

CR 85-127

CERTIFICATE

STATE OF WISCONSIN )  
 ) SS  
DEPARTMENT OF PUBLIC INSTRUCTION)

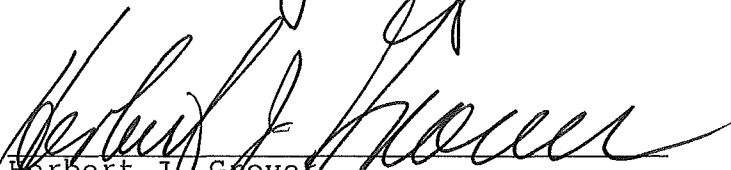
I, State Superintendent of the Department of Public Instruction and custodian of the official records of said department, do hereby certify that the annexed rule relating to teacher education program approval, program approval rules and appeal procedures was duly approved and adopted by this Department on the first day of the month following publication in the Wisconsin Administrative Register.

I further certify that said copy has been compared by me with the original on file in this Department and the same is a true copy thereof, and of the whole of such original.

RECEIVED

JAN 30 1986  
2:10 pm  
Revisor of Statutes  
Bureau

IN TESTIMONY WHEREOF, I hereunto set my hand and affixed the official seal of the Department at General Executive Facility (GEF) 3, 125 South Webster Street, P.O. Box 7841, in the city of Madison, this 29th day of January, 1986.

  
Herbert J. Grover  
State Superintendent  
State Department of Public Instruction

5-1-86

ORDER OF THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
REPEALING AND RECREATING RULES

- 1 To repeal and recreate Chapter PI 4 relating to teacher education program  
2 approval, program approval rules, and appeal procedures.

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Analysis Prepared by the Department of Public Instruction

This proposed amendment to the Administrative Code establishes program approval rules for the preparation of professional school personnel in both private and public colleges and universities in Wisconsin. It also establishes procedures for colleges and universities to follow in appealing a department finding of noncompliance with a program approval rule contained in chapter PI 4 or a certification rule contained in chapter PI 3.

The program approval rules have been developed to permit the department to carry out its statutory responsibility to approve all professional programs leading to certification for employment in public elementary and secondary schools in Wisconsin. The statutory authority for the adoption of the program approval plan for the certification of professional school personnel is provided in ss. 115.28(7) and ss. 118.19(3), Stats.

Section PI 3.02 directs the state superintendent to conduct an onsite review of all programs for the certification of professional school personnel on each campus engaged in the preparation of such personnel in Wisconsin at least once every five years. Also, section PI 3.02 requires that as new programs are developed or as changes are made in previously approved programs, they must be submitted to the department for approval. To administer the mandated program approval responsibilities, the state superintendent has developed, in addition to the certification rules contained in chapter PI 3, the program approval rules being proposed for chapter PI 4.

Program approval rules for special education, vocational education and graduate professional education programs leading to certification will be developed later for inclusion in chapter PI 4.

Chapter PI 4 relating to county supervising teachers and county superintendents of schools is obsolete. Section 39.20, Stats., which this chapter interpreted has been repealed, therefore the Administrative Rule is being repealed.

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- 3 Pursuant to the authority vested in the state superintendent of public instruction by  
4 ss. 115.28(7) and ss. 118.19(3), Stats., and interpreting ss. 115.28(7), Stats., the state  
5 superintendent hereby repeals and recreates rules as follows:

SECTION 1. Chapter PI 4 is repealed and recreated to read:

CHAPTER PI 4

TEACHER EDUCATION PROGRAM APPROVAL, PROGRAM APPROVAL RULES, AND APPEAL

Subchapter I  
DEFINITIONS

PI 4.01 Definitions

Subchapter II

TEACHER EDUCATION PROGRAM APPROVAL, APPEALS, AND REVIEW OF RULES

PI 4.02 Teacher Education Program Approval  
PI 4.025 Approval of Experimental and Innovative Programs  
PI 4.03 Appeal Procedure  
PI 4.04 Approval of Noncomplying Programs  
PI 4.05 Review and Modification of Rules

Subchapter III

ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

PI 4.06 Organization and Administration of Teacher Education

Subchapter IV

GENERAL AND PROFESSIONAL EDUCATION RULES

PI 4.07 General Education  
PI 4.08 Professional Education: Common Rules  
PI 4.09 Early Childhood and Kindergarten Education: Specific Rules  
PI 4.10 Early Childhood Exceptional Educational Needs: Specific Rules  
PI 4.11 Elementary Education: Specific Rules  
PI 4.12 Secondary Education: Specific Rules  
PI 4.13 Prestudent Teaching and Student Teaching Clinical Experiences Programs  
PI 4.14 Human Relations

Subchapter V

SPECIALTY AREA RULES

PI 4.15 Applicability  
PI 4.16 Anthropology  
PI 4.17 Art  
PI 4.18 Bilingual and Bicultural Education  
PI 4.19 Coaching Athletics  
PI 4.20 Computer Science  
PI 4.21 Dance  
PI 4.22 Drama  
PI 4.23 Driver Education  
PI 4.24 Economics  
PI 4.25 English  
PI 4.26 English as a Second Language  
PI 4.27 Foreign Languages

PI 4.28	Geography
PI 4.29	Health Education
PI 4.30	History
PI 4.31	Mathematics
PI 4.32	Choral, General, and Instrumental Music: Common Rules
PI 4.33	Choral Music
PI 4.34	General Music
PI 4.35	Instrumental Music
PI 4.36	Philosophy
PI 4.37	Physical Education
PI 4.38	Political Science
PI 4.39	Psychology
PI 4.40	Reading Teacher
PI 4.41	Reading Specialist
PI 4.42	Religious Studies
PI 4.43	Science: Common Rules
PI 4.44	Biology
PI 4.45	Chemistry
PI 4.46	Earth Science
PI 4.47	Physical Science
PI 4.48	Physics
PI 4.49	Sociology
PI 4.50	Speech

1 Subchapter I

2 DEFINITIONS

3 **PI 4.01 DEFINITIONS.** In this chapter: (1) "Clinical program" means supervised  
4 experiences in a school setting which provide practical experience for the teacher  
5 education student including prestudent teaching and student teaching.

6 (2) "Concentration" means a field of study in which a student completes at least 12  
7 semester credits and may receive certification.

8 (3) "Cooperating teacher" means a departmentally licensed teacher in a private or  
9 public nursery, elementary, middle, junior high, or high school who supervises student  
10 teachers in cooperation with the college or university supervising teacher and who meets  
11 criteria described in s. PI 3.26.

12 (4) "Department" means the Wisconsin department of public instruction.

13 (5) "General education program" means that component of the institution's  
14 baccalaureate degree program, in addition to course work taken in the major, minor,  
15 concentration, and the professional education sequence, which emphasizes the study of  
16 the behavioral and social sciences, fine arts, humanities, natural sciences, and  
17 mathematics.

1           (6) "Institution" means a private or public college or university engaged in the prepara-  
2           tion of professional school personnel in Wisconsin.

3           (7) "Major" means a field of study in which a student completes at least 34 semester  
4           credits and may receive certification.

5           (8) "Minor" means a field of study in which a student completes at least 22 semester  
6           credits and may receive certification.

7           (9) "Professional education sequence" means the educational foundations, the teaching  
8           materials and methodology course work, and the prestudent teaching and student teaching  
9           experiences designed for students enrolled in a teacher education program.

10          (10) "Professional education program" means the sequence of courses included in  
11          the baccalaureate degree for preparing professional school personnel for certification in  
12          the state of Wisconsin.

13          (11) "SCDE" means a school, college, or department of education in a private or  
14          public college or university engaged in the preparation of professional school personnel in  
15          Wisconsin.

16          (12) "State superintendent" means the superintendent of public instruction for the  
17          state of Wisconsin.

18          (13) "Student teacher" means a college or university student preparing for the  
19          teaching profession assigned to classroom practice through observation, participation, and  
20          actual teaching under the direction of a supervisor of student teachers and a cooperating  
21          teacher as a part of the professional education program offered by an institution.

22          (14) "Study of" means course work in a topic or discipline which may be accommodated  
23          by one or more units, modules, or courses.

24          (15) "Supervisor of student teacher" means a person employed by the institution who  
25          works with the cooperating teacher in the direction and supervision of student teaching  
26          experiences.

Subchapter II

TEACHER EDUCATION PROGRAM APPROVAL, APPEALS, AND REVIEW OF RULES

PI 4.02 TEACHER EDUCATION PROGRAM APPROVAL.

(1) SCOPE AND PURPOSE. The statutory authority for adoption of the program approval plan for the certification of professional school personnel is provided in ss. 115.28(7) and ss. 118.19(3), Stats. Section PI 3.02 directs the state superintendent to complete a site review of all programs for the certification of professional school personnel on each campus in Wisconsin at least once every five years. Section PI 3.02 requires that new programs and changes in previously approved programs must be submitted to the department for approval. To administer the mandated program approval responsibilities, the state superintendent has adopted, in addition to the certification rules contained in chapter PI 3, the program approval rules contained in chapter PI 4.

(2) STATE SUPERINTENDENT RESPONSIBILITY. The state superintendent shall approve professional education programs which lead to certification at both private and public institutions of higher education in Wisconsin.

(3) IMPLEMENTATION. (a) Upon the effective date of this chapter, the state superintendent shall utilize the requirements of this chapter in all reviews of professional education programs leading to certification.

(b) By January 1, 1987, all institutions and SCDEs which offer professional education programs leading to certification in Wisconsin shall submit to the department, for departmental approval, written evidence that their program complies with the requirements of this chapter, or a plan and timetable, subject to departmental approval, which ensures that students who enroll at the institution after July 1, 1987, and graduate after August 30, 1990, shall be able to complete each requirement of this chapter.

(c) Institutions and SCDEs may permit students who have been admitted into a professional education program leading to certification prior to July 1, 1987, to complete the program based upon the standards which were in effect at the time of the student's admission into the program.

1 (4) NONCOMPLIANCE WITH RULES. (a) After reviewing teacher education programs,  
2 the state superintendent shall either grant approval or conditional approval in accordance  
3 with s. PI 4.04, or deny approval to each program in writing. In granting conditional  
4 approval to a program, the state superintendent shall cite the action needed and time  
5 period to accomplish compliance with chapter PI 3 or PI 4. Failure to comply with the  
6 provisions of chapter PI 3 or PI 4 shall lead the state superintendent to deny or withdraw  
7 approval of the program leading to certification. In denying approval to a program, the  
8 state superintendent shall cite the rules in chapter PI 3 or PI 4 with which the institution  
9 or the SCDE is in noncompliance.

10 (b) If approval of the program leading to certification is denied by the state superin-  
11 tendent, the SCDE shall either commence an appeal in accordance with s. PI 4.03 or shall  
12 provide notice to prospective and currently enrolled students of nonapproval of the program  
13 leading to certification.

14 PI 4.025 APPROVAL OF EXPERIMENTAL AND INNOVATIVE PROGRAMS. (1) An  
15 institution may petition the state superintendent to offer an experimental or innovative  
16 program which is not in compliance with rules contained in this chapter. The institution  
17 shall present a plan for the program to the state superintendent who shall hold a public  
18 hearing and approve it prior to implementation. Experimental and innovative programs  
19 may include the following:

20 (a) Programs designed to develop new approaches, new arrangements, or new  
21 contexts for the preparation of school personnel.

22 (b) Programs designed to meet the special needs of particular segments of society  
23 such as minority, disadvantaged, or nontraditional students.

24 (c) Programs designed to prepare school personnel for new types of positions that  
25 are emerging in the elementary or secondary schools.

26 (2) The state superintendent may specify the number of years for the program to  
27 operate and shall require a plan of evaluation.

1        **PI 4.03 APPEAL PROCEDURE.** (1) An institution aggrieved by a departmental

2 decision that it is not in compliance with a program approval rule under chapter PI 4 or a  
3 certification rule under chapter PI 3, or by a departmental decision as to the time period  
4 within which compliance must be shown, may appeal such decision only upon the following  
5 grounds:

6        (a) The department's decision was based on material errors of fact; or

7        (b) The department's decision was arbitrary or capricious.

8        (2) An institution shall commence an appeal by sending a written notice of appeal to  
9 the state superintendent by certified mail within 30 days after the institution received  
10 formal notice of the department's decision. The notice of appeal shall set forth the reasons  
11 for the appeal and the grounds upon which the appeal is based and shall be signed by the  
12 institution's chief administrator.

13        (3) The state superintendent shall appoint an impartial hearing panel to hear appeals  
14 and make recommendations to the state superintendent. The hearing shall be held within  
15 60 days after the appeal is received. No employee of the appealing institution, departmental  
16 employee or other person who was involved in making the departmental decision which is  
17 the subject of the appeal may serve on the hearing panel. The state superintendent shall  
18 periodically solicit, from both institutions of higher education and elementary and secondary  
19 education, names of persons to serve on hearing panels.

20        (4) Evidence of program or institutional changes implemented after the evaluation  
21 team's decision shall not be admissible at the hearing.

22        (5) Based on the evidence presented at the hearing and the recommendation of the  
23 hearing panel, the state superintendent or designee shall either affirm, modify, or reverse  
24 the decision which is the subject of the appeal. If the decision is affirmed, the state  
25 superintendent may require the appellant either to agree in writing to meet the conditions  
26 established by the state superintendent to comply with chapter PI 3 and chapter PI 4, or  
27 the state superintendent shall deny or withdraw approval of the program leading to



1 certification and the SCDE shall provide notice to prospective and currently enrolled  
2 students of nonapproval of the program leading to certification.

3 **PI 4.04 CONDITIONAL APPROVAL OF NONCOMPLYING PROGRAMS.** The

4 department may not approve any teacher preparation program which is not in compliance  
5 with the requirements of this chapter. The state superintendent may grant conditional  
6 approval to a program under the following conditions:

7 (1) The institution which sponsors the program submits to the department a program  
8 of remedial measures including a timetable for completion of such measures which will  
9 bring the teacher preparation program into compliance with all the requirements of this  
10 chapter; and

11 (2) The department is satisfied that such remedial measures will be implemented in  
12 a timely manner so that graduates of such a program shall have completed all work required  
13 by this chapter for approved teacher preparation programs.

14 **PI 4.05 REVIEW AND MODIFICATION OF RULES.** Each section of this chapter  
15 shall be reviewed at least once every five years. The state superintendent shall appoint  
16 committees composed of representatives from institutions of higher education including  
17 administrators, academic faculty and education faculty, and representatives from local  
18 school districts including teachers, administrators, principals and school board members to  
19 review the standards contained in this chapter and to recommend modifications of the  
20 standards to the state superintendent. The review process shall begin upon publication of  
21 this chapter.

22 Subchapter III

23 ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

24 **PI 4.06 ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION.**

25 (1) PURPOSES AND GOALS. The institution shall include a statement of the  
26 purposes and goals of all professional education programs in printed materials used to  
27 describe those programs.

1 (2) ORGANIZATION AND GOVERNANCE. (a) The institution shall have written  
2 evidence that its governing body recognizes and fulfills its responsibility to the SCDE.

3 (b) The institution shall have an organizational chart of its administrative structure  
4 including the position and relationships of the SCDE within that structure.

5 (c) The institution shall have written policies pertaining to professional development  
6 for teacher education faculty; teacher education faculty teaching load; and teacher  
7 education faculty service in professional development on a local, state, regional, and  
8 national basis. Copies of the policies shall be made available to the teacher education  
9 faculty and administrators.

10 (d) The SCDE shall have primary responsibility for the design, development, imple-  
11 mentation, and evaluation of professional education sequences.

12 (e) The SCDE shall be administered by one faculty member who has assigned time  
13 for that responsibility.

14 (f) The SCDE shall have published policies and procedures of operation that insure  
15 SCDE faculty participation in planning, implementing, and evaluating the teaching majors,  
16 minors, concentrations, professional education sequences, and general education programs.

17 (g) The SCDE shall have written evidence that students, graduates, and local school  
18 district personnel including teachers, principals, administrators, and school board members  
19 have been involved in program planning, development, and evaluation.

20 (h) The SCDE shall have written evidence that it has designed and implemented a  
21 systematic process for evaluating the clinical program in cooperation with school district  
22 personnel including teachers, principals, administrators and school board members from  
23 cooperating school districts.

24 (i) The SCDE shall have written evidence that an advisory council composed of  
25 students; graduates; lay citizens including parents of students attending elementary and  
26 secondary schools; members of professional education organizations; and local school  
27 district personnel including teachers, principals, administrators and school board members  
28 have been consulted in program development and evaluation.

1           (3) FACULTY. (a) The institution shall have written evidence that each teaching  
2 major, minor, concentration, and each professional sequence is administered by a faculty  
3 member holding a minimum of a master's degree or its equivalent. This faculty member's  
4 primary responsibility shall be to the major, minor, concentration, or professional education  
5 sequence headed, and the master's degree or equivalent shall be in the principal discipline  
6 of that program or sequence.

7           (b) The institution shall have written evidence that faculty members who teach in a  
8 teaching major, minor, concentration, or in a professional sequence have preparation related  
9 specifically to their assignments.

10          (c) The institution shall have written evidence that faculty members who teach  
11 courses in each professional sequence are knowledgeable about current elementary and  
12 secondary school curricula, practices and requirements.

13          (d) The institution shall have policies for the selection, retention, and promotion of  
14 teacher education personnel which will contribute to the employment and retention of  
15 competent teacher education faculty members.

16          (e) The institution shall establish faculty exchange programs, clinical or adjunct  
17 professorships, or other opportunities to actively involve elementary and secondary school  
18 teachers, principals and administrators in preservice teacher preparation programs and to  
19 actively involve teacher educators in elementary and secondary school programs.

20          (f) The institution shall provide that the total service load shall be interpreted to  
21 include regular instruction on campus, extension teaching, committee assignments, extra-  
22 curricular activities, and supervisory responsibilities in connection with thesis advisement.  
23 The total service load shall also include assignments to clinical programs; independent  
24 study; advisory and consultative services; testing, psychological, and guidance services;  
25 research and writing; student advisory duties; and recruitment, selection, and admission of  
26 students.

1           (4) FACILITIES, INSTRUCTIONAL MATERIALS, AND EQUIPMENT. (a) The institu-  
2 tion shall provide a library as the primary materials resource center of the institution.

3 The library shall adequately support the instruction, research, and services pertinent to  
4 the needs of professional education programs. Materials shall be organized and indexed in  
5 such a way that faculty and students can easily locate and gain access to materials housed  
6 at the institution and to materials housed elsewhere through an interlibrary loan procedure.

7           (b) The institution shall provide professionally staffed libraries and instructional  
8 materials centers to meet the stated professional education purposes and goals.

9           (c) The institution shall maintain a materials laboratory or centers, either as a part  
10 of the library or as one or more separate units, which shall house a collection of printed  
11 and audiovisual materials, teaching aids, courses of study, and materials for the evaluation  
12 of learning. The laboratory or centers shall be directed by professionally qualified staff  
13 with expertise in the instructional materials and media used in elementary and secondary  
14 schools.

15           (d) The institution shall make available instructional teaching and learning materials  
16 and equipment to students and faculty as well as provide instruction in production, utiliza-  
17 tion, organization, and preservation of such materials and equipment.

18           (e) The institution shall make available to its students knowledge of current educa-  
19 tional technology and experience in its use.

20           (f) The institution shall provide laboratories, laboratory supplies, and specialized  
21 furniture and equipment needed for the professional education programs. Space and equip-  
22 ment shall be adequate for conducting and recording actual and simulated instructional  
23 activities.

24           (5) STUDENT SERVICES. (a) The institution shall provide students with written  
25 information describing its student services including career guidance and placement and  
26 the procedures for using these services, and information on employment opportunities in  
27 Wisconsin and the United States for graduates of education programs.

1 (b) The institution shall maintain a cumulative record on each of its students which  
2 includes a transcript and written evaluations of field experiences.

3 (c) The SCDE shall provide each student, upon admission to the professional education  
4 program, with an advisor and written information describing the professional education  
5 programs leading to certification.

6 (6) STUDENT ADMISSION, RETENTION, COMPLETION, AND FOLLOW-UP. (a) The  
7 SCDE shall establish standards for admission to professional education programs leading  
8 to certification which shall include the following:

9 1. A cumulative grade point average of not less than 2.5 on a 4.0 scale computed  
10 on at least 40 semester credits of collegiate level course work; or standing in the upper  
11 50% of the class as determined by written institutional policy. Exceptions to the established  
12 minimum grade point average or the class standing requirement may be granted to no  
13 more than 10% of the total number of students admitted to the preparation program for  
14 each admission period. The SCDE shall adopt written policies and procedures pertaining  
15 to exercising exceptions to the established minimum grade point average and the class  
16 standing requirement. The written policies and procedures pertaining to exercising excep-  
17 tions shall include a student appeal process.

18 2. Demonstrated proficiency in speaking and listening as determined by the  
19 institution.

20 3. A passing score on a standardized examination in mathematics, in reading, and  
21 in writing. The standardized examination and the passing score shall be determined by the  
22 state superintendent. The standardized examination may not be taken more than 3 times.

23 (b) The institution shall obtain and maintain information relative to candidates  
24 applying for admission to the professional education program. The information maintained  
25 shall include high school transcript, rank in high school graduating class, high school grade  
26 point average, scores on standardized tests such as the ACT and the SAT, and the grade  
27 point average and class rank at admission to the professional education program.

1 (c) The SCDE shall establish standards to recommend students for certification which  
2 shall include but not be limited to the following:

3 1. a. A minimum grade point average of 2.75 on a 4.0 scale based on course work  
4 in the major, minor, and concentration, and in professional education course work except  
5 student teaching; or standing in the upper 50 percent of the class as determined by written  
6 institutional policy.

7 b. A written policy adopted by the institution and approved by the department  
8 after a public hearing which assures that those recommended are in the upper 50 percent  
9 of all students receiving baccalaureate degrees in Wisconsin in each graduation period.  
10 The policy shall include both comprehensive evaluation procedures and substantive, written  
11 evidence of both subjective information and objective measures.

12 c. Exceptions to subpar. a. or b. may be granted to no more than 10 percent of  
13 the total number of students completing certification programs in each graduation period.  
14 The SCDE shall adopt written policies and procedures pertaining to exercising exceptions  
15 which shall include a student appeal process.

16 2. Successful completion of the SCDE student teaching requirement.

17 3. A passing score on a standardized examination in each certification major,  
18 minor and concentration. The standardized examination will be administered by the depart-  
19 ment and the passing score shall be determined by the state superintendent. The  
20 standardized examinations may not be taken more than 3 times. The state superintendent  
21 may exempt specific programs from the requirements of this subdivision or may modify  
22 the administration and format of the examination if valid and reliable examinations are  
23 not commercially available or if the number of licensures in a specific area does not justify  
24 the development of a valid, reliable examination.

25 (d) The institution shall have a written plan and program for the recruitment of  
26 students from a diversity of ethnic and racial backgrounds into teacher education programs  
27 and for the retention and completion of minority students in these programs.

1 (e) The SCDE shall have a written plan for evaluating the performance of its  
2 graduates. The evaluation plan shall be designed to provide information which may be  
3 used to improve teacher preparation programs and to improve practices pertaining to  
4 admission, retention, and completion. The evaluation plan shall be designed to gain  
5 information from graduates and from school personnel in the schools in which the  
6 graduates have been employed.

7 (f) The SCDE shall have written evaluation procedures and evidence to assess the  
8 knowledge, skills and competency of its students when they complete professional  
9 education programs and apply for recommendation for certification. Students shall be  
10 informed of these evaluation procedures.

11 Subchapter IV

12 GENERAL AND PROFESSIONAL EDUCATION RULES

13 **PI 4.07 GENERAL EDUCATION.** All professional education programs leading to  
14 certification shall meet the following general education requirements:

15 (1) The general education component shall constitute at least one-third of the  
16 semester hours in collegiate level course work required for the institution's baccalaureate  
17 degree. Course work included in the professional sequence and major, minor, or  
18 concentration may not be included in the general education component.

19 (2) The institution shall provide evidence of a process for coordinating the planning,  
20 development, implementation, and evaluation of the general education program among  
21 those departments offering courses in the general education program and the SCDE to  
22 assure that the goals of general education for teacher education programs are achieved.

23 (3) The program shall require study of the following unless the student's major,  
24 minor, or concentration includes the same course work:

25 (a) Written and oral communication.

26 (b) Mathematics.

27 (c) Fine arts.

1 (d) Social studies including national, state, and local government.

2 (e) Biological and physical sciences.

3 (f) Humanities including literature.

4 (g) Western and non-Western history or contemporary culture.

5 **PI 4.08 PROFESSIONAL EDUCATION RULES: COMMON RULES.** All professional

6 education programs leading to certification shall meet the following standards:

7 (1) The program shall require study of the historical, philosophical, and social founda-  
8 tions underlying the development and purpose of education and current trends, issues, and  
9 various approaches in the specific professional education program in the United States and  
10 in Wisconsin.

11 (2) The program shall require study of the legal, political, and economic aspects and  
12 the governance of education and the organization, operation, policy making, and adminis-  
13 tration of schools and educational programs in the United States and in Wisconsin.

14 (3) The program shall require study to develop an understanding of the diverse family,  
15 cultural, and socioeconomic backgrounds of pupils.

16 (4) The program shall require study and experience specifically designed to develop  
17 the competencies needed to teach critical thinking.

18 (5) The program shall require study of issues relating to children at risk including  
19 the pertinent law concerning child abuse and neglect; suicide; alcohol and other drug abuse;  
20 school age parents; delinquency and truancy; developmental disabilities; and the child  
21 welfare system including the children's code, juvenile justice, public health, and social  
22 services.

23 (6) The program shall require study of pupil services programs and their relationship  
24 to other aspects of the total school program.

25 (7) The program shall require study of educational psychology including principles  
26 and theories of learning.



1 (8) The program shall require study of methods of identifying and evaluating the  
2 social, emotional, psychological, and physical behaviors of pupils as these behaviors may  
3 affect learning.

4 (9) The program shall require study to develop knowledge and skills in methods of  
5 creating a positive physical, psychological, and social teaching and learning environment.

6 (10) The program shall require study of educational research and practice related to  
7 classroom management and classroom organization.

8 (11) The program shall require study of methods and materials needed to evaluate  
9 and to report pupil progress including the development, administration, scoring, interpreta-  
10 tion and validation of teacher developed and standardized tests.

11 (12) The program shall require study of the use of the library and other instructional  
12 resources.

13 (13) The program shall require study of school instructional media programs,  
14 experience in evaluating and using instructional materials and equipment including  
15 computers, and experience in creating graphic and audiovisual materials designed to meet  
16 specific learning objectives.

17 (14) The program shall require study of the profession including the roles and responsi-  
18 bilities of the school board, the school superintendent, principals and teachers, and profes-  
19 sional associations, organizations and learned societies.

20 **PI 4.09 EARLY CHILDHOOD AND KINDERGARTEN EDUCATION: SPECIFIC**  
21 **RULES.** All professional education programs leading to certification in early childhood  
22 and kindergarten education shall meet the following standards:

23 (1) The program shall require study of the principles and theories of child growth  
24 and development including a background in biological, cognitive, psychomotor, emotional,  
25 and social development and their relationship to learning.

26 (2) The program shall require study and experience in methods of child study.

1 (3) The program shall require study designed to develop knowledge and skills for  
2 identifying and teaching children with exceptional educational needs and talents.

3 (4) The program shall require study of curriculum planning and evaluation based  
4 upon developmental approaches to the function and guidance of play.

5 (5) The program shall require study of curriculum development, implementation,  
6 and evaluation based upon child developmental approaches and educational research and  
7 practice in the areas of children's literature; creative arts; environmental education;  
8 language arts including reading, writing, speaking, and listening; mathematics; motor  
9 development; physical and mental health; science; and social studies.

10 (6) The program shall require study and experiences designed to develop skills in  
11 working with other personnel in the early childhood and kindergarten education program  
12 and skills in promoting family and community involvement in the early childhood and kinder-  
13 garten program.

14 (7) The program shall require study of the administration and organization of early  
15 childhood education programs; program and staff development, supervision, and evaluation;  
16 financial management; accreditation and licensing; relationships with parents, advisory  
17 groups and community agencies; and the use of community resources. Compliance with  
18 this subsection is not required for certification as a kindergarten teacher.

19 **PI 4.10 EARLY CHILDHOOD EXCEPTIONAL EDUCATIONAL NEEDS: SPECIFIC**

20 **RULES.** All professional education programs leading to certification in early childhood  
21 exceptional educational needs shall meet the following standards:

22 (1) The program shall require study of the principles and theories of child growth  
23 and development including cognitive, emotional, psychological, psychomotor, and social  
24 development and their relationship to learning.

25 (2) The program shall require study of methods of teaching in regular early childhood  
26 educational programs.

1 (3) The program shall require study to develop the ability to assist in the develop-  
2 ment, implementation, and evaluation of screening procedures for the purpose of identifying  
3 young children with exceptional educational needs.

4 (4) The program shall require study to develop the ability to assist in the assessment  
5 of children's cognitive, emotional, language, motor, self-help, and social development for  
6 the purpose of providing appropriate educational services.

7 (5) The program shall require study to develop the ability to plan, develop, implement,  
8 and evaluate curricular strategies and individual and group instructional activities designed  
9 to achieve habilitation and rehabilitation objectives in all developmental areas.

10 (6) The program shall require study to develop the ability to plan, develop, implement,  
11 and evaluate activities for the involvement of parents and others responsible for the primary  
12 care of young children with exceptional educational needs.

13 (7) The program shall require study and experiences to develop skills in working  
14 with other persons in the early childhood exceptional educational needs setting including  
15 both volunteer and paid teacher aides.

16 (8) The program shall require study to develop the ability to locate and secure the  
17 cooperation of other agencies, groups, and individuals in the provision of educational ser-  
18 vices for young exceptional children and those persons responsible for their care.

19 **PI 4.11 ELEMENTARY EDUCATION: SPECIFIC RULES.** All professional education  
20 programs leading to certification in elementary education shall meet the following  
21 standards:

22 (1) The program shall require completion of a certification minor or other minor of  
23 at least 22 semester credits approved by the state superintendent.

24 (2) The program shall require study of the principles and theories of child growth  
25 and development including cognitive, emotional, physiological, and social development and  
26 their relationship to learning.

1 (3) The program shall require study to develop knowledge and skills for identifying  
2 and teaching children with exceptional educational needs and talents.

3 (4) The program shall require study of the content of subjects taught in elementary  
4 schools including art; children's literature; environmental education; health education;  
5 language arts including reading, writing, speaking, and listening; mathematics; music;  
6 physical education; science; and social studies.

7 (5) The program shall require study of the teaching methods, instructional materials,  
8 and evaluation techniques in each of the subjects taught in elementary schools including  
9 art; children's literature; environmental education; health education; language arts including  
10 reading, writing, speaking, and listening; mathematics; music; physical education; science;  
11 and social studies.

12 (6) The program shall require study of educational research and practice related to  
13 curriculum development, implementation, and evaluation in art; children's literature;  
14 environmental education; health education; guidance; language arts including reading,  
15 writing, speaking, and listening; mathematics; music; physical education; science; and  
16 social studies.

17 (7) The program shall require study of program, curriculum, and instructional  
18 approaches which contribute to the preparation of pupils for work including career explora-  
19 tion, practical application of the basic skills, economics and American economic institu-  
20 tions, and employability skills and attitudes.

21 (8) The program shall provide study and experiences designed to develop skills in  
22 working with other school personnel and skills in promoting family and community involve-  
23 ment in the elementary school program.

24 **PI 4.12 SECONDARY EDUCATION: SPECIFIC RULES.** All professional education  
25 programs leading to certification in secondary education shall meet the following standards:

26 (1) The program shall require study of the principles and theories of preadolescent

1 and adolescent psychology including cognitive, emotional, psychological, and social develop-  
2 ment and their relationship to learning.

3 (2) The program shall require study to develop knowledge and skills for identifying  
4 and teaching children and youth with exceptional educational needs and talents.

5 (3) The program shall require study of teaching methods, instructional materials,  
6 and evaluation techniques in each of the specializations in which the student will seek  
7 certification.

8 (4) The program shall require study of the teaching of reading.

9 (5) The program shall require study of educational research and practice related to  
10 curriculum development, implementation, and evaluation.

11 (6) The program shall require study of program, curriculum, and instructional  
12 approaches which contribute to the preparation of pupils for work including career  
13 exploration and planning; practical application of the basic skills; employability skills and  
14 attitudes; knowledge of economics and American economic institutions including business  
15 operations, agriculture, and labor; entrepreneurship; and the development of specific  
16 occupational skills.

17 (7) The program shall require study and experiences to develop skills in working  
18 with other school personnel and in promoting family and community involvement in the  
19 secondary school program.

20 **PI 4.13 PRESTUDENT TEACHING AND STUDENT TEACHING CLINICAL EXPERIENCE**

21 **PROGRAMS.** The SCDE shall arrange for prestudent teaching, student teaching and other  
22 supervised clinical experiences in elementary and secondary school settings. The agree-  
23 ments and working relationships between the schools and the institution shall depend  
24 principally upon school policy and negotiated agreements. The agreements established  
25 regarding the clinical experience programs shall be mutually developed by personnel from  
26 participating schools and from the SCDE.

1 (1) PRESTUDENT TEACHING CLINICAL EXPERIENCE PROGRAMS. The prestudent  
2 teaching clinical experience program shall meet the following requirements:

3 (a) The program shall require prestudent teaching clinical experiences which are  
4 developmental in scope and sequence and which occur in a variety of school settings.  
5 These experiences shall begin no later than entry into the professional education program  
6 and shall be completed prior to beginning student teaching.

7 (b) The SCDE shall develop written policies and procedures describing the prestudent  
8 teaching clinical program and communicate these policies and procedures to students in  
9 professional education programs, faculty involved in teacher education, and participating  
10 school personnel including cooperating teachers. The policies and procedures shall include  
11 but not be limited to the following:

- 12 1. Criteria for admission to the prestudent teaching clinical program.
- 13 2. Objectives to be fulfilled by each participating student in the prestudent teaching  
14 clinical program.
- 15 3. Criteria for evaluation and retention of students enrolled in the prestudent  
16 teaching clinical program.

17 (c) The SCDE shall require that each student, under the supervision of professional  
18 school personnel, complete a prestudent teaching clinical program consisting of a minimum  
19 of 100 clock hours of experience working directly with children and youth within a school  
20 or other instructional setting.

21 (d) The SCDE shall require during the prestudent teaching clinical program experience  
22 at least 2 written evaluations of each student based upon observations by the cooperating  
23 teacher or by the SCDE supervisor.

24 (e) The institution shall insure that at least one member of the SCDE has assigned  
25 time to function as the designated administrator and coordinator of all prestudent teaching  
26 and clinical experiences.

1 (2) STUDENT TEACHING PROGRAM. The student teaching program shall meet  
2 the following requirements:

3 (a) The SCDE shall require student teaching experiences which are developmental in  
4 scope and sequence and which occur in school settings.

5 (b) The SCDE shall develop written policies and procedures describing the student  
6 teaching program and communicate these policies and procedures to students in professional  
7 education programs, to faculty involved in these programs, and to participating school  
8 personnel including cooperating teachers. These policies and procedures shall include but  
9 not be limited to the following:

10 1. Criteria for admission to student teaching including competence in the area of  
11 academic specialization, competence in the professional sequence, and competence in the  
12 prestudent teaching clinical experience as determined by professional personnel who  
13 directly supervised the student during that experience.

14 2. Objectives to be fulfilled by each participating student teacher including various  
15 activities usually performed by a teacher in a school setting including but not limited to  
16 instruction, supervision, pupil evaluation, conferences with parents, and faculty meetings.

17 3. Criteria for evaluation and retention of students enrolled in the student teaching  
18 program.

19 (c) The SCDE shall require that faculty teaching the methods courses have direct  
20 involvement each year in elementary and secondary school classrooms in the area of their  
21 professional responsibilities which may include participation in the supervision of student  
22 teachers.

23 (d) The SCDE shall require that student teaching be a full day, full semester  
24 experience following the daily schedule and semester calendar of the cooperating school.  
25 Exceptions may be granted when the midyear calendars of the cooperating school and the  
26 institution are in conflict and would prohibit students from attending classes in accord  
27 with the midyear calendar of the institution.

1 (e) The SCDE shall provide that at least one member of the SCDE has assigned time  
2 to function as the designated administrator and coordinator of the student teaching clinical  
3 experiences.

4 (f) The SCDE shall assign a primary supervisor to each student teacher and shall  
5 ensure that each primary supervisor has had at least three years of successful teaching  
6 experience in elementary or secondary schools.

7 (g) The institution shall provide assistance to student teachers by supervisors with  
8 experience and expertise in the specialty subject matter areas and at the grade level of  
9 pupils being taught by the student teacher.

10 (h) The SCDE shall require that cooperating teachers participating in the student  
11 teaching experience be selected by personnel from the cooperating schools and from the  
12 SCDE. Personnel from the cooperating schools shall include teachers.

13 (i) The SCDE shall require that a minimum of 4 classroom supervisory visits of at  
14 least one hour in length are made to each student teacher by the SCDE primary supervisor.  
15 Supervisors with experience and expertise in the specialty subject matter areas and at the  
16 grade level of pupils being taught by the student teacher shall participate in the classroom  
17 supervision.

18 (j) The SCDE shall require during the student teaching experience at least 4 written  
19 evaluations of each student based upon classroom observations by the cooperating teacher  
20 and by the SCDE supervisor. Evaluation procedures shall include at least 2 conferences  
21 involving the student teacher, the cooperating teacher, and the SCDE supervisors. The  
22 cooperating teacher's evaluation of the student teacher shall become part of the student's  
23 permanent record. Other evaluations by elementary and secondary professional school  
24 personnel which attest to the competency of the student as a prospective teacher may  
25 also be included in the permanent record. The student teacher shall determine the  
26 evaluations which may be available to prospective employers.



1            **PI 4.14 HUMAN RELATIONS.** All professional education programs leading to certifi-  
2 cation shall provide study and experiences in human relations. The program shall meet  
3 the following requirements:

4            (1) The institution shall have written evidence that members of various racial,  
5 cultural, and economic groups including at least three of the following designated minority  
6 groups: African-Americans, American Indians, Asian-Americans, Hispanic-Americans,  
7 and Pacific Islander-Americans; foreign born persons, disabled persons, and majority and  
8 minority low income persons and representatives of both sexes have participated in the  
9 development of the human relations program for professional school personnel.

10           (2) The program shall require study in the theory and application of human relations  
11 practices including skill building activities in identifying and constructively responding to  
12 expressions or acts which devalue other persons.

13           (3) The program shall require study of the history, culture, customs, social  
14 institutions values, lifestyles, and contributions of women and various racial, cultural, and  
15 economic groups, including African-Americans, American Indians, Asian-Americans,  
16 Hispanic-Americans, and Pacific Islander-Americans in the United States.

17           (4) The program shall require study of the psychological and social implications of  
18 the forces of discrimination, especially racism and sexism, and their broader impact on  
19 relationships among members of various groups in American society.

20           (5) The program shall require study in the philosophical and psychological bases of  
21 the development and change of attitudes.

22           (6) The program shall require experiences for students to systematically evaluate  
23 the impact of the forces of discrimination, especially racism and sexism, on language,  
24 instructional materials, learning activities, learning styles, interaction between staff and  
25 students, tests and measurement, and school environments.

26           (7) The program shall require experiences in assessing a curriculum and in making  
27 modifications, if necessary, to assure multicultural and nonsexist content.

1           (8) The program shall require a minimum of 50 documented clock hours of direct  
2 involvement with adult and pupil members of a group whose background the student does  
3 not share including at least one of the following designated minority groups: African-  
4 Americans, American Indians, Asian-Americans, Hispanic-Americans, and Pacific  
5 Islander-Americans; and with foreign born persons, disabled persons and with various  
6 socioeconomic groups including low income. That part of the required 50 clock hours of  
7 direct involvement which is with pupils may be accommodated as a part of prestudent  
8 teaching and student teaching requirements.

9           (9) The institution shall provide that the evaluation of student teachers addresses  
10 their competence in human relations skills, knowledge, and attitudes.

11           (10) The institution shall have a written evaluation plan of the effectiveness of its  
12 implementation of the human relations program in the areas of administration, program  
13 development, community input, and ongoing monitoring responsibilities.

Subchapter V

SPECIALTY AREA RULES

1  
2  
3 **PI 4.15 APPLICABILITY.** Sections PI 4.16 through 4.50 contain the specific standards  
4 for certification programs in areas in which professional education students may complete  
5 a major, minor, or a concentration. Chapter PI 3 contains the specific certification require-  
6 ments for each type of certification.

7 **PI 4.16 ANTHROPOLOGY.** A professional education program leading to certification  
8 in anthropology shall meet the following standards: (1) The program shall require study in  
9 each of the major subdivisions recognized in American anthropology as follows:

10 (a) Cultural or social anthropology including examples of social structural, political,  
11 economic, and ideological analyses; a survey of the principal culture areas of the world  
12 with a sampling of representative societies from each, and principles of cultural ecology  
13 with knowledge of societal roles in the conservation of natural and cultural resources.

14 (b) Archaeology and prehistory including a survey of world prehistory; general  
15 cultural evolution including relevance of early hominid cultural patterns to the shaping of  
16 modern societies.

17 (c) Physical or biological anthropology including primate and human evolution and  
18 hominid fossils, human genetics and populations, the human skeleton, and ecological factors  
19 including nutrition and disease vectors that affect human individual and societal develop-  
20 ment and health.

21 (d) Linguistics including communication among infrahuman primates and other social  
22 animals, language and cognition, and sociolinguistics.

23 (e) Applied anthropology including examples of the application of anthropological  
24 principles and theories to problems of modern societies, urban anthropology, anthropology  
25 of education, and exercises in anthropological analyses of one's own experiences.

26 (2) The program shall require study of the history and context of the discipline of  
27 anthropology including:

1 (a) Theories of sociocultural change as proposed by major anthropological theorists  
2 of the nineteenth and twentieth centuries, the historical relationship between the develop-  
3 ment of anthropology and Western colonialist nations including the United States; and the  
4 United States' conquest and management of American Indians, with the effect of these  
5 phenomena upon American anthropological studies and theories.

6 (b) Philosophical bases of anthropological theories and philosophy and history of  
7 science and their relevance to anthropology.

8 (3) The program shall require study of the history and cultures of Wisconsin Indians.

9 (4) The program shall require study designed to develop an appreciation of the dynamic  
10 nature of science including anthropology, and of the importance of keeping informed of  
11 new data and theories.

12 (5) The program shall require experience in the practical application of the method-  
13 ology appropriate to the discipline of anthropology.

14 **PI 4.17 ART.** A professional education program leading to certification in art shall  
15 meet the following standards:

16 (1) The program shall provide study to develop knowledge and skills pertaining to  
17 the content of the visual arts disciplines and the following:

18 (a) Basic concepts and skills of studio art foundations involving a balanced program  
19 of both two-dimensional and three-dimensional creative problem solving areas including  
20 drawing, design, painting, sculpture, printmaking, graphic communication, film and photo-  
21 graphy, ceramics, art metals, fibers, and related media and processes.

22 (b) Basic knowledge and understanding of art history, aesthetic theory, and art  
23 criticism, involving study of the development of past and contemporary art forms, contending  
24 theories of art, and critical methodologies of art.

25 (c) Advanced knowledge and skill in selected studio areas and in selected art history  
26 or theory areas.

1 (d) Knowledge and appreciation of at least one discipline related to the visual arts  
2 including music, drama, dance, or literature.

3 (2) The program shall provide instruction pertaining to humanistic and behavioral  
4 studies including:

5 (a) Philosophical bases related to the human potential for creative expression through  
6 the arts.

7 (b) Psychological bases involving an understanding of individual development and  
8 the manner in which aesthetic experience can affect the development of the human  
9 personality including application to gifted students and to handicapped students.

10 (c) Sociological or anthropological bases of the aesthetic response recorded in various  
11 cultures and subcultures.

12 **PI 4.18 BILINGUAL AND BICULTURAL EDUCATION.** A professional education  
13 program leading to certification in bilingual and bicultural education shall meet the  
14 following standards:

15 (1) The program shall require study and experiences to develop the ability to instruct  
16 students both in English and in the language of the target student population with fluency  
17 and accuracy and with good pronunciation and intonation.

18 (2) The program shall require study for elementary education bilingual and bicultural  
19 students to develop the ability to instruct students both in English and in the language of  
20 the target student population in all basic subject matter content.

21 (3) The program shall require study for secondary education bilingual and bicultural  
22 students to develop the ability to instruct students both in English and in the language of  
23 the target student population in the teacher's field or fields of specialization.

24 (4) The program shall require study to develop an understanding of the differences  
25 between the sound systems, forms, and structures of the second language and English and  
26 study to develop the ability to apply this understanding to teaching in the bilingual and  
27 bicultural program.

1 (5) The program shall require study of the implications of differences in dialect  
2 across cultural and social levels.

3 (6) The program shall require study of sociology and linguistics to develop an under-  
4 standing of the differences between the language systems and to develop the ability to  
5 apply this understanding to bilingual and bicultural teaching.

6 (7) The program shall require study of the history and culture of the target population  
7 as well as the history and culture of the United States.

8 (8) The program shall require study and experiences to develop the ability to adapt  
9 materials to the needs of the bilingual and bicultural program.

10 (9) The program shall require study and experiences to develop the ability to relate  
11 to students, parents, and others within the target cultural group.

12 **PI 4.19 COACHING ATHLETICS.** A professional education program leading to  
13 certification for coaching athletics shall meet the following standards:

14 (1) The program shall require study of the medical aspects of athletic coaching  
15 including the duties of team physicians and trainers, protective equipment and supplies,  
16 athletic injuries, medical and safety problems, and medical research related to athletics.

17 (2) The program shall require study of the psychology of sports, principles and problems  
18 of athletic coaching including the educational implications of athletics, organization of  
19 athletic programs, the ethics of coaching, and personal, professional, and public relation-  
20 ships.

21 (3) The program shall require study of coaching theory and techniques including  
22 teaching fundamental sports skills and strategies, sports rules and regulations, conditioning  
23 for specific sports, scouting opponents, organization and management, safety in specific  
24 sports, and evaluation of programs and personnel.

25 (4) The program shall require study of the kinesiological foundations of coaching  
26 including human anatomy and the mechanics of movement.

27 (5) The program shall require study of the physiological foundations of coaching  
28 including human physiology and the physiology of exercise.

29 (6) The program shall require a practicum in athletic coaching.

1        **PI 4.20 COMPUTER SCIENCE.** A professional education program leading to certifi-  
2 cation in computer science shall meet the following standards:

- 3            (1) The program shall require the study of at least one procedure oriented language.
- 4            (2) The program shall require the study of computer organization or assembly language.
- 5            (3) The program shall require the study of data structures.
- 6            (4) The program shall require the study of the role of computers in society.
- 7            (5) The program shall require the study of the role of computers in education.

8        **PI 4.21 DANCE.** A professional education program leading to certification in dance  
9 shall meet the following standards:

- 10           (1) The program shall require study of the structure and function of the human body.
- 11           (2) The program shall require study of and experience in the various types of dance  
12 including ballet, ballroom, ethnic, folk, jazz, and modern.
- 13           (3) The program shall require study of dance history and philosophy including geo-  
14 graphic and cultural influences.
- 15           (4) The program shall require study of the minimum essentials of stagecraft, dance  
16 accompaniment, and music.
- 17           (5) The program shall require study of basic dance writing and notation.
- 18           (6) The program shall require study of technique to acquire mastery of at least one  
19 style as well as experience in performing and staging.
- 20           (7) The program shall require experiences in performance in at least one style of  
21 dance for an audience.
- 22           (8) The program shall require experiences in improvisation, choreography, and stage  
23 production.
- 24           (9) The program shall require experiences in the directing of performing and  
25 recreational groups.
- 26           (10) The program shall require study of the relationship of dance to the other arts.

1           **PI 4.22 DRAMA.** A professional education program leading to certification in drama  
2 shall meet the following standards:

3           (1) The program shall require study of theatre as a social and aesthetic experience  
4 and as a reflection of culture including a broad view of the history of theatre and acquaint-  
5 tance with representative plays of the past and present.

6           (2) The program shall require study and experiences needed to direct a theatrical  
7 production with artistic integrity including play selection and analysis, auditions and  
8 casting, conducting rehearsals and performances, and all other elements of direction.

9           (3) The program shall require study and experiences in the basic acting skills and  
10 techniques necessary to promote, stimulate, and guide both individuals and groups in a  
11 variety of dramatic contexts including scripted and improvisational forms.

12           (4) The program shall require study and experiences to develop technical and design  
13 skills needed in theatrical productions including effective planning and safety practices  
14 and execution of scenery, lights, makeup, sound, properties, costumes, and special effects.

15           (5) The program shall require study and experiences to develop the ability to evaluate  
16 productions or activities, to modify goals and objectives, and to develop appreciation of  
17 theatre in school and community audiences.

18           (6) The program shall require study of the functions of theatre in the school at all  
19 grade levels.

20           (7) The program shall require study and experiences designed to promote creativity  
21 in the individual.

22           (8) The program shall require study and experiences to develop theatre management  
23 skills needed to organize an academic or nonacademic production or program within the  
24 context of time, facilities, budget, and legal responsibilities including school and community  
25 audience services, augmentation of existing facilities and materials, and marketing of an  
26 activity or production.



1 (9) The program shall require study and experiences designed to develop the skills  
2 needed to serve as a resource person in the development of facilities, the preparation of  
3 classroom projects, assembly programs, or activities in which elements of theatre are  
4 found.

5 (10) The program shall require study and experiences to develop the skills needed to  
6 assist in the organization of a comprehensive arts program including experiences in theatre,  
7 music, film, literature, visual arts, and dance.

8 (11) The program shall require study and experiences to develop the skills needed to  
9 disseminate accurate information for career expectations, and the skills for educational  
10 and vocational counseling in theatre arts and allied fields.

11 **PI 4.23 DRIVER EDUCATION.** A professional education program leading to certifi-  
12 cation in driver education shall meet the following standards:

13 (1) The program shall require study of administrative procedures, practices, and  
14 policies required to develop, organize, implement, and operate a driver and traffic safety  
15 education program:

16 (2) The program shall require study to develop the ability to assess current issues  
17 and trends in driver and traffic safety education.

18 (3) The program shall require study of methods of providing students with positive  
19 attitudes toward safe driving as well as the needed skills.

20 (4) The program shall provide study of group dynamics and group instructional tech-  
21 niques in formal and informal settings.

22 (5) The program shall provide for study of an experience in instruction pertaining to  
23 night driving and emergency driving situations.

24 (6) The program shall require study of how alcohol and other drugs and behavioral  
25 factors, sociological and psychological, influence driver behavior.

26 (7) The program shall require study and experience to develop skills in communicating  
27 with the general public, the media, agencies, organizations, and others regarding issues  
28 related to driver and traffic safety.

1 (8) The program shall require student teaching in the classroom, in a simulation  
2 laboratory, and behind the wheel.

3 **PI 4.24 ECONOMICS.** A professional education program leading to certification in  
4 economics shall meet the following standards:

5 (1) The program shall require study of the principles of economics including:

6 (a) Knowledge of basic economic concepts and their application to civic literacy.

7 (b) Techniques for understanding and analyzing contemporary economic problems  
8 and issues.

9 (c) Skills in institutional economic decision making such as the process and considera-  
10 tions utilized by labor unions, corporations, political parties, and banks.

11 (d) Knowledge of how an economist organizes information, uses science and  
12 vocabulary, and differentiates among economic alternatives.

13 (2) The program shall require study of the American economic system and institu-  
14 tions, including business, agriculture and labor, and alternative economic systems.

15 (3) The program shall require study of persistent economic problems such as inflation,  
16 recession, unemployment, taxation, and the role of political and value judgments upon  
17 resolution of economic problems.

18 (4) The program shall require experience in the practical application of the method-  
19 ologies appropriate to the discipline of economics.

20 **PI 4.25 ENGLISH.** A professional education program leading to certification in  
21 English shall meet the following standards:

22 (1) The program shall require study of language including the following:

23 (a) The structure and history of the English language including traditional and modern  
24 grammars.

25 (b) Various personal, social, and communicative purposes of language.

26 (c) The processes whereby individuals acquire, understand, and use language.

1 (d) The interrelatedness of the language arts, recognizing the complementary features  
2 of listening, speaking, reading, and writing.

3 (2) The program shall require study of written communication including the following:

4 (a) Writing as a process including prewriting, drafting, revising, editing, and  
5 publishing.

6 (b) Classical and contemporary rhetorical theories regarding aims and forms of  
7 discourse, cultural and situational contexts, and considerations regarding the reader.

8 (c) Writing for a variety of purposes including expressive, imaginative, infor-  
9 mational, and persuasive; and writing for a variety of readers.

10 (d) Various approaches to evaluating writing.

11 (3) The program shall require study of literature including the following:

12 (a) A representative body of American, English, and world literature including  
13 contemporary literature, non-Western literature, adolescent literature, and the literature  
14 of minority groups of the United States.

15 (b) Literary genres including forms of fiction, nonfiction, drama, and poetry.

16 (c) Representative works of one or more major writers including Shakespeare.

17 (d) Traditional and contemporary approaches to literary analysis and criticism.

18 **PI 4.26 ENGLISH AS A SECOND LANGUAGE.** A professional education program  
19 leading to certification in English as a second language shall meet the following standards:

20 (1) The program shall require study designed to develop skill in the use of English  
21 including:

22 (a) Understanding standard American English as spoken by a native at a normal  
23 conversational tempo.

24 (b) Speaking the language with sufficient command of vocabulary, phonology, and  
25 syntax to carry on conversations with native speakers of English.

26 (c) Reading the language with immediate comprehension.

1 (d) Writing English at a level of clarity and correctness that is acceptable to native  
2 speakers.

3 (2) The program shall require study designed to develop skill in language analysis  
4 including:

5 (a) Analyzing the phonology, morphology, and syntax of English and clarifying the  
6 differences and similarities between English and another language.

7 (b) Using the knowledge derived from applied linguistics in studying English as a  
8 second language.

9 (c) Using knowledge of sociocultural variables in language use and language learning  
10 as related to instruction in English as a second language.

11 (3) The program shall require study designed to provide for the development of the  
12 unique abilities necessary to teach English as a second language including:

13 (a) Devising drills and exercises that develop student knowledge of the structure of  
14 English along with the ability to apply knowledge of grammar functionally to the teaching  
15 of English language skills.

16 (b) Guiding students toward conversational use of English in addition to teaching  
17 reading and writing skills.

18 (c) Evaluating the effectiveness of teaching materials, procedures, and curricula.

19 (d) Applying a knowledge of testing procedures to the assessment of student  
20 proficiency and progress.

21 (4) The program shall require study designed to provide knowledge of culture  
22 including:

23 (a) Understanding the geography, history, social customs, literature art, and music  
24 of the United States and of at least one linguistic minority culture.

25 (b) Understanding culturally determined life styles and learning styles and their  
26 effect on second language learning.

27 (5) The program shall require the study of another language including:

1 (a) Acquiring a knowledge of the structure of another language.

2 (b) Developing an understanding of the relationship between language and the culture  
3 which it reflects.

4 **PI 4.27 FOREIGN LANGUAGES.** A professional education program leading to  
5 certification in a foreign language shall meet the following standards:

6 (1) The program shall require study designed to develop skill in the use of the target  
7 language including:

8 (a) Understanding the target language as spoken by a native at a normal conver-  
9 sational tempo.

10 (b) Speaking the target language with sufficient command of vocabulary, phonology,  
11 and syntax to carry on conversations with native speakers.

12 (c) Reading the target language with immediate comprehension.

13 (d) Writing the target language at a level of clarity and correctness that is accept-  
14 able to native speakers.

15 (2) The program shall require study designed to develop skill in language analysis  
16 including:

17 (a) Analyzing the phonology, morphology, and syntax of the target language and  
18 clarifying the differences and similarities between the target language and English.

19 (b) Using the knowledge derived from applied linguistics in studying the target  
20 language.

21 (3) The program shall require study designed to provide knowledge of the target  
22 culture including:

23 (a) Classifying the principal ways in which the target culture resembles and differs  
24 from that of the United States.

25 (b) Understanding geography, history, social customs, literature, art, and music and  
26 their roles in the contemporary civilization of the target culture.

1 (4) The program shall require study designed to provide for the development of the  
2 unique abilities necessary to teach the target language including:

3 (a) Conducting classroom activities exclusively in the target language.

4 (b) Devising drills and exercises that develop student awareness of the structure of  
5 both the target language and English.

6 (c) Guiding students toward informal conversation in the target language.

7 (d) Drawing from personal experience in order to create a variety of learning situa-  
8 tions which bring the reality of the target culture closer to the student.

9 (e) Developing, encouraging, and promoting student participation in activities and  
10 events which reflect the contemporary ways of life of the target culture.

11 **PI 4.28 GEOGRAPHY.** A professional education program leading to certification in  
12 geography shall meet the following standards:

13 (1) The program shall require study of the basic methodologies of geography with an  
14 emphasis on their conceptual frameworks and contemporary applications.

15 (2) The program shall require study of human geography including the basic elements,  
16 processes, distributions, and problems associated with human activities, interrelationships  
17 with the natural environment, and sociocultural diversity including population, race,  
18 language, religion, political ideologies, and economic systems.

19 (3) The program shall require study of physical geography including a study of human  
20 interrelationships with the atmosphere, landforms, soils, vegetation, water, and all natural  
21 resources.

22 (4) The program shall require study of the basic tools of geography including maps,  
23 air photographs, and diagrams with primary emphasis on interpretation of these forms of  
24 visual communication and understanding their uses and limitations.

25 (5) The program shall require study of world regions including a synthesis of the  
26 major social, economic, political, historical, and physical factors that provides a global  
27 perspective as well as an understanding of the diversity among the main cultural areas of  
28 the world.

1 (6) The program shall require study of the geography of Wisconsin including  
2 familiarity with the social, economic, political, historical, and physical factors that  
3 provide diversity in Wisconsin.

4 (7) The program shall require study of economic geography including emphasis on  
5 the world's economy as shaped by economic theory and by the distributions of resources  
6 and population.

7 (8) The program shall require study of urban geography including special consider-  
8 ation of the forces that have shaped the distribution of urban places and the internal  
9 characteristics of cities in the United States.

10 (9) The program shall require experience in the practical application of the method-  
11 ology appropriate to the discipline of geography.

12 **PI 4.29 HEALTH EDUCATION.** A professional education program leading to certifica-  
13 tion in health education shall meet the following standards:

14 (1) The program shall require study of the philosophy, aims, and objectives of a  
15 comprehensive school health education program.

16 (2) The program shall require study of biological sciences which primarily deal with  
17 a healthy life including the study of human physiology and anatomy, basic body chemistry,  
18 genetics, ecology, and a person's interaction within the environment.

19 (3) The program shall require study in the behavioral and social sciences pertinent  
20 to total health with an emphasis on positive human relations, including the study of the  
21 importance of balance in the emotional, physical, and social dimensions of human growth  
22 and development.

23 (4) The program shall require study of the following content areas:

24 (a) Personal health promotion and wellness.

25 (b) Mental and emotional health.

26 (c) Prevention and control of disease.

27 (d) Nutrition and diet.

1 (e) Substance use and abuse.

2 (f) Accident prevention and safety.

3 (g) Community health.

4 (h) Consumer health.

5 (i) Environmental health.

6 (j) Family life education.

7 (5) The program shall require study to develop teaching competence in planning,  
8 promoting, and implementing a school health instruction program at the elementary and  
9 secondary level including learning experiences in needs assessment; program evaluation;  
10 curriculum development and coordination; resource identification and assessment; public  
11 relations; and the development of cooperative relationships with private business and with  
12 voluntary and community health agencies.

13 (6) The program shall require the study of health promotion programs in the workplace  
14 and their potential impact on the health promotion and health education programs in  
15 elementary and secondary schools.

16 **PI 4.30 HISTORY.** A professional education program leading to certification in  
17 history shall meet the following standards:

18 (1) The program shall require study to provide a basic conceptual framework for  
19 understanding the major themes and theories in historical research.

20 (2) The program shall require study of ancient, medieval, and modern European  
21 history; non-Western history; and United States history.

22 (3) The program shall require study of historical inquiry, new techniques, theories,  
23 and models.

24 (4) The program shall require study designed to develop a global perspective of the  
25 history and current issues of the human race.

26 (5) The program shall require study designed to develop the ability to examine and  
27 become familiar with the major themes and methods of the social sciences and the  
28 humanities.



1           (6) The program shall require study to provide an introduction to historiography and  
2 application of the historical method, including basic research skills, analytical skills,  
3 multiple causation, the role of bias in interpretation, and inquiry methods that may be  
4 employed in subject investigation.

5           (7) The program shall require experience in the practical application of the  
6 methodology appropriate to the discipline of history.

7           **PI 4.31 MATHEMATICS.** A professional education program leading to certification  
8 in mathematics shall meet the following standards:

9           (1) The program shall require the study of calculus, algebra, geometry, and statistics  
10 as well as topics from each of the following: discrete mathematics, probability, number  
11 theory, foundations, history of mathematics, applications, and mathematical modeling.

12           (2) The program shall require experiences in the construction and analysis of  
13 algorithms using computers and calculators.

14           (3) The program shall require study of selection or creation of mathematical models  
15 to solve problems, methods of applying mathematics principles to other disciplines, and  
16 the relationship of mathematics through technology to social conditions.

17           (4) The program shall require study of mathematical problem solving, problem solving  
18 strategies, and using computers to solve mathematical problems.

19           (5) The program shall require study of the philosophical and logical foundations of  
20 mathematics including use of mathematical terms and symbols, the construction of mathe-  
21 matical proofs, the historical development of mathematical ideas and methodology, and  
22 the inherent limitations of formal deduction.

23           (6) The program shall require study of the relationship of advanced mathematics to  
24 elementary mathematics, mathematical concepts at different levels of abstraction, and  
25 selection and use of manipulative devices to illustrate mathematical concepts.

1 **PI 4.32 CHORAL, GENERAL, AND INSTRUMENTAL MUSIC: COMMON RULES.**

2 A professional education program leading to certification in choral, general, or instrumental  
3 music shall meet the following common standards:

4 (1) The program shall require study to develop performance skills including:

5 (a) The ability to perform on the keyboard sufficient to employ the instrument as a  
6 teaching tool.

7 (b) The ability to use the singing voice in teaching.

8 (2) The program shall require study to develop conducting skills including:

9 (a) The ability to read and interpret musical scores and use terminology for teaching  
10 perception of the aesthetic qualities of music.

11 (b) An understanding of the relationship between the conductor, composer, performer,  
12 and audience.

13 (3) The program shall require study to develop the abilities necessary to analyze  
14 music including:

15 (a) An understanding of the common elements of music and their relationship.

16 (b) The ability to provide aural and visual analyses of musical scores in order to  
17 place them in historical and stylistic perspective.

18 (c) An understanding of compositional devices and their effect in performance.

19 (d) An understanding of the development of specific musical forms, styles, notations,  
20 and instruments.

21 (e) The ability to relate historical, social, and artistic developments to music of  
22 various periods.

23 (f) An understanding of the relationship of music to other art forms.

24 (4) The program shall require study to develop the abilities necessary to organize  
25 musical sounds including:

26 (a) The ability to arrange and adapt music from a variety of sources to meet the  
27 needs and ability levels of school music ensembles.

1 (b) An understanding of the elements of music through original composition and  
2 improvisation in a variety of styles.

3 (5) The program shall require study to develop the abilities necessary to plan and  
4 implement music instruction including:

5 (a) The ability to state a philosophy of music education and plan instruction con-  
6 sistent with that philosophy.

7 (b) The ability to describe basic goals and objectives for instrumental, vocal, and  
8 general music in the school program.

9 (c) An understanding of the relationship between learning sequence in music and the  
10 psychological and physiological development of students.

11 (d) The ability to formulate instructional objectives for the various types of teaching  
12 and learning environments in school music programs.

13 (e) A knowledge of the resources available to help in assessing musical aptitude and  
14 achievement as well as an understanding of the use of such resources.

15 (f) The ability to plan music instruction appropriate to the level of student interest,  
16 aptitude, and achievement.

17 (g) Familiarity with a varied repertoire of music for use with student ensembles and  
18 groups.

19 (h) Familiarity with available music materials and equipment as well as their proper  
20 selection, care, and use in the classroom.

21 (i) An understanding of the organizational and administrative aspects of the school  
22 music program.

23 (j) The ability to relate music education to other aspects of the school program and  
24 to students' lives in the community.

25 **PI 4.33 CHORAL MUSIC.** A professional education program leading to certification  
26 in choral music shall meet the following standards:

27 (1) The program shall require study to develop performance skills including:

1 (a) The skill necessary to perform music from all styles represented in the repertory  
2 of solo vocal music.

3 (b) The technical skills needed for artistic self-expression through vocal music.

4 (c) The ability to perform vocal music at sight.

5 (d) The ability to perform vocal music with musical sensitivity and technical pro-  
6 ficiency in a solo setting, in small ensembles, and in large ensembles.

7 (2) The program shall require study to develop conducting skills including:

8 (a) The ability to use conducting techniques appropriate to the musical forms and  
9 styles performed by student choral ensembles.

10 (b) The ability to analyze performance and, through rehearsal techniques, assist  
11 performers in achieving an accurate and artistic interpretation of choral music.

12 (3) The program shall require study to develop the following abilities in choral music:

13 (a) An understanding of the physical growth and educational development of the  
14 human voice.

15 (b) The ability to transpose and improvise accompaniments on an accompaniment  
16 instrument.

17 (c) An understanding of the basic techniques of vocal tone production and the ability  
18 to demonstrate them in singing.

19 (d) The application of proper diction in choral performance.

20 **PI 4.34 GENERAL MUSIC.** A professional education program leading to certification  
21 in general music shall meet the following standards:

22 (1) The program shall require study to develop performance skills including:

23 (a) The skill necessary to perform music from all styles represented in repertory of  
24 a major instrument or voice.

25 (b) The technical skills needed for artistic self-expression.

26 (c) The ability to perform music at sight.

1 (d) The ability to perform with musical sensitivity and technical proficiency in a  
2 solo setting, small ensembles, and large ensembles.

3 (2) The program shall require study to develop conducting skills including:

4 (a) The ability to use conducting techniques appropriate to the musical forms and  
5 styles performed by student ensembles.

6 (b) The ability to analyze performance and, through rehearsal techniques, assist  
7 performers in achieving an accurate and artistic interpretation of the music.

8 (3) The program shall require study to develop the following abilities in general  
9 music:

10 (a) The ability to explain the basic acoustical processes used to produce tones on  
11 traditional instruments.

12 (b) The ability to identify and explain compositional devices and performance  
13 practices in popular music idioms, art and folk music of non-Western cultures, and music  
14 of ethnic groups within the United States.

15 (c) A functional understanding of current electronic devices for sound generation  
16 and modification.

17 (d) An understanding of the principles of form, design, and style in related art forms.

18 (e) An understanding of the relationship between musical perception and aesthetic  
19 response.

20 (f) The ability to transpose and improvise instrumental accompaniments.

21 (g) The ability to perform on various fretted instruments, folk instruments, and  
22 rhythmic and melodic percussion instruments in order to employ those instruments as  
23 teaching tools.

24 (h) The ability to describe the basic techniques of vocal tone production and to  
25 demonstrate them in singing.

26 (i) An understanding of the physical growth and educational development of the  
27 human voice.

1 (j) The understanding necessary to plan instruction with other school staff for class-  
2 room general music and interdisciplinary experiences.

3 **PI 4.35 INSTRUMENTAL MUSIC.** A professional education program leading to  
4 certification in instrumental music shall meet the following standards:

5 (1) The program shall require study to develop performance skills including:

6 (a) The skill necessary to perform music from all styles represented in the repertory  
7 of a major instrument.

8 (b) The technical skills needed for artistic self-expression in instrumental music.

9 (c) The ability to perform instrumental music at sight.

10 (d) The ability to perform instrumental music with musical sensitivity and technical  
11 proficiency in a solo setting, in small ensembles, and in large ensembles.

12 (2) The program shall require study to develop conducting skills including:

13 (a) The ability to use conducting techniques appropriate to the musical forms and  
14 styles performed by student instrumental ensembles.

15 (b) The ability to analyze performance and, through rehearsal techniques, assist  
16 performers in achieving an accurate and artistic interpretation of instrumental music.

17 (3) The program shall require study to develop the following abilities in instrumental  
18 music:

19 (a) A technical knowledge of and ability to perform on a variety of woodwind, brass,  
20 string, and percussion instruments sufficiently well to teach elementary and secondary  
21 school students effectively.

22 (b) A knowledge of the care and maintenance of band and orchestral instruments.

23 (c) An understanding of the basic acoustical processes of tone production in tradi-  
24 tional instruments.

25 **PI 4.36 PHILOSOPHY.** A professional education program leading to certification in  
26 philosophy shall meet the following standards:

1 (1) The program shall require study to provide an introduction to major philosophical  
2 perspectives or orientations.

3 (2) The program shall require study of the history and social context of the discipline  
4 of philosophy.

5 (3) The program shall require study and experiences designed to develop knowledge  
6 and skills necessary to explore and analyze the nature of belief, knowledge, and truth.

7 (4) The program shall require study of major philosophical issues including relation-  
8 ships between individuals and the state and the concept of justice.

9 (5) The program shall require study of philosophical inquiry including ethics, logic,  
10 philosophy of education, philosophy of religion, and philosophy of politics.

11 (6) The program shall require study of the methods of philosophical discourse.

12 **PI 4.37 PHYSICAL EDUCATION.** A professional education program leading to  
13 certification in physical education shall meet the following standards:

14 (1) The program shall require study of the biological sciences pertaining to the  
15 structure and function of the human body including the principles of human movement.

16 (2) The program shall require study designed to develop the skills and the capability  
17 to teach students in a wide variety of activities including perceptual motor learning; funda-  
18 mental motor skills; lifetime and team sports; movement, rhythms, and dance; aquatics;  
19 and outdoor recreational activities.

20 (3) The program shall require study of and experiences in organizing, planning, imple-  
21 menting, administering, and evaluating a total program of physical education including  
22 intramural, recreational, and interscholastic activities.

23 (4) The program shall require study and experience pertaining to selection, purchase,  
24 care, and maintenance of facilities, equipment, and supplies.

25 (5) The program shall require study of injury prevention, safety procedures, first  
26 aid, physical training methods, and legal considerations.

1 (6) The program shall require study of those conditions and handicaps which prevent  
2 students from succeeding in regular physical education classes including study of diagnostic  
3 methods, prescriptive programming, teaching techniques, and evaluation of students whose  
4 needs range from minor program modification to specially designed individual programs.

5 (7) The program shall require study of the behavioral and social sciences related to  
6 physical education.

7 **PI 4.38 POLITICAL SCIENCE.** A professional education program leading to certifi-  
8 cation in political science shall meet the following standards:

9 (1) The program shall require study of the major themes, theories, and concepts of  
10 the discipline of political science including historical perspectives; ethics; nature of  
11 different political systems; nature of law; local, state, national, and global political systems;  
12 political thought; nature of democratic citizenship; political legitimacy; nature of political  
13 decision making; political power; international politics; the nation states; and new global  
14 forces.

15 (2) The program shall require study of the major themes of the discipline of political  
16 science including propaganda techniques, risk taking and risk management, political  
17 behavior, judging political behavior, political institutions, political decision making,  
18 communication as a political act, crisis management, and conflict resolution.

19 (3) The program shall require study and experience designed to develop knowledge  
20 of the major study and research methods of the discipline of political science including  
21 competency in using the inquiry skills of observing communicating, classifying, inferring,  
22 predicting, formulating models, measuring, interpreting data, formulating operational  
23 definitions, formulating questions and hypotheses, and testing hypotheses.

24 (4) The program shall require experience in the practical application of the method-  
25 ology appropriate to the discipline of political science.

26 **PI 4.39 PSYCHOLOGY.** A professional education program leading to certification  
27 in psychology shall meet the following standards:



1 (1) The program shall require study of the history of psychology including major  
2 schools of thought and viewpoints.

3 (2) The program shall require study of basic principles of psychology as a science  
4 including experimental psychology, statistics, measurement, and laboratory experiences.

5 (3) The program shall require study of the physiological, affective, cognitive, and  
6 social foundations of behavior including the development of behavior, concepts of normality  
7 and deviance as well as new and emerging areas of psychology.

8 (4) The program shall require study of ethical problems and issues in psychology.

9 (5) The program shall require study of the application of psychology to contemporary  
10 life as well as study designed to develop an appreciation of the contributions of psychology  
11 to improving the quality of human life.

12 (6) The program shall provide experience in the practical application of the method-  
13 ology appropriate to the discipline of psychology.

14 **PI 4.40 READING TEACHER.** A professional education program leading to certifica-  
15 tion as a reading teacher shall meet the following standards:

16 (1) The program shall require study of the English language as it relates to the  
17 acquisition of reading ability including its development, dialects, and function as a com-  
18 munication system.

19 (2) The program shall require study of divergent patterns of human biological,  
20 cognitive, emotional, and social development as they relate to the student's transition to  
21 the language of instruction and to the acquisition of reading strategies and skills across  
22 the life span.

23 (3) The program shall require study of the nature of reading comprehension processes  
24 including experiences to develop the ability to help students acquire them.

25 (4) The program shall require study of the various procedures for teaching word  
26 analysis including experiences to develop the ability to help students acquire them.

1 (5) The program shall require study of the characteristics, strengths, and weaknesses  
2 of formal and informal reading assessment techniques including experiences to develop  
3 the ability to select and use these techniques.

4 (6) The program shall require study of the alternative instructional approaches to  
5 reading and related materials including experiences to develop the ability to select and  
6 use these instructional approaches and materials.

7 (7) The program shall provide for the development of the concepts and abilities  
8 required for planning and teaching kindergarten through grade 12 developmental and cor-  
9 rective and remedial classes in kindergarten through grade 12.

10 (8) The program shall require study to develop understanding of the application of  
11 reading into content subjects and functional situations including experiences to develop  
12 the ability to teach students the importance of reading effectively as a lifetime skill.

13 (9) The program shall require study to develop the abilities required to plan, equip,  
14 staff, and operate facilities designed to aid students with special reading needs.

15 **PI 4.41 READING SPECIALIST.** A professional education program leading to certi-  
16 fication as a reading specialist shall meet the following standards:

17 (1) The program shall require study and experiences required to plan and establish a  
18 reading program that accommodates the needs of individual learners.

19 (2) The program shall require study and experiences to develop the ability to plan  
20 for and establish a comprehensive reading program that integrates reading with other  
21 elements of the curriculum.

22 (3) The program shall require study to develop the ability to work with teachers,  
23 administrators, other professionals, and parents to establish and maintain a comprehensive  
24 reading program at both the building level and the district level.

25 (4) The program shall require study to develop the ability to provide leadership  
26 related to the effective operation of a comprehensive reading program.

1 (5) The program shall require study to develop the ability to interpret current  
2 research and theory related to reading education.

3 (6) The program shall require a field experience which places emphasis on the develop-  
4 ment, implementation, and evaluation of kindergarten through grade twelve reading  
5 programs.

6 **PI 4.42 RELIGIOUS STUDIES.** A professional education program leading to certifi-  
7 cation in religious studies shall meet the following standards:

8 (1) The program shall require study of the major religious traditions.

9 (2) The program shall require study of the role of religion in contemporary society.

10 (3) The program shall require study pertaining to the relationships between religion  
11 and other human institutions.

12 **PI 4.43 SCIENCE: COMMON RULES.** Professional education programs leading to  
13 certification in science shall meet the following common standards:

14 (1) The program shall require study of the history of science including development  
15 of scientific thought and the philosophy of science including assumptions, ethics, and  
16 limitations of science.

17 (2) The program shall require study and experiences designed to develop knowledge  
18 and skills in problem solving including data gathering and data analysis and using the results  
19 of the analysis to make explanations.

20 (3) The program shall require study of the interaction of science and society including  
21 political, economic, and sociological implications.

22 (4) The program shall require study and experiences designed to develop knowledge  
23 and awareness of environmental issues.

24 (5) The program shall require laboratory and field experiences in the science areas  
25 studied.

26 (6) The program shall require study designed to develop knowledge and skills in  
27 laboratory management and use, laboratory safety procedures and practices, and special  
28 science laboratory techniques.

1 (7) The program shall require study of mathematics as it is applied in the practice  
2 of science.

3 **PI 4.44 BIOLOGY.** A professional education program leading to certification in  
4 biology shall meet the following standards:

5 (1) The program shall require a balanced study of protists, plants, and animals  
6 including humans.

7 (2) The program shall require study of classification systems, molecular and cellular  
8 biology, complementarity of structure and function, genetic continuity, ecological inter-  
9 actions, and origin and development of living things.

10 (3) The program shall require laboratory and field study of living materials.

11 **PI 4.45 CHEMISTRY.** A professional education program leading to certification in  
12 chemistry shall meet the following standards:

13 (1) The program shall require study of analytical chemistry, atomic and molecular  
14 structure of matter, behavior and structure of organic and inorganic compounds, and energy  
15 transfer in chemical interaction.

16 (2) The program shall require laboratory experience involving instrumental analysis.

17 **PI 4.46 EARTH SCIENCE.** A professional education program leading to certification  
18 in earth science, shall meet the following standards:

19 (1) The program shall require study of subsurface structures and dynamics, surface  
20 systems including land and water, meteorological and climatological phenomena;  
21 astronomical phenomena and cosmological theories; earth materials including rock,  
22 minerals, and fossil fuels; and earth history including crustal, atmospheric, and biological  
23 changes.

24 (2) The program shall require field studies designed to develop competency in using  
25 the environment as a laboratory.

26 **PI 4.47 PHYSICAL SCIENCE.** A professional education program leading to certifica-  
27 tion in physical science shall require study of analytical chemistry, behavior and structure

1 of organic and inorganic compounds, atomic and molecular structure of matter, electro-  
2 magnetic phenomena, and interrelationships of matter and energy.

3 **PI 4.48 PHYSICS.** A professional education program leading to certification in  
4 physics shall meet the following standards:

5 (1) The program shall require study of interrelationships of matter and energy,  
6 mechanics of static and dynamic systems, electromagnetic phenomena, and atomic and  
7 molecular structure of matter.

8 (2) The program shall require study and experiences designed to develop competence  
9 in quantitative laboratory measurement and application of mathematics to solving physical  
10 problems.

11 **PI 4.49 SOCIOLOGY.** A professional education program leading to certification in  
12 sociology shall meet the following standards:

13 (1) The program shall require study of the nature and history of the discipline of  
14 sociology.

15 (2) The program shall require study of the basic processes involved in the formation  
16 of social relationships, the organization of various types of groups, and the organization of  
17 society.

18 (3) The program shall require study of the various theories of social organization,  
19 deviance, and social change.

20 (4) The program shall require study pertaining to the logic of inquiry as it applies to  
21 the study of society and the ethical issues that must be addressed in its application.

22 (5) The program shall require study pertaining to the relationship between sociology  
23 and psychology.

24 (6) The program shall require study of the culture of various groups in American  
25 society and in the world community.

26 (7) The program shall require study and experiences in the use of various social  
27 research methods and their appropriateness in particular situations and shall require work

1 in sociological research to gain familiarity with the process and to further the development  
2 of the body of social theory.

3 **PI 4.50 SPEECH.** A professional education program leading to certification in speech  
4 shall meet the following standards:

5 (1) The program shall require study of historical and contemporary theories and  
6 models of communication and their application to a variety of oral communication processes  
7 including:

8 (a) Function of the individual as both an effective speaker and listener in communi-  
9 cation.

10 (b) Sociolinguistic, psycholinguistic, and nonverbal factors which affect oral  
11 communication.

12 (c) Context variables such as occasion, setting, purpose, culture, audience, gender,  
13 and subject and their impact upon oral communication.

14 (2) The program shall require study of the functions of communication in social,  
15 personal, and professional life including:

16 (a) Emphasis on the intrapersonal, interpersonal, organizational, public, and mass  
17 communication levels.

18 (b) Emphasis on the role of interpersonal communication in relationship develop-  
19 ment, work relationships, and sociocultural activities.

20 (c) Emphasis on the uses of oral communication in informative, persuasive, ritualistic,  
21 and affective interaction.

22 (d) Emphasis on the development and delivery of oral communication acts.

23 (e) Emphasis on the development of effective listening skills.

24 (3) The program shall require study of the criticism of oral communication including:

25 (a) Emphasis on the theories of rhetorical, group, and interpersonal criticism.

26 (b) Emphasis on styles and modes of oral communication criticism.

27 (c) Emphasis on the use of criticism as a means of improving oral communication.

1 (d) Emphasis on the nature of logical, ethical, and emotional appeals.

2 (e) Emphasis on criticism as an instrument of improving reasoning and decision  
3 making processes.

4 (4) The program shall require study of various electronic media of oral communica-  
5 tion including:

6 (a) The nature and effects of media.

7 (b) The manner in which different media enable and constrain communication.

8 (5) The program shall require study of responsible oral communication including:

9 (a) The ethical responsibilities of oral communication.

10 (b) The rights and responsibilities associated with free speech in a democratic  
11 society.

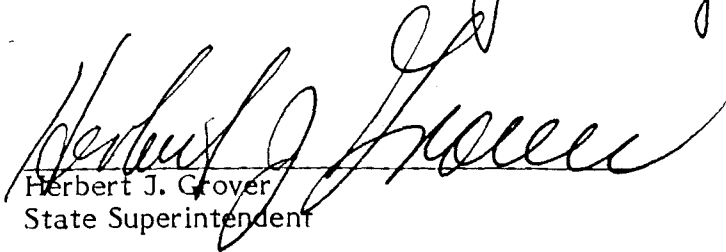
12 (6) The program shall require study and experiences with the development, manage-  
13 ment, and evaluation of curricular, cocurricular and extracurricular activities including:

14 (a) Interpersonal communication, public communication, oral interpretation, small  
15 group communication, organizational communication, and mass communication.

16 (b) The directing of student experiences in debate or forensics.

The rules contained in this order shall take effect on the first day of the month following publication in the Wisconsin Administrative Register as provided in s. 227.026(1) (intro), Stats.

Dated this 29<sup>th</sup> day of January, 1986.

  
Herbert J. Grover  
State Superintendent

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