapped~~ children with disabilities from non-English-language backgrounds. These semester hours are only required for bilingual endorsements on special education certificates.
 - c. ~~A valid bilingual certificate or endorsement from another state may be substituted for the courses described in subsection (J)(4)(b);~~
 - d. ~~Practicum in a bilingual program or two years of verified bilingual teaching experience; and One of the following:~~
 - i. Three semester hours of practicum in a preschool through grade 12 bilingual classroom; or
 - ii. Verification of two years of full-time teaching experience in a preschool through grade 12 bilingual classroom.
 - e. Proficiency in a ~~spoken world~~ language other than English, verified by one of the following:
 - i. A passing score on the Arizona Classroom Spanish Proficiency exam;
 - ii. A passing score on a ~~foreign language~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment ~~or a comparable foreign language subject knowledge exam from another state in a world language other than English; or~~
 - iii. ~~If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution. A minimum passing score of "Advanced Low" is required on the American Council on the Teaching of Foreign Languages for Speaking and Writing Exams in the foreign language~~ A passing score on a nationally accredited test of a foreign language approved by the Board; ~~or~~
 - iv. Proficiency in ~~American Indian languages~~ a Native American language shall be verified by an official designated by the appropriate tribe; ~~or~~
 - f. ~~Proficiency in sign language is verified through 24 hours of coursework from an accredited institution.~~

K. English as a Second Language (ESL) Endorsements, grades Pre-K through 12

1. ~~An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction~~ The English as a Second Language (ESL) endorsements authorize the holder to teach English learners within the authorized subjects and grade levels of the prerequisite certificate.

2. The ~~provisional~~ ESL Provisional English as a Second Language, PreK-12 endorsement is valid for three years and is not renewable. The requirements are:
 - a. ~~An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate~~ A valid Arizona Standard Professional Teaching Certificate, Subject Matter Expert Standard Teaching Certificate, Specialized Secondary Teaching Certificate, Classroom-Based Standard Teaching Certificate, International Teaching Certificate, Alternative Teaching Certificate, Student Teaching Intern Certificate, Career and Technical Education Certificate, Supervisor Certificate, Principal Certificate, or Superintendent Certificate; and
 - b. Six semester hours of courses specified in subsection (K)(3)(b), including at least one course in methods of teaching ESL students.
3. The requirements for the ESL endorsement are:
 - a. ~~An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate~~ A valid Arizona Standard Professional Teaching Certificate, Subject Matter Expert Standard Teaching Certificate, Specialized Secondary Teaching Certificate, Classroom-Based Standard Teaching Certificate, International Teaching Certificate, Alternative Teaching Certificate, Student Teaching Intern Certificate, Career and Technical Education Certificate, Supervisor Certificate, Principal Certificate, or Superintendent Certificate;
 - b. Completion of an ESL education program from an accredited institution or the following courses:
 - i. Three semester hours of courses in foundations of instruction for non-English-language-background students. Three semester hours of courses in the nature and grammar of the English language, taken before January 1, 1999, may be substituted for this requirement;
 - ii. Three semester hours of ESL methods;
 - iii. Three semester hours of teaching of reading and writing to limited-English-proficient students;
 - iv. Three semester hours of assessment of limited-English-proficient students;
 - v. Three semester hours of linguistics; and
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students.
 - vii. ~~A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or a comparable foreign language subject knowledge exam from another state; or~~
 - c. ~~Three semester hours of a practicum or two years of verified ESL or bilingual teaching experience, verified by the district superintendent; One of the following:~~
 - i. Three semester hours of practicum in an ESL or bilingual preschool through grade 12 classroom; or
 - ii. Verification of two years of full-time teaching experience in an ESL or bilingual preschool through grade 12 classroom.
 - d. Second language learning experience, which may include sign language. Second language learning experience may be documented by any of the following:
 - i. ~~Six semester hours of courses in a single second language other than English, or the equivalent, verified by the department of language, education, or English at an accredited institution;~~
 - ii. Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;
 - iii. ~~Placement Verification from a department chair or administrator in~~ by the language department of an accredited institution that the applicant has been placed in a third-semester level in a language other than English;
 - iv. Placement at level 1-intermediate/low or more advanced score on the Oral Proficiency Interview, verified by the American Council for the Teaching of Foreign Languages;
 - v. ~~Passing~~ A passing score on the Arizona Classroom Spanish Proficiency Examination approved by the Board; ~~or~~
 - vi. Proficiency in ~~an American Indian language, a Native American language~~ verified by an official designated by the appropriate tribe.
 - vii. ~~A passing score on a foreign language the subject knowledge portion of the Arizona Teacher Proficiency Assessment or a comparable foreign language subject knowledge exam from another state; or in a world language other than English.~~
 - e. ~~A valid ESL certificate or endorsement from another state may be substituted for the requirements described in subsection (K)(3)(b), (c) and (d).~~
- L. ~~Structured English Immersion (SEI) Endorsements, grades Pre-K through 12. A Provisional or full Structured English Immersion (SEI) endorsement, or an English as a Second Language or Bilingual endorsement, shall be required of a teacher who is instructing students in a sheltered English immersion or structured English immersion model.~~
 1. ~~The provisional SEI endorsement is valid for three years and is not renewable. The requirements are: The Structured English Immersion (SEI) endorsements authorize the holder to teach English learners (ELs) within the grade range and subject area of the prerequisite certificate that is endorsed.~~
 - a. ~~An Arizona elementary, secondary, special education, CTE, early childhood, Pre-K through 12 teaching, supervisor, principal or superintendent certificate; and~~
 - b. ~~One semester hour or 15 clock hours of professional development in Structured English Immersion methods of teaching English Language Learner (ELL) students, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B).~~
 2. ~~The requirements for the SEI endorsement are: an Arizona elementary, secondary, special education, CTE, early childhood, Pre-K through 12 teaching, supervisor, principal, or superintendent certificate; and one of the following: The Provisional SEI endorsement is valid for three years and is not renewable. The requirements are:~~

- a. Three semester hours of courses related to the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools; or A valid Arizona Standard Professional Teaching Certificate, Subject Matter Expert Standard Teaching Certificate, Specialized Secondary Teaching Certificate, Classroom-Based Standard Teaching Certificate, International Teaching Certificate, Alternative Teaching Certificate, Student Teaching Intern Certificate, Career and Technical Education Certificate, Supervisor Certificate, Principal Certificate, or Superintendent Certificate;
 - b. Completion of 45 clock hours of professional development in the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B).
 - e. A passing score on the Structured English Immersion portion of the Arizona Teacher Proficiency Assessment. One of the following:
 - i. One semester hour of coursework in Structured English Immersion (SEI) methods of teaching English learners including, but not limited to, instruction in SEI strategies, teaching with the English Language Proficiency Standards adopted by the Board, and monitoring EL student academic progress using a variety of assessment tools;
 - ii. Completion of 15 clock hours of Board-approved training in Structured English Immersion methods of teaching English learners that meets the requirements of A.R.S. § 15-756.09(B) and includes instruction in SEI strategies, teaching with the English Language Proficiency Standards adopted by the Board, and monitoring ELL student academic progress using a variety of assessment tools.
3. Nothing in this Section prevents a school district or charter school from requiring certified staff to obtain an SEI, ESL or bi-lingual endorsement as a condition of employment. The requirements for the full Structured English Immersion, PreK-12 endorsements are:
- a. A valid Arizona Standard Professional Teaching Certificate, Subject Matter Expert Standard Teaching Certificate, Specialized Secondary Teaching Certificate, Classroom-Based Standard Teaching Certificate, International Teaching Certificate, Alternative Teaching Certificate, Career and Technical Education Certificate, Supervisor Certificate, Principal Certificate, or Superintendent Certificate.
 - b. One of the following:
 - i. Three semester hours of SEI coursework that aligns with the SEI Endorsement Frameworks approved by the Board; or
 - ii. Completion of 45 clock hours of Board-approved SEI endorsement training that aligns with the SEI Endorsement Frameworks approved by the Board and meets the requirements of A.R.S. § 15-756.09(B).
- M. Gifted Endorsements, grades Pre-K through 12**
1. The gifted endorsements authorize the holder to teach gifted students within the grade range and subject area of the prerequisite certificate. A gifted endorsement is required for all district teachers who have primary responsibility for teaching gifted pupils.
 2. The provisional gifted endorsement is valid for three years and is not renewable. The requirements are:
 - a. A valid Arizona International or Standard Professional teaching certificate.
 - b. One of the following:
 - i. Six semester hours of courses in gifted education; or
 - ii. Verification from a public school superintendent or personnel director that the applicant completed a minimum of 90 clock hours of in-service training in gifted education, or the equivalent through competency-based credentials, that is aligned to the Teacher Preparation Standards in Gifted and Talented Education adopted by the National Association for Gifted Children and the Council for Exceptional Children.
 3. Requirements for the gifted endorsement are:
 - a. A valid Arizona International or Standard Professional teaching certificate;
 - b. One of the following:
 - i. Verification from a public school superintendent or personnel director that the applicant completed a minimum of 180 clock hours of in-service training in gifted education, or the equivalent through competency-based credentials, that is aligned to the Teacher Preparation Standards in Gifted and Talented Education adopted by the National Association for Gifted Children and the Council for Exceptional Children; or
 - ii. Completion of 12 semester hours of courses in gifted education. No more than six semester hours of courses in gifted education may be obtained through completion of in-service training that is aligned to the Teacher Preparation Standards in Gifted and Talented Education adopted by the National Association for Gifted Children and the Council for Exceptional Children. Fifteen clock hours of in-service is equivalent to one semester hour. In-service hours shall be verified by the district superintendent or personnel director.
- N. Early Childhood Education, Birth-Grade 3 Endorsements, ~~birth through age eight~~**
1. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, the early childhood endorsement may be used in lieu of an early childhood education certificate as described in R7-2-608. When combined with an Arizona ~~cross-categorical, specialized special education, or severe and profound~~ mild/moderate disabilities, moderate/severe disabilities, specialized special education, or cross-categorical special education teaching certificate as ~~described in R7-2-611~~, the early childhood endorsement may be used in lieu of an Early Childhood Special Education certificate.
 2. The ~~provisional early childhood endorsement~~ Provisional Early Childhood Education Birth-Grade 3 is valid for three years and is not renewable. The requirements are:
 - a. A valid Arizona elementary ~~teaching certificate as provided in R7-2-609 or a valid Arizona~~ or special education teaching certificate as provided in R7-2-611, and certificate; and
 - b. A passing score on the early childhood subject knowledge portion of the Arizona Teacher Proficiency Assessment.

3. The requirements for the ~~early childhood endorsement~~ full Early Childhood Education, Birth-Grade 3 endorsement are:
- a. A valid Arizona elementary ~~education teaching certificate as provided in R7-2-609 or a valid Arizona or~~ special education teaching certificate ~~as provided in R7-2-611;~~ and
 - b. ~~Early childhood education coursework and practicum experience which includes both of the following~~ Completion of 21 semester hours of early childhood courses to include all of the following:
 - i. ~~Twenty-one semester hours of early childhood education courses to include all of the following areas of study:~~ Foundations of early childhood education;
 - ii. Child guidance and classroom management;
 - iii. Characteristics and quality practices for typical and atypical behaviors of young children;
 - iv. Child growth and development, including health, safety and nutrition;
 - v. Child, family, cultural and community relationships;
 - vi. Developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
 - vii. Early language and literacy development;
 - viii. Assessing, monitoring and reporting progress of young children.
 - (1) ~~Foundations of early childhood education;~~
 - (2) ~~Child guidance and classroom management;~~
 - (3) ~~Characteristics and quality practices for typical and atypical behaviors of young children;~~
 - (4) ~~Child growth and development, including health, safety and nutrition;~~
 - (5) ~~Child, family, cultural and community relationships;~~
 - (6) ~~Developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;~~
 - (7) ~~Early language and literacy development;~~
 - (8) ~~Assessing, monitoring and reporting progress of young children; and~~
 - ix. A minimum of eight semester hours of practicum including:
 - (1) A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth through preschool. One year of full-time verified teaching experience with children in birth through preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
 - (2) A minimum of four semester hours in a supervised student teaching setting serving children in kindergarten through grade three. One year of full-time verified teaching experience with children in kindergarten through grade three in an accredited school may substitute for this student teaching experience;
 - c. ~~A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and~~ One of the following:
 - i. Four semester hours of practicum serving children birth through preschool; or
 - ii. Verification of one year of full-time teaching experience with children in birth through preschool. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities
 - d. ~~A passing score on the early childhood professional knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 21 semester hours of early childhood education courses as described in subsection (N)(3)(b)(i); and~~ One of the following:
 - i. A minimum of four semester hours of student teaching in a kindergarten through grade three classroom; or
 - ii. Verification of one year of full-time teaching experience in kindergarten through grade three.
 - e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.
4. ~~Teachers with a valid Arizona elementary education certificate or Arizona special education certificate meet the requirements of this Section with evidence of the following: Applicants may meet the requirements in subsections (N)(3)(b), (c), and (d) with the submission of an application for the full Early Childhood Education, Birth-Grade 3 endorsement that includes evidence of three years of verified full-time teaching experience in an infant/toddler, preschool, or kindergarten through grade three classroom.~~
- a. ~~A minimum of three years infant/toddler, preschool or kindergarten through grade three classroom teaching experience; and~~
 - b. ~~A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.~~
5. Applicants may meet the requirements in subsection (N)(3)(b) with a passing score on the early childhood professional knowledge portion of the Arizona Teacher Proficiency Assessment.
- O. Library-Media Specialist Endorsement, grades Pre-K through 12
1. The library-media specialist endorsement is optional.
 2. ~~Requirements~~ The requirements are:
 - a. An Arizona elementary, ~~middle grades~~, secondary, early childhood or special education teaching certificate;
 - b. A passing score on the ~~Library-Media~~ Library-Media Specialist subject knowledge portion of the Arizona Teacher Proficiency Assessment. ~~A master's degree in Library Science may be substituted for a passing score on the assessment; and~~
 - c. ~~One~~ Verification of one year of full-time teaching experience in preschool through grade 12.
- P. Middle ~~Grade-Grades~~ Endorsement, grades five through nine
1. The ~~middle grade~~ Middle Grades endorsement is optional. ~~The middle grade endorsement may expand~~ expands the grades a teacher is authorized to teach on an elementary or secondary teaching certificate.
 2. The requirements are:
 - a. An Arizona elementary or secondary teaching certificate, and
 - b. Six semester hours of courses in middle grade education to include:
 - i. One course in early adolescent psychology;

- ii. One course in middle grade curriculum; and
 - iii. ~~A practicum or one year of verified teaching experience, in grades five through nine.~~
 - c. One of the following:
 - i. A practicum in grades five through nine; or
 - ii. Verification of one year of full-time teaching experience in grades five through nine.
- Q. ~~Driver~~ Driver's Education Endorsement**
1. The driver's education endorsement is optional.
 2. The requirements are:
 - a. An Arizona ~~teaching certificate, Standard Professional Teaching Certificate, Subject Matter Expert Standard Teaching Certificate, Specialized Secondary Teaching Certificate, Classroom-Based Standard Teaching Certificate, International Teaching Certificate, or Career and Technical Education Certificate;~~
 - b. A valid Arizona driver's license;
 - c. One course in each of the following Completion of nine semester hours of courses in driver's education to include all of the following:
 - i. Safety education,
 - ii. Driver and highway safety education, and
 - iii. Driver education laboratory experience, ~~and~~
 - d. A driving record with less than seven violation points and no revocation or suspension of driver's license within the two years preceding application.
 3. ~~For the purposes of this Section, a course is defined as a three hour semester course offered by an accredited institution of higher learning or 45 clock hours of educational classes approved by the Department. Each semester hour of courses shall be equivalent to 15 clock hours of training. If semester hours are used, the required documentation for the semester hours shall be an official transcript~~ Department-approved driver's education training may substitute for the nine semester hours of coursework described in subsection (O)(2)(c). Fifteen clock hours of training is equivalent to one semester hour of coursework.
- R. Cooperative Education Endorsement, grades K through 12**
1. The cooperative education endorsement is required for individuals who coordinate ~~or teach CTE~~ Career and Technical Education (CTE) cooperative education programs.
 2. The requirements are:
 - a. A ~~provisional or standard~~ valid Arizona CTE certificate ~~in the areas of agriculture, business, family and consumer sciences, health occupations, marketing, or industrial technology;~~ and
 - b. One course in CTE ~~At least one semester hour of college coursework or 15 clock hours of Department-CTE approved training in coordinating CTE cooperative education programs.~~
- S. Computer Science, PreK through eight Endorsement**
1. The computer science, PreK through eight endorsement authorizes the holder to teach computer science in prekindergarten through grade eight.
 2. The requirements are:
 - a. An Arizona Standard Professional Early Childhood, Elementary, Middle Grades, Secondary, Special Education, or PreK through 12 Teaching certificate;
 - b. Three semester hours in foundations for teaching computer science which addresses the following topics:
 - i. Introduction to computer science;
 - ii. Inclusive recruitment, retention, and pedagogical strategies in computing education;
 - iii. Computational thinking;
 - iv. Instructional planning based on the Arizona state standards for computer science, or comparable computer science standards.
 - c. Six semester hours in computer science to include the following:
 - i. Three semester hours in teaching and learning programming for educators; and
 - ii. Three semester hours in a computer science elective which may include, but is not limited to, physical computing or mobile computing.
 3. Completion of a training program through an Arizona public local education agency or an accredited institution may substitute for the semester hours required in subsections (S)(2)(b) and (c). Fifteen clock hours of training, or the equivalent competency-based credential, is equivalent to one semester hour of college coursework. Training programs shall be verified by a superintendent or personnel director of the Arizona local education agency or the appropriate administrator of an accredited institution.
- T. Computer Science, grades six through 12 Endorsement**
1. The computer science, grades six through 12 endorsement authorizes the holder to teach computer science in grades six through 12.
 2. The requirements are:
 - a. A valid Arizona Standard Professional Elementary, Middle Grades, Secondary, Hearing Impaired, Visually Impaired, Mild/Moderate Disabilities, Moderate/Severe Disabilities, or PreK through 12 Teaching certificate;
 - b. Three semester hours in foundations for teaching computer science which addresses the following topics:
 - i. Introduction to computer science;
 - ii. Inclusive recruitment, retention, and pedagogical strategies in computing education;
 - iii. Computational thinking;
 - iv. Instructional planning based on the Arizona state standards for computer science or comparable computer science standards.
 - c. Nine semester hours of courses in computer science to include the following:
 - i. Three semester hours in teaching and learning programming for educators; and

- ii. Six semester hours in computer science electives which may include, but is not limited to, computer programming, cybersecurity, algorithms and data structures, operating systems, artificial intelligence, machine learning, database development and management, computer networks, and data mining and analytics.
 3. Completion of a training program through an Arizona public local education agency or an accredited institution may substitute for the semester hours required in subsections (T)(2)(b) and (c). Fifteen clock hours of training, or the equivalent competency-based credential, is equivalent to one semester hour of college coursework. Training programs shall be verified by a superintendent or personnel director of the Arizona local education agency or the appropriate administrator of an accredited institution.
- U. Literacy, K through five Endorsement
1. For the purposes of this Section, the following definitions apply:
 - a. "Literacy instruction" means instruction in English language arts provided by a teacher.
 - b. "Science of reading instruction" means instruction which includes a focus on the elements of structured literacy, to include oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and foundational writing skills, including spelling and handwriting.
 - c. "Teaching certificate" means an Alternative Teaching certificate, International Teaching certificate, Classroom-Based Standard Teaching certificate, or Standard Professional teaching certificate.
 2. An individual who receives a teaching certificate in early childhood education, elementary education, middle grades education, or special education issued on or before August 1, 2025, and who provides literacy instruction in kindergarten programs or in any of grades one through five must obtain a Literacy, K through five endorsement, a Reading Specialist endorsement, grades K through 12, a Reading endorsement for grades K through 12, or a Reading endorsement for grades K through eight by August 1, 2028.
 3. An individual who receives a teaching certificate in early childhood education, elementary education, middle grades education, or special education issued after August 1, 2025, and who provides literacy instruction in kindergarten or in any of grades one through five must obtain a Literacy, K through five endorsement, a Reading Specialist endorsement, grades K through 12, a Reading endorsement for grades K through 12, or a Reading endorsement for grades K through eight within three years after the teaching certificate is issued.
 4. Literacy, K through Five Endorsement
 - a. The Literacy, K through five Endorsement authorizes the holder to provide literacy instruction within the grade range and subject area of the teaching certificate it endorses. The requirements are:
 - i. A valid teaching certificate in early childhood education, elementary education, middle grades education, or special education;
 - ii. Three semester hours in the science of reading instruction, including systematic phonics instruction;
 - iii. Three semester hours in reading instruction, including assessments, instructional practices, and interventions to improve student reading proficiency for struggling readers, including students with the characteristics of dyslexia;
 - iv. A passing score on a literacy instruction assessment approved by the Board for the Literacy, K through five endorsement.
 - b. Completion of Department-approved training may substitute for the semester hours required in subsections (U)(4)(a)(ii) and (iii). Fifteen clock hours of training, or the equivalent competency-based credential, is equivalent to one semester hour.
 5. Applicants may meet the requirements described in subsections (U)(4)(a)(ii), (iii), and (iv) with verification from an Arizona public school superintendent, principal or personnel director that the applicant meets the following requirements: The applicant is a teacher who provides literacy instruction in kindergarten through grade five and has demonstrated through class-room observations and student achievement data across subgroups using evidence-based measures for at least three consecutive years, based on criteria established by the Board, that the teacher possesses the instructional knowledge and skills to:
 - a. Effectively teach foundational reading skills, phonological awareness, phonics, fluency, vocabulary, and comprehension; and
 - b. Implement reading instruction using high-quality instructional materials; and
 - c. Provide effective instruction and interventions for students with reading deficiencies, including students with characteristics of dyslexia.

NOTICES OF RULEMAKING DOCKET OPENING

This section of the *Arizona Administrative Register* contains Notices of Rulemaking Docket Opening under A.R.S. § 41-1021.

A docket opening is the first part of the administrative rulemaking process. It is an “announcement” that an agency intends to work on its rules.

When an agency opens a rulemaking docket to consider rulemaking, the Administrative Procedure Act (APA) requires publication of the Notice of Rulemaking Docket Opening in the Register.

Under the APA, effective January 1, 1995, agencies must submit a Notice of Rulemaking Docket Opening before beginning the formal rulemaking process. An agency may file the Notice of Rulemaking Docket Opening along with the Notice of Proposed Rulemaking.

The Office of the Secretary of State is the filing office and publisher of these notices. Questions about the interpretation of this information should be directed to the agency contact person listed in item #4 of this notice.

NOTICE OF RULEMAKING DOCKET OPENING

BOARD OF OPTOMETRY

[R25-216]

1. Permission to proceed with this docket was granted under A.R.S. § 41-1039 by the governor on:

October 3, 2024

2. Title and its heading:

4, Professions and Occupations

Chapter and its heading:

21, Board of Optometry

Article and its heading:

1, General Provisions

2, Licensing Provisions

3, Standards, Recordkeeping; Rehearing or Review of Board Decision

Section number:

R4-21-101, Table 1, R4-21-202, R4-21-203, R4-21-205, R4-21-205.1, R4-21-212 and R4-21-306

(Sections may be added, amended, repealed, or renumbered as necessary)

3. The subject matter of the proposed rule:

Subject Matter: The proposed rules address changes resulting from Auditor General findings contained in the 2022 report for Sunset Review and Attorney General Office suggested changes to language regarding applications. Anticipated changes include:

- A. Adding new or amending existing definitions for further clarification, including signature.
- B. Amend section (C)(2) of R4-21-202 to remove the form requirement; forms are no longer used or accepted by other jurisdictions. Most have license verifications online and require the Board get the information directly from there as primary source.
- C. Amend section (A) of R4-21-203 to require a passing score of at least 80% instead of 75%.
- D. Amend section (B)(5)(a) or R4-21-205 as it is causing confusion as to what constitutes “practice”. If a licensee is keeping up on Continuing Education and the license is current at the time of renewal, it meets the requirement of the Rule for renewal. Delineating out maternity leave, medical leave or other type of prolonged absence from “practice” is not defined and would further burden the process. Also, amend section (B)(5) by removing the two-year time frame. The intent of the limitation is not being met and there are potential legal issues with keeping it in the Rule as is.
- E. Amending language in R4-21-205.1 to comply with Auditor General findings of expiration date of the CPR certification.
- F. Remove the seven-day time frame in R4-21-212(B); it’s highly burdensome on the Board. The regularly scheduled meetings are sufficient to meet the requirement of the Rule.
- G. Amend language in R4-21-306; there is conflicting language regarding review of prescriptions and ophthalmic goods and the prescription form requirement needs to be removed as forms are electronic. Add language to clarify what constitutes a signature.
- H. Minor technical and conforming corrections as needed; no substantive changes.

4. A citation to all published notices relating to the current proceeding:

Not applicable

5. The name and address of agency personnel with whom persons may communicate regarding the rule:

Name: Margaret Whelan

Title: Executive Director
Address: 1740 W. Adams St., Suite 3003
Phoenix, AZ 85007
Telephone: (602) 542-8155
Email: margaret.whelan@optometry.az.gov
Website: optometry.az.gov

6. The time during which the agency will accept written comments and the time and place where oral comments may be made:

Written comments: 8:00 a.m. to 5:00 p.m., Monday through Friday
Arizona State Board of Optometry
1740 W. Adams St., Suite 3003
Phoenix, AZ 85007
Oral comments: 8:00 a.m. to 5:00 p.m., Monday through Friday
Arizona State Board of Optometry
1740 W. Adams St., Suite 3003
Phoenix, AZ 85007

7. A timetable for agency decisions or other action on the current proceeding, if known:

To be announced in the Notice of Proposed Rulemaking.

REGISTER INDEXES

The *Register* is published by volume in a calendar year (See “General Information” in the front of each issue for more information).

Abbreviations for rulemaking activity in this Index include:

PROPOSED RULEMAKING

PN = Proposed new Section
 PM = Proposed amended Section
 PR = Proposed repealed Section
 P# = Proposed renumbered Section

SUPPLEMENTAL PROPOSED RULEMAKING

SPN = Supplemental proposed new Section
 SPM = Supplemental proposed amended Section
 SPR = Supplemental proposed repealed Section
 SP# = Supplemental proposed renumbered Section

FINAL RULEMAKING

FN = Final new Section
 FM = Final amended Section
 FR = Final repealed Section
 F# = Final renumbered Section

SUMMARY RULEMAKING**PROPOSED SUMMARY**

PSMN = Proposed Summary new Section
 PSMM = Proposed Summary amended Section
 PSMR = Proposed Summary repealed Section
 PSM# = Proposed Summary renumbered Section

FINAL SUMMARY

FSMN = Final Summary new Section
 FSMM = Final Summary amended Section
 FSMR = Final Summary repealed Section
 FSM# = Final Summary renumbered Section

EXPEDITED RULEMAKING**PROPOSED EXPEDITED**

PEN = Proposed Expedited new Section
 PEM = Proposed Expedited amended Section
 PER = Proposed Expedited repealed Section
 PE# = Proposed Expedited renumbered Section

SUPPLEMENTAL EXPEDITED

SPEN = Supplemental Proposed Expedited new Section
 SPEM = Supplemental Proposed Expedited amended Section
 SPER = Supplemental Proposed Expedited repealed Section
 SPE# = Supplemental Proposed Expedited renumbered Section

FINAL EXPEDITED

FEN = Final Expedited new Section
 FEM = Final Expedited amended Section
 FER = Final Expedited repealed Section
 FE# = Final Expedited renumbered Section

EXEMPT RULEMAKING**EXEMPT**

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 XM = Exempt amended Section
 XR = Exempt repealed Section
 X# = Exempt renumbered Section

EXEMPT PROPOSED

PXN = Proposed Exempt new Section
 PXM = Proposed Exempt amended Section
 PXR = Proposed Exempt repealed Section
 PX# = Proposed Exempt renumbered Section

EXEMPT SUPPLEMENTAL PROPOSED

SPXN = Supplemental Proposed Exempt new Section
 SPXR = Supplemental Proposed Exempt repealed Section
 SPXM = Supplemental Proposed Exempt amended Section
 SPX# = Supplemental Proposed Exempt renumbered Section

FINAL EXEMPT RULEMAKING

FXN = Final Exempt new Section
 FXM = Final Exempt amended Section
 FXR = Final Exempt repealed Section
 FX# = Final Exempt renumbered Section

EMERGENCY RULEMAKING

EN = Emergency new Section
 EM = Emergency amended Section
 ER = Emergency repealed Section
 E# = Emergency renumbered Section
 EEXP = Emergency expired

RECODIFICATION OF RULES

RC = Recodified

REJECTION OF RULES

RJ = Rejected by the Attorney General

TERMINATION OF RULES

TN = Terminated proposed new Sections
 TM = Terminated proposed amended Section
 TR = Terminated proposed repealed Section
 T# = Terminated proposed renumbered Section

RULE EXPIRATIONS

EXP = Rules have expired
 See also “emergency expired” under emergency rulemaking

CORRECTIONS

C = Corrections to Published Rules

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R9-6-370.	F#-1317; FM-1317 P#-7; PN-7;	R9-6-391.	P#-7; PM-7;	R9-25-101. R9-25-201. R9-25-301. R9-25-302. R9-25-304. R9-25-305. R9-25-401. R9-25-403. R9-25-404. R9-25-407. R9-25-408. R9-25-409. R9-25-908.	FM-332 FM-332 FM-332 FM-332 FM-332 FM-332 FM-332 FM-332 FM-332 FM-332 FM-332 FM-332 FEM-404
R9-6-371.	F#-1317; FN-1317 P#-7;	R9-6-392. R9-6-393.	P#-7; F#-1317 P#-7;		
R9-6-372.	F#-1317 P#-7;	R9-6-394.	F#-1317 P#-7;		
R9-6-373.	F#-1317 P#-7; PM-7; F#-1317;	R9-6-395. R9-6-396.	F#-1317 P#-7; F#-1317 P#-7;		
R9-6-374.	FM-1317 P#-7; PM-7;	R9-6-397.	PM-7; F#-1317; FM-1317 P#-7; PM-7;	Health Services, Department of - Food, Recreational, and Institu- tional Sanitation	
R9-6-375.	F#-1317; FM-1317 P#-7;		F#-1317; FM-1317 P#-7;	R9-8-101. R9-8-101.01.	FEM-666 FEN-666; FEM-666
R9-6-376.	F#-1317 P#-7;	R9-6-398.	P#-7; F#-1317	R9-8-102. R9-8-118.	FEN-666 FE#-666
R9-6-377.	F#-1317 P#-7; PM-7; F#-1317;	R9-6-399.	P#-7; F#-1317 FEM-661	R9-8-119. R9-8-901.	SPM-2444 PN-1630; SPN-2444
R9-6-378.	FM-1317 P#-7;	R9-6-403. R9-6-404. R9-6-3100.	FEM-661 FEM-661 P#-7;	R9-8-902.	PN-1630; SPN-2444
R9-6-379.	F#-1317 P#-7;	R9-6-3101.	F#-1317 P#-7; PM-7;	R9-8-903. R9-8-904.	PN-1630; SPN-2444
R9-6-380.	F#-1317 P#-7; PM-7;		F#-1317; FM-1317 P#-7;	R9-8-905.	SPN-2444 PN-1630;
R9-6-381.	F#-1317; FM-1317 P#-7; PM-7;	R9-6-3102. R9-6-3103.	F#-1317 P#-7; PM-7;	R9-8-906. R9-8-907.	SPN-2444 PN-1630; SPN-2444
R9-6-382.	F#-1317; FM-1317 P#-7; PM-7;	R9-6-3104.	F#-1317; FM-1317 P#-7; PM-7;	R9-8-908. R9-8-909.	PN-1630; SPN-2444 PN-1630;
R9-6-383.	F#-1317; FM-1317 P#-7; PN-7;	R9-6-3105.	F#-1317; FM-1317 P#-7;	R9-8-910.	SPN-2444 PN-1630;
R9-6-384.	F#-1317; FN-1317 P#-7; PM-7;	R9-6-3106.	F#-1317 P#-7; PM-7;	Table 9.1. R9-8-911.	PN-1630; SPN-2444 PN-1630;
R9-6-385.	F#-1317; FM-1317 P#-7; PM-7;	R9-6-3107.	F#-1317; FM-1317 P#-7; PM-7;	Table 9.2. Table 9.3.	SPN-2444 PN-1630; SPN-2444
R9-6-386.	F#-1317; FM-1317 P#-7; PM-7;	R9-6-3108.	F#-1317; FM-1317 P#-7; PM-7;	R9-8-912. R9-8-913.	SPN-2444 PN-1630; SPN-2444
R9-6-387.	F#-1317; FM-1317 P#-7;	R9-6-1002.	PM-7; FM-1317	Health Services, Department of - Health Care Institutions: Licensing	
R9-6-388.	F#-1317 P#-7;	R9-6-1005.	FR-7; FR-1317 PM-7;	R9-10-101.	PM-152; PM-703; FM-2085;
R9-6-389.	F#-1317 P#-7;	R9-6-1102.	FM-1317 PM-7;		FM-2457
R9-6-390.	F#-1317 P#-7; F#-1317	R9-6-1103.	FM-1317 FM-1317	R9-10-102.	PM-152; PM-703; FM-2085; FM-2457
		Health Services, Department of - Emergency Medical Services			

R9-10-103.	PM-152; FM-2457	R9-10-234.	PM-152; FM-2457	R9-10-701.	PM-246; TM-2775
R9-10-104.	PM-152; FM-2457	R9-10-303.	PM-152; FM-2457	R9-10-702.	PM-246; TM-2775
R9-10-104.01.	PM-152; FM-2457	R9-10-307.	PM-152; FM-2457	R9-10-703.	PM-246; TM-2775
R9-10-105.	PM-152; FM-2457	R9-10-320.	PM-152; FM-2457	R9-10-706.	PM-246; TM-2775
R9-10-106.	PM-703; FM-2085; FM-2457; PM-2705	R9-10-321.	PM-152; FM-2457	R9-10-707.	PM-246; TM-2775
Table 1.3.	PN-2705	R9-10-402.	PM-152; FM-2457	R9-10-709.	PM-246; TM-2775
R9-10-107.	PM-152; FM-2457	R9-10-403.	PM-152; FM-2457	R9-10-710.	PM-246; TM-2775
R9-10-108.	PM-152; FM-2457	R9-10-406.	PM-152; FM-2457	R9-10-712.	PM-246; TM-2775
Table 1.1.	PM-152; FM-2457	R9-10-410.	PM-152; FM-2457	R9-10-713.	PM-246; TM-2775
R9-10-109.	PM-152; FM-2457	R9-10-411.	PM-152; FM-2457	R9-10-715.	PM-246; TM-2775
R9-10-110.	PM-152; FM-2457	R9-10-413.	PM-152; FM-2457	R9-10-716.	PM-246; TM-2775
R9-10-111.	PM-703; FM-2085	R9-10-414.	PM-152; FM-2457	R9-10-717.	PM-246; TM-2775
R9-10-112.	PM-152; FM-2457	R9-10-421.	PM-152; FM-2457	R9-10-718.	PM-246; TM-2775
R9-10-113.	PM-152; FM-2457	R9-10-423.	PM-152; FM-2457	R9-10-719.	PM-246; TM-2775
R9-10-115.	PM-246; TM-2775	R9-10-426.	PM-152; FM-2457	R9-10-720.	PM-246; TM-2775
R9-10-118.	PM-152; FM-2457	R9-10-501.	PEM-384; FEM-1263	R9-10-722.	PM-246; TM-2775
R9-10-120.	PM-152; FM-2457	R9-10-503.	PEM-384; FEM-1263	R9-10-801.	PM-703; FM-2085
R9-10-121.	PM-152; PM-703; FM-2085; FM-2457	R9-10-506.	PEM-384; FEM-1263	R9-10-802.	PM-246; TM-2775
R9-10-122.	PN-703; FN-2085	R9-10-507.	PEM-384; FEM-1263	R9-10-803.	PM-246; PM-703; FM-2085; TM-2775
R9-10-123.	PN-703; FN-2085	R9-10-508.	PEM-384; FEM-1263	R9-10-806.	PM-246; PM-703; FM-2085; TM-2775
R9-10-124.	PN-703; FN-2085	R9-10-509.	PEM-384; FEM-1263		
R9-10-125.	PN-703; FN-2085	R9-10-510.	PEM-384; FEM-1263	R9-10-807.	PM-246; TM-2775
R9-10-126.	PN-703; FN-2085	R9-10-511.	PEM-384; FEM-1263	R9-10-808.	PM-703; FM-2085
Table 1.2.	PM-703; FN-2085	R9-10-512.	PEM-384; FEM-1263	R9-10-809.	PM-246; TM-2775
R9-10-201.	PM-152; FM-2457	R9-10-514.	PEM-384; FEM-1263	R9-10-810.	PM-246; TM-2775
R9-10-202.	PM-152; FM-2457	R9-10-515.	PEM-384; FEM-1263	R9-10-811.	PM-246; PM-703; FM-2085; TM-2775
R9-10-203.	PM-152; FM-2457	R9-10-516.	PEM-384; FEM-1263	R9-10-815.	PM-703; FM-2085
R9-10-209.	PM-152; FM-2457	R9-10-518.	PEM-384; FEM-1263	R9-10-816.	PM-246; PR-703; PN-703; FR-2085; FN-2085
R9-10-212.	PM-152; FM-2457	R9-10-520.	PEM-384; FEM-1263		
R9-10-215.	PM-152; FM-2457	R9-10-522.	PEM-384; FEM-1263	R9-10-817.	PM-246; PN-703;
R9-10-218.	PM-152; FM-2457	R9-10-525.	PEM-384; FEM-1263		
		R9-10-606.	PM-152; FM-2457		
		R9-10-613.	PM-152; FM-2457		

	FN-2085;	R9-10-1313.	PM-152;	R9-4-202.	PM-103
	TM-2775		FM-2457	R9-4-302.	PM-103
R9-10-818.	P#-703;	R9-10-1314.	PM-152;	R9-4-403.	PM-103
	F#-2085;		FM-2457	R9-4-404.	PM-103
	TM-2775	R9-10-1315.	PM-152;	R9-4-405.	PM-103
R9-10-819.	P#-703;		FM-2457	R9-4-602.	FEM-632
	PM-703;	R9-10-1317.	PM-152;		
	F#-2085;		FM-2457		
R9-10-820.	FM-2085	R9-10-1405.	PM-152;	Health Services, Department of - Occupational Licensing	
	PM-246;		FM-2457	R9-16-201.	PEM-1885
	P#-703;	R9-10-1406.	PM-152;	R9-16-202.	PEM-1885
	F#-2085		FM-2457	R9-16-203.	PEM-1885
R9-10-821.	P#-703;	R9-10-1412.	PM-152;	R9-16-205.	PEM-1885
	F#-2085;		FM-2457	R9-16-207.	PEM-1885
R9-10-901.	TM-2775	R9-10-1413.	PM-152;	R9-16-208.	PEM-1885
	PM-152;		FM-2457	R9-16-209.	PEM-1885
R9-10-902.	FM-2457	R9-10-1515.	PM-152;	R9-16-211.	PEM-1885
	PM-152;		FM-2457	R9-16-214.	PEM-1885
R9-10-905.	FM-2457	R9-10-1702.	PM-152;	R9-16-215.	PEM-1885
	PM-152;		FM-2457	R9-16-301.	PM-1875
R9-10-911.	FM-2457	R9-10-1704.	PM-152;	R9-16-302.	PM-1875
	PM-152;		FM-2457	R9-16-303.	PM-1875
R9-10-914.	FM-2457	R9-10-1705.	PM-152;	R9-16-304.	PM-1875
	PM-152;		FM-2457	R9-16-305.	PM-1875
R9-10-918.	FM-2457	R9-10-1706.	PM-152;	R9-16-306.	PM-1875
	PM-152;		FM-2457	R9-16-307.	PR-1875
R9-10-1003.	FM-2457	R9-10-1709.	PM-152;	R9-16-308.	PM-1875
	PM-152;		FM-2457	R9-16-309.	PM-1875
R9-10-1008.	FM-2457	R9-10-1712.	PM-152;	R9-16-310.	PM-1875
	PM-152;		FM-2457	R9-16-312.	PM-1875
R9-10-1010.	FM-2457	R9-10-1903.	PM-152;	R9-16-314.	PM-1875
	PM-152;		FM-2457	Table 3.1.	PM-1875
R9-10-1011.	FM-2457	R9-10-1909.	PM-152;	R9-16-315.	PM-1875
	PM-152;		FM-2457	R9-16-316.	PM-1875
R9-10-1012.	FM-2457	R9-10-2002.	PM-2001	R9-16-501.	PEM-1885
	PM-152;	R9-10-2003.	PM-2001	R9-16-502.	PEM-1885
R9-10-1017.	FM-2457	R9-10-2005.	P#-2001;	R9-16-503.	PEM-1885
	PM-152;		PM-2001	R9-16-504.	PEM-1885
R9-10-1018.	FM-2457	R9-10-2006.	P#-2001;	R9-16-505.	PEM-1885
	PM-152;		PM-2001	R9-16-507.	PEM-1885
R9-10-1022.	FM-2457	R9-10-2007.	P#-2001;	R9-16-601.	FEM-672
	PM-152;		PM-2001	R9-16-602.	FEM-672
R9-10-1027.	FM-2457	R9-10-2008.	P#-2001	R9-16-603.	FEM-672
	PM-152;	R9-10-2009.	PM-2001	R9-16-604.	FEM-672
R9-10-1031.	FM-2457	R9-10-2203.	PM-152;	R9-16-605.	FEM-672
	PM-152;		FM-2457	R9-16-606.	FEM-672
R9-10-1106.	FM-2457	R9-10-2206.	PM-152;	R9-16-607.	FEM-672
	PM-152;		FM-2457	R9-16-608.	FEM-672
R9-10-1107.	FM-2457	R9-10-2221.	PM-152;	R9-16-609.	FEM-672
	PM-152;		FM-2457	R9-16-610.	FEM-672
R9-10-1114.	FM-2457			R9-16-611.	FEM-672
	PM-152;	Health Services, Department of - Health Programs Services		R9-16-612.	FEM-672
R9-10-1117.	FM-2457	R9-13-201.	PM-44;	R9-16-613.	FEM-672
	PM-152;		FM-1355	R9-16-614.	FEM-672
R9-10-1201.	FM-651	R9-13-203.	PM-44;	R9-16-615.	FEM-672
R9-10-1203.	FM-651		FM-1355	R9-16-616.	FEM-672
R9-10-1207.	FM-651	R9-13-204.	PM-44;	R9-16-617.	FEM-672
R9-10-1209.	FM-651		FM-1355	R9-16-618.	FEM-672
R9-10-1210.	FM-651	R9-13-205.	PM-44;	R9-16-619.	FEM-672
R9-10-1302.	PM-152;		FM-1355	R9-16-620.	FEM-672
	FM-2457	R9-13-208.	PM-44;	R9-16-621.	FEM-672
R9-10-1305.	PM-152;		FM-1355	Table 6.1.	FEM-672
	FM-2457			R9-16-622.	FEM-672
R9-10-1306.	PM-152;	Health Services, Department of - Noncommunicable Diseases and Infestations		R9-16-623.	FEM-672
	FM-2457			R9-16-624.	FEM-672

R9-16-901.	PM-112; FM-1647	R20-4-1301. R20-4-1302.	FM-2321 FM-2321	R4-16-704.	P#-1625; PM-1625		
R9-16-902.	PM-112; FM-1647	R20-4-1303. R20-4-1304.	FM-2321 FM-2321	R4-16-705.	P#-1625; PM-1625		
R9-16-903.	PM-112; FM-1647	R20-4-1305. R20-4-1801.	FM-2321 FM-2324	R4-16-706.	P#-1625; PM-1625		
R9-16-904.	PM-112; FM-1647	R20-4-1802. R20-4-1803.	FM-2324 FM-2324	R4-16-707.	P#-1625; PM-1625		
R9-16-906.	PM-112; FM-1647	R20-4-1804. R20-4-1805.	FM-2324 FM-2324	R4-16-708.	P#-1625; PM-1625		
R9-16-907.	PM-112; FM-1647	R20-4-1806. R20-4-1807.	FM-2324 FM-2324	Peace Officer Standards and Training Board, Arizona			
Table 9.1.	PM-112; FM-1647	R20-4-1808. R20-4-1809.	FM-2324 FM-2324	R13-4-101.	FM-924		
R9-16-908.	PM-112; FM-1647	R20-4-1810. R20-4-1811.	FM-2324 FM-2324	R13-4-103.	FM-924		
R9-16-909.	PN-112; FN-1647	R20-4-1811. R20-4-1812.	FM-2324 FM-2324	R13-4-104.	FM-924		
Health Services, Department of - Noncommunicable Diseases			R20-4-1813. R20-4-1901.	R13-4-105.	FM-924		
R9-4-202.	FM-1309	R20-4-1902. R20-4-1903.	FM-2324 FM-2330	R13-4-106.	FM-924		
R9-4-302.	FM-1309	R20-4-1904. R20-4-1905.	FM-2330 FM-2330	R13-4-107.	FM-924		
R9-4-403.	FM-1309	R20-4-1907. R20-4-1908.	FM-2330 FM-2330	R13-4-108.	FM-924		
R9-4-404.	FM-1309	R20-4-1909. R20-4-1910.	FM-2330 FM-2330	R13-4-109.	FM-924		
R9-4-405.	FM-1309	R20-4-1911.	FM-2330	R13-4-109.01.	FM-924		
Health Services, Department of - Radiation Control			R4-46-107.	R13-4-110.	FM-924		
R9-7-708.	PEM-1592	Insurance and Financial Institutions, Department of - Financial Institutions Division - Real Estate Appraisal			R13-4-111.	FM-924	
Information Technology, Government			R4-46-402.	R13-4-114.	FM-924		
R2-18-301.	FEM-2834	Insurance and Financial Institutions, Department of - Financial Institutions			R13-4-116.	FM-924	
R20-4-101.	FM-533	R20-6-101.	PM-2301	R13-4-201.	FM-924		
R20-4-102.	FM-533	R4-46-402.	PM-2583	R13-4-202.	FM-924		
R20-4-103.	FR-533	R4-46-403.	PM-2583	R13-4-203.	FM-924		
R20-4-104.	FM-533	R4-46-404.	PM-2583	R13-4-204.	FM-924		
R20-4-105.	FM-533	R4-46-405.	PM-2583	R13-4-205.	FM-924		
R20-4-106.	FM-533	Insurance and Financial Institutions, Department of - Insurance Division			R13-4-206.	FM-924	
R20-4-107.	FM-533	R20-6-101.	PM-2301	R13-4-208.	FM-924		
Table A.	FM-533; PM-2710	R20-6-602. Table A.	PM-2301; PM-2306; PM-2586	Personnel Board, State			
R20-4-602.	PM-2710	R20-6-1902.	PM-2301	R2-5.1-101.	FEM-1257		
R20-4-903.	FM-2313	R20-6-2002.	PM-2586	R2-5.1-103.	FEM-1257		
R20-4-906.	FM-2313	R20-6-2501.	PN-2306	R2-5.1-104.	FEM-1257		
R20-4-907.	FM-2313	R20-6-2502.	PN-2306	Pharmacy, Board of			
R20-4-911.	FM-2313	R20-6-2503.	PN-2306	R4-23-110.	PM-509; FM-2363		
R20-4-912.	FM-2313	R20-6-2504.	PN-2306	R4-23-205.	PM-2619		
R20-4-915.	FM-2313	R20-6-2505.	PN-2306	R4-23-410.	PM-2619		
R20-4-916.	FM-2313	R20-6-2506.	PN-2306	R4-23-602.	PM-509; FM-2363		
R20-4-917.	FM-2313	R20-6-2507. Table 1.	PN-2306 PN-2306	R4-23-603.	PR-509; FR-2363		
R20-4-919.	FM-2313	Medical Board, Arizona			R4-23-607.	PM-509; FM-2363	
R20-4-920.	FM-2313	R4-16-701.	P#-1625; PN-1625	R4-23-670.	PM-2619		
R20-4-921.	FM-2313	R4-16-702.	P#-1625; PM-1625	R4-23-693.	PM-509; FM-2363		
R20-4-922.	FM-2313	R4-16-703.	P#-1625; PM-1625	R4-23-802.	PM-509; FM-2363		
R20-4-923.	FM-2313	Physical Therapy, Board of			R4-24-101.	FM-2377	
R20-4-924.	FM-2313				R4-24-104.	FM-2377	
R20-4-925.	FM-2313				R4-24-107.	FM-2377	
R20-4-926.	FM-2313				R4-24-201.	FM-2377	
R20-4-927.	FM-2313				R4-24-202.	FM-2377	
R20-4-928.	FM-2313				R4-24-203.	FM-2377	
						R4-24-204.	FM-2377
						R4-24-205.	FM-2377
						R4-24-207.	FM-2377

R4-24-208.	FM-2377	R4-28-306.	PM-1489	R1-1-104.	PM-1419
R4-24-209.	FM-2377	R4-28-307.	PN-1489	R1-1-105.	PM-1419
Table 1.	FM-2377	R4-28-401.	PM-1489	R1-1-106.	PM-1419
R4-24-210.	FM-2377	R4-28-402.	PM-1489	R1-1-107.	PM-1419
R4-24-211.	FM-2377	R4-28-403.	PM-1489	R1-1-108.	PR-1419;
R4-24-302.	FM-2377	R4-28-404.	PM-1489		PN-1419
R4-24-303.	FM-2377	R4-28-502.	PM-1489	R1-1-109.	PM-1419
R4-24-304.	FM-2377	R4-28-503.	PM-1489	R1-1-110.	PM-1419
R4-24-305.	FM-2377	R4-28-504.	PM-1489	R1-1-111.	PN-1419
R4-24-306.	FM-2377	R4-28-701.	PM-1489	R1-1-112.	PM-1419
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2025 RULES EFFECTIVE DATES CALENDAR

A.R.S. § 41-1032(A), as amended by Laws 2002, Ch. 334, § 8 (effective August 22, 2002), states that a rule generally becomes effective 60 days after the day it is filed with the Secretary of State's Office. The following table lists filing dates and effective dates for rules that follow this provision. Please also check the rulemaking Preamble for effective dates.

January		February		March		April		May		June	
Date Filed	Effective Date	Date Filed	Effective Date	Date Filed	Effective Date	Date Filed	Effective Date	Date Filed	Effective Date	Date Filed	Effective Date
1/1	3/2	2/1	4/2	3/1	4/30	4/1	5/31	5/1	6/30	6/1	7/31
1/2	3/3	2/2	4/3	3/2	5/1	4/2	6/1	5/2	7/1	6/2	8/1
1/3	3/4	2/3	4/4	3/3	5/2	4/3	6/2	5/3	7/2	6/3	8/2
1/4	3/5	2/4	4/5	3/4	5/3	4/4	6/3	5/4	7/3	6/4	8/3
1/5	3/6	2/5	4/6	3/5	5/4	4/5	6/4	5/5	7/4	6/5	8/4
1/6	3/7	2/6	4/7	3/6	5/5	4/6	6/5	5/6	7/5	6/6	8/5
1/7	3/8	2/7	4/8	3/7	5/6	4/7	6/6	5/7	7/6	6/7	8/6
1/8	3/9	2/8	4/9	3/8	5/7	4/8	6/7	5/8	7/7	6/8	8/7
1/9	3/10	2/9	4/10	3/9	5/8	4/9	6/8	5/9	7/8	6/9	8/8
1/10	3/11	2/10	4/11	3/10	5/9	4/10	6/9	5/10	7/9	6/10	8/9
1/11	3/12	2/11	4/12	3/11	5/10	4/11	6/10	5/11	7/10	6/11	8/10
1/12	3/13	2/12	4/13	3/12	5/11	4/12	6/11	5/12	7/11	6/12	8/11
1/13	3/14	2/13	4/14	3/13	5/12	4/13	6/12	5/13	7/12	6/13	8/12
1/14	3/15	2/14	4/15	3/14	5/13	4/14	6/13	5/14	7/13	6/14	8/13
1/15	3/16	2/15	4/16	3/15	5/14	4/15	6/14	5/15	7/14	6/15	8/14
1/16	3/17	2/16	4/17	3/16	5/15	4/16	6/15	5/16	7/15	6/16	8/15
1/17	3/18	2/17	4/18	3/17	5/16	4/17	6/16	5/17	7/16	6/17	8/16
1/18	3/19	2/18	4/19	3/18	5/17	4/18	6/17	5/18	7/17	6/18	8/17
1/19	3/20	2/19	4/20	3/19	5/18	4/19	6/18	5/19	7/18	6/19	8/18
1/20	3/21	2/20	4/21	3/20	5/19	4/20	6/19	5/20	7/19	6/20	8/19
1/21	3/22	2/21	4/22	3/21	5/20	4/21	6/20	5/21	7/20	6/21	8/20
1/22	3/23	2/22	4/23	3/22	5/21	4/22	6/21	5/22	7/21	6/22	8/21
1/23	3/24	2/23	4/24	3/23	5/22	4/23	6/22	5/23	7/22	6/23	8/22
1/24	3/25	2/24	4/25	3/24	5/23	4/24	6/23	5/24	7/23	6/24	8/23
1/25	3/26	2/25	4/26	3/25	5/24	4/25	6/24	5/25	7/24	6/25	8/24
1/26	3/27	2/26	4/27	3/26	5/25	4/26	6/25	5/26	7/25	6/26	8/25
1/27	3/28	2/27	4/28	3/27	5/26	4/27	6/26	5/27	7/26	6/27	8/26
1/28	3/29	2/28	4/29	3/28	5/27	4/28	6/27	5/28	7/27	6/28	8/27
1/29	3/30			3/29	5/28	4/29	6/28	5/29	7/28	6/29	8/28
1/30	3/31			3/30	5/29	4/30	6/29	5/30	7/29	6/30	8/29
1/31	4/1			3/31	5/30			5/31	7/30		

July		August		September		October		November		December	
Date Filed	Effective Date	Date Filed	Effective Date	Date Filed	Effective Date	Date Filed	Effective Date	Date Filed	Effective Date	Date Filed	Effective Date
7/1	8/30	8/1	9/30	9/1	10/31	10/1	11/30	11/1	12/31	12/1	1/30
7/2	8/31	8/2	10/1	9/2	11/1	10/2	12/1	11/2	1/1	12/2	1/31
7/3	9/1	8/3	10/2	9/3	11/2	10/3	12/2	11/3	1/2	12/3	2/1
7/4	9/2	8/4	10/3	9/4	11/3	10/4	12/3	11/4	1/3	12/4	2/2
7/5	9/3	8/5	10/4	9/5	11/4	10/5	12/4	11/5	1/4	12/5	2/3
7/6	9/4	8/6	10/5	9/6	11/5	10/6	12/5	11/6	1/5	12/6	2/4
7/7	9/5	8/7	10/6	9/7	11/6	10/7	12/6	11/7	1/6	12/7	2/5
7/8	9/6	8/8	10/7	9/8	11/7	10/8	12/7	11/8	1/7	12/8	2/6
7/9	9/7	8/9	10/8	9/9	11/8	10/9	12/8	11/9	1/8	12/9	2/7
7/10	9/8	8/10	10/9	9/10	11/9	10/10	12/9	11/10	1/9	12/10	2/8
7/11	9/9	8/11	10/10	9/11	11/10	10/11	12/10	11/11	1/10	12/11	2/9
7/12	9/10	8/12	10/11	9/12	11/11	10/12	12/11	11/12	1/11	12/12	2/10
7/13	9/11	8/13	10/12	9/13	11/12	10/13	12/12	11/13	1/12	12/13	2/11
7/14	9/12	8/14	10/13	9/14	11/13	10/14	12/13	11/14	1/13	12/14	2/12
7/15	9/13	8/15	10/14	9/15	11/14	10/15	12/14	11/15	1/14	12/15	2/13
7/16	9/14	8/16	10/15	9/16	11/15	10/16	12/15	11/16	1/15	12/16	2/14
7/17	9/15	8/17	10/16	9/17	11/16	10/17	12/16	11/17	1/16	12/17	2/15
7/18	9/16	8/18	10/17	9/18	11/17	10/18	12/17	11/18	1/17	12/18	2/16
7/19	9/17	8/19	10/18	9/19	11/18	10/19	12/18	11/19	1/18	12/19	2/17
7/20	9/18	8/20	10/19	9/20	11/19	10/20	12/19	11/20	1/19	12/20	2/18
7/21	9/19	8/21	10/20	9/21	11/20	10/21	12/20	11/21	1/20	12/21	2/19
7/22	9/20	8/22	10/21	9/22	11/21	10/22	12/21	11/22	1/21	12/22	2/20
7/23	9/21	8/23	10/22	9/23	11/22	10/23	12/22	11/23	1/22	12/23	2/21
7/24	9/22	8/24	10/23	9/24	11/23	10/24	12/23	11/24	1/23	12/24	2/22
7/25	9/23	8/25	10/24	9/25	11/24	10/25	12/24	11/25	1/24	12/25	2/23
7/26	9/24	8/26	10/25	9/26	11/25	10/26	12/25	11/26	1/25	12/26	2/24
7/27	9/25	8/27	10/26	9/27	11/26	10/27	12/26	11/27	1/26	12/27	2/25
7/28	9/26	8/28	10/27	9/28	11/27	10/28	12/27	11/28	1/27	12/28	2/26
7/29	9/27	8/29	10/28	9/29	11/28	10/29	12/28	11/29	1/28	12/29	2/27
7/30	9/28	8/30	10/29	9/30	11/29	10/30	12/29	11/30	1/29	12/30	2/28
7/31	9/29	8/31	10/30			10/31	12/30			12/31	3/1

REGISTER PUBLISHING DEADLINES

The Secretary of State's Office publishes the *Register* weekly. There is a three-week delay between the deadline date and the *Register* publication date. The weekly deadline dates (*first column*) and issue dates (*second column*) are shown below. Council meetings and *Register* deadlines do not correlate. Also listed are the earliest dates on which an oral proceeding can be held on proposed rulemakings or proposed delegation agreements, following publication of the notice in the *Register*.

Deadline Date Friday, 5:00 p.m. <small>(**early submission date due to holiday)</small>	Register Publication Date	Oral Proceeding may be scheduled on or after <small>(*later date due to holiday)</small>
May 16, 2025	June 6, 2025	July 7, 2025
May 23, 2025	June 13, 2025	July 14, 2025
May 30, 2025	June 20, 2025	July 21, 2025
June 6, 2025	June 27, 2025	July 28, 2025
June 13, 2025	July 4, 2025	August 4, 2025
June 20, 2025	July 11, 2025	August 11, 2025
June 27, 2025	July 18, 2025	August 18, 2025
**July 3, 2025	July 25, 2025	August 25, 2025
July 11, 2025	August 1, 2025	*September 2, 2025
July 18, 2025	August 8, 2025	September 8, 2025
July 25, 2025	August 15, 2025	September 15, 2025
August 1, 2025	August 22, 2025	September 22, 2025
August 8, 2025	August 29, 2025	September 29, 2025
August 15, 2025	September 5, 2025	October 6, 2025
August 22, 2025	September 12, 2025	*October 14, 2025
August 29, 2025	September 19, 2025	October 20, 2025
September 5, 2025	September 26, 2025	October 22, 2025
September 12, 2025	October 3, 2025	November 3, 2025
September 19, 2025	October 10, 2025	November 10, 2025
September 26, 2025	October 17, 2025	November 17, 2025
October 3, 2025	October 24, 2025	November 24, 2025
October 10, 2025	October 31, 2025	December 1, 2025
October 17, 2025	November 7, 2025	December 8, 2025
October 24, 2025	November 14, 2025	December 15, 2025
October 31, 2025	November 21, 2025	December 22, 2025
November 7, 2025	November 28, 2025	December 29, 2025
November 14, 2025	December 5, 2025	January 5, 2026
November 21, 2025	December 12, 2025	January 12, 2026
November 28, 2025	December 19, 2025	January 19, 2026

GOVERNOR’S REGULATORY REVIEW COUNCIL DEADLINES

The following deadlines apply to all Five-Year Review Reports and any adopted rule submitted to the Governor’s Regulatory Review Council. Council meetings and Register deadlines do not correlate. We publish these deadlines under A.R.S. § 41-1013(B)(15).

All rules and Five-Year Review Reports are due in the Council office by 5 p.m. of the deadline date. The Council’s office is located at 100 N. 15th Ave., Suite 305, Phoenix, AZ 85007. For more information, call (602) 542-2058 or visit <https://grrc.az.gov>.

GOVERNOR’S REGULATORY REVIEW COUNCIL DEADLINES FOR 2024/2025
(MEETING DATES ARE SUBJECT TO CHANGE)

[M24-54]

*Materials must be submitted by 5 P.M. on dates listed as a deadline for placement on a particular agenda. Placement on a particular agenda is not guaranteed.

DEADLINE FOR PLACEMENT ON AGENDA*	FINAL MATERIALS SUBMITTED TO COUNCIL	DATE OF COUNCIL STUDY SESSION	DATE OF COUNCIL MEETING
<i>Tuesday</i> April 22, 2025	<i>Tuesday</i> May 20, 2025	<i>Wednesday</i> May 28, 2025	<i>Tuesday</i> June 3, 2025
<i>Tuesday</i> May 20, 2025	<i>Tuesday</i> June 17, 2025	<i>Tuesday</i> June 24, 2025	<i>Tuesday</i> July 1, 2025
<i>Tuesday</i> June 17, 2025	<i>Tuesday</i> July 22, 2025	<i>Tuesday</i> July 29, 2025	<i>Tuesday</i> August 5, 2025
<i>Tuesday</i> July 22, 2025	<i>Tuesday</i> August 19, 2025	<i>Tuesday</i> August 26, 2025	<i>Wednesday</i> September 3, 2025
<i>Tuesday</i> August 19, 2025	<i>Tuesday</i> September 23, 2025	<i>Tuesday</i> September 30, 2025	<i>Tuesday</i> October 7, 2025
<i>Tuesday</i> September 23, 2025	<i>Tuesday</i> October 21, 2025	<i>Tuesday</i> October 28, 2025	<i>Tuesday</i> November 4, 2025
<i>Tuesday</i> October 21, 2025	<i>Tuesday</i> November 18, 2025	<i>Tuesday</i> November 25, 2025	<i>Tuesday</i> December 2, 2025
<i>Tuesday</i> December 23, 2025	<i>Wednesday</i> January 21, 2026	<i>Tuesday</i> January 27, 2026	<i>Tuesday</i> February 3, 2026