

request by the administrator of schools of the participating district must be filed as a condition for the issuance of such license.

**History:** 1-2-56; am. intro. par., and (1), Register, November, 1956, No. 35, eff. 12-1-58; am. intro. par; (2), (2) (d); cr. (2) (g), Register, September, 1960, No. 57, eff. 10-1-60; am. (1), Register, June, 1962, No. 78, eff. 7-1-62; am. intro. par. by renum. references from PI 3.03 (1), (2), (3), (4), (5) to be PI 3.03 (2), (3), (4), (5), (6), Register, February, 1972, No. 194, eff. 3-1-72.

**PI 3.02 Special licenses.** (1) A special license is an instrument limited in time to one year or fraction thereof and to one specific assignment to permit the employment of a legally qualified teacher who does not meet the legal qualifications for the teaching assignment for which a special license is requested. Such license shall expire as of June 30 or earlier of the school year of issuance.

(2) The district administrator of the school must request such license in writing with full explanation and justification of the need.

(3) The issuance or denial of a special license is at the discretion of the state superintendent.

(4) Renewal of a specific license may be granted under certain circumstances which include the satisfactory completion by the applicant of a minimum of 6 semester hours in an approved program between the date of issuance and the date of renewal and may include, but not be limited to, a continued shortage of available regularly licensed teachers. Such studies must be directed toward completion of the deficiencies in the area for which such special license is sought.

**History:** 1-2-56; cr. (4), Register, September, 1960, No. 57, eff. 10-1-60; am. (3), Register, August, 1977, No. 260, eff. 9-1-77; r. and recr. Register, May, 1978, No. 269, eff. 6-1-78.

**PI 3.03 Licenses.** A license is a 1, 2 or 3 year instrument which indicates that the holder is fully qualified to teach the subjects or at the grade levels endorsed on the license. Licenses are given to persons who are recommended by the proper college authorities and who have completed a program approved by the state superintendent of public instruction. The state superintendent shall conduct an on-site review at all institutions that prepare professional school personnel at least once each fifth year for the purpose of approving programs leading to the licensure of such school personnel. Approved programs must meet the minimum requirements set by the state superintendent but they may go beyond these minimums as determined by each teacher preparation institution and as approved by the state superintendent. A teacher under the rules and regulations of the state department is a person whose work includes the exercise of any educational function for compensation, in any of the public schools, in instructing pupils, or in administering, directing or supervising any educational activity.

(1) **HUMAN RELATIONS.** (a) Preparation in human relations, including intergroup relations, shall be included in programs leading to initial certification in education. Institutions of higher education shall provide evidence that preparation in human relations, including intergroup relations, is an integral part of programs leading to initial certification in education and that members of various racial, cultural, and economic groups have participated in the development of such programs.

(b) Such preparations shall include the following experiences:

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1. Development of attitudes, skills, and techniques so that knowledge of human relations, including inter-group relations, can be translated into learning experiences for students.

2. A study of the values, life styles, and contributions of racial, cultural, and economic groups in American society.

3. An analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experience of the majority and minority groups.

4. Structured experiences in which educators have opportunities to examine their own attitudes and feelings about issues of racism, prejudice, and discrimination.

5. Direct involvement with members of racial, cultural, and economic groups and/or with organizations working to improve human relations, including intergroup relations.

6. Experiences in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials.

(c) Programs of implementation and evaluation shall be submitted to the department of public instruction for approval.

(2) **READING.** (a) Beginning July 1, 1975, to be certified to teach in Wisconsin, all prospective elementary and middle school teachers must satisfactorily complete at least one discrete course in the teaching of reading. The course shall include information about the nature of the reading process and how to teach reading at the classroom level and shall focus upon the objectives, approaches, instructional materials, and practices and evaluation procedures involved in the teaching of reading in the elementary grades.

(b) Beginning July 1, 1977, to be certified to teach in Wisconsin, all prospective secondary teachers must satisfactorily complete at least one discrete course in the teaching of reading. The course for secondary teachers shall be concerned with providing continued reading instruction for all students enrolled in secondary schools.

(3) **EARLY CHILDHOOD EDUCATION (N-K).** Baccalaureate degree-holding applicants shall have completed an early childhood or elementary education program approved by the state superintendent. A minimum of 26 semester credits of professional courses which shall include required course work in child growth and development, psychology of learning, methods and curriculum in early childhood education, and student teaching (minimum of 5 semester credits). Student teaching is required at each level of specification for which certification is given (nursery; kindergarten).

(4) **EARLY CHILDHOOD—EXCEPTIONAL EDUCATIONAL NEEDS.** Effective July 1, 1978, all persons employed as teachers of early childhood—exceptional educational needs must hold department of public instruction licensure.

(a) Baccalaureate degree holding applicants shall have completed an approved early childhood—exceptional educational needs program which includes a minimum of 34 semester credits of course work from each of the following areas:

1. Methods of teaching reading