

- 36. 715 Geography
- 37. 720 International studies
- 38. 725 History
- 39. 730 Philosophy
- 40. 735 Political science
- 41. 740 Psychology
- 42. 745 Sociology
- 43. 750 Social problems
- 44. 755 Religious studies
- 45. 761 Afro-American studies

(5) **SPECIAL SUBJECT FIELDS. The special subject fields are:**

- 200 Agriculture
- 210 Home economics
- 220 Industrial arts
- 250 Business education (all)
 - 255 Bookkeeping
 - 256 Data processing
 - 260 Shorthand
 - 265 Typewriting
 - 270 Office practice
 - 275 Basic business
- 500 Music (all), until July 1, 1982
 - 505 Instrumental music
 - 510 Vocal music, until July 1, 1982
 - 511 Choral music
 - 515 General music
- 530 Physical education
- 550 Art

(a) A regular license may be issued to an applicant who has completed the general requirements sub. (1) (a), (b), and (c), including the Approved Program and the institutional endorsement.

(b) The professional sequence of a minimum of 18 semester credits is required including:

1. Child growth and development
2. Educational psychology or psychology of learning

3. Curriculum**4. Methods**

5. Student teaching - a minimum of 5 semester credits. Required in the special field subject for a license to teach that subject. (For a license to teach at both elementary and secondary levels, student teaching must be done at both levels.)

(c) A minimum of a 34 semester credit Approved Program major except that, effective July 1, 1982, all majors in music shall complete a 46 semester credit major, or

(d) A minimum of a 22 semester credit approved minor if certified in another subject area with a major. A license issued on the basis of a minor is valid only during the first 3 years following graduation. Further licensing requires the completion of an Approved Program major or a master's degree in the subject.

(e) 500 Music (all), until July 1, 1982, a 3-year license in broad field music education (500 Music) may be issued to an applicant who has completed a minimum of a 54 semester credit approved program major, in addition to the required professional sequence.

(f) A regular license in broad field art education (550 Art) may be issued to an applicant who has completed a minimum of a 54 semester credit approved program major, in addition to the required professional sequence.

(g) Until July 1, 1983, a life license may be issued to an applicant who has successfully taught the subject in Wisconsin schools for 3 years while holding a valid license and has completed an approved program major or a master's degree in the subject. Until July 1, 1982, life licenses may be issued to a holder of a minor in elementary music teaching.

(h) The music requirements are effective July 1, 1982. Until July 1, 1982, the 34 semester credit major applies to instrumental music (505) and vocal music (510).

(6) VOCATIONAL EDUCATION. The vocational subjects are:

1. 211 Child services - vocational
2. 212 Clothing services - vocational
3. 213 Food services - vocational
4. 214 Housing and equipment - vocational
5. 215 Family and community services - vocational
6. 281 Business and office - vocational
7. 285 Distributive education - vocational
8. 293 Drafting - vocational
9. 294 Electricity/electronics - vocational
10. 296 Graphics - vocational
11. 297 Metals - vocational

b. A 2-year nonrenewable license may be issued to an applicant who has completed or possesses:

- 1) All requirements for the regular reading teacher license
- 2) A minimum of 15 semester credits of course work applicable towards the regular reading specialist license
- 3) The recommendation of a school district personnel officer or a higher-education faculty member engaged in the training of reading personnel
4. 395 English as a second language
5. 535 Recreation
6. 536 Dance
7. 540 Coaching athletics

(License not required) A regular license may be issued to an applicant who holds a valid Wisconsin license to teach and has obtained the institutional endorsement for the license to coach athletics or an applicant who is eligible for or holds a minimum of a regular license in physical education based on a physical education major.

Note: Subdivisions 8, 9, and 10, are repealed effective July 1, 1986.

8. 900 Librarian. Effective July 1, 1970, a regular license may be issued to an applicant who has obtained the institutional endorsement for the school librarian license. In the case of the applicant who holds the library science degree, an Approved Program of a minimum of 18 semester credits of professional education including field experience in school library service and the general requirements sub. (1) (a), (b) and (c) must be completed.

a. Minimum credits for certification (covering both elementary and secondary schools) will be 22 semester credits in library science and related fields, including all of the following:

- 1) Administration of the school library-instructional materials center
- 2) Adolescent literature
- 3) Cataloging and classifying
- 4) Children's literature
- 5) Reference sources for schools
- 6) Selection and use of audio-visual materials
- 7) Selection and use of printed materials

b. Additional courses may be selected from:

- 1) Audio-visual materials and instruction
- 2) Developmental reading
- 3) Principles of elementary and secondary curriculum development
- 4) Remedial reading

5) Student teaching in school librarianship

c. Until July 1, 1983, a life license may be issued to the school librarian who has completed or possesses:

1) Master's degree in library science or instructional materials or the equivalent, which includes a minimum of 32 semester credits completed after obtaining the bachelor's degree including a minimum of 10 semester credits in subjects such as:

- a) Audio-visual materials and instruction
- b) Instructional materials
- c) Library science
- d) Social foundations of librarianship

2) Three years of successful experience as a school librarian in Wisconsin while holding a regular 3-year librarian's license

10. 904 Audio-visual director. Effective July 1, 1967, a person who directs, administers or provides those advisory production and distribution services which facilitate teaching-learning situations with media in an organized manner within an entire school system must hold this license.

a. A regular license may be issued to an applicant who has obtained the institutional endorsement for the audio-visual director's license and has completed or possesses:

1) Eligibility to hold a Wisconsin license to teach or completion of an approved teacher education program.

2) Three years of successful teaching

3) A minimum of 15 semester credits including:

a) Elementary school curriculum (a minimum of 2 semester credits) - for applicants with secondary school teaching experience; or secondary school curriculum - (a minimum of 2 semester credits) - for applicants with elementary school teaching experience

b) A minimum of 12 semester credits in:

- i. Basic audio-visual methods - required
- ii. Production of audio-visual materials - required
- iii. Administration of audio-visual programs - required
- iv. Electives in courses such as:

educational television
motion picture production
photography
programmed learning
radio

Note: The following subdivision is effective July 1, 1986.
Register, November, 1983, No. 335

8. Instructional Library Media and Instructional Technology. Persons holding the regular or life 900 school librarian, 904 audiovisual director, or 905 audiovisual coordinator licenses prior to July 1, 1986, may continue to serve with these licenses.

a. 901 Initial Instructional Library Media Specialist. Effective July 1, 1986, for the 5-year initial license, the applicant shall either possess a regular or a life license as a 900 school librarian or 904 audiovisual director or have completed all of the following:

1) The general requirements PI 3.07 (1) (a), (b), and (c) including the approved program and institutional endorsement

2) Eligibility to hold a Wisconsin license to teach in the elementary or secondary schools or completion of an approved elementary or secondary classroom teacher preparation program

3) Student teaching in elementary and secondary library media services

4) A minimum of 24 semester credits in an approved library media services program covering the following competency areas:

a) History, development, and content of children's and young adult's media

b) Evaluation, selection, and utilization of media and instructional equipment for children and young adults

c) Teaching of media, reference, research, and production skills to enable student use of media resources

d) Provision of reference, referral, and retrieval services; and reading, listening, and viewing guidance

e) Selection of appropriate resources to meet learning activity needs

f) Basic techniques for producing graphic, projected, and electronic media

g) Management of the school building library media program, including the physical, technological, and financial resources; acquisition, organization, and retrieval functions; and operational and reporting procedures

h) Direction of personnel assisting in the operation of a building-level library media program

i) Identification of building-level library media program needs and the use of pertinent research in seeking solutions

j) Informing the community about available library media services and gaining the cooperation of community agencies and professional organizations

k) Application of school laws and regulations pertinent to library media programs

l) Personal interaction skills needed to work effectively within the educational community and with the general public

m) Operation of common audio, projection, television and computer equipment

5) Renewal to a 902 Instructional Library Media Specialist license requires the completion of the requirements listed under subpar. b.

b. 902 Instructional Library Media Specialist. Effective July 1, 1986, for the regular license, the applicant shall either possess both a regular or life license as a 900 school librarian and 904 audiovisual director, or have completed all of the following:

1) Eligibility to hold the initial instructional library media specialist license

2) A master's degree in an approved library media services program or a total of 39 semester credits in an approved library media services program, 15 of which must be completed after the bachelor's degree and must cover the following competency areas:

a) Identification of instructional objectives and selection of a variety of media and other resources to meet those objectives

b) Principles and theories of general elementary and secondary curriculum development and educational psychology

c) Promotion of effective use of media, the new technologies, and other resources by providing inservice instruction for teaching staff

d) Selection and use of microcomputers and appropriate software for educational and bibliographic purposes

e) Advanced techniques for producing instructional media in graphic, projected and electronic formats; ability to determine when to use local school district or commercial production facilities; ability to secure information through networks and computerized databases.

f) Development of position description, performance objectives, and evaluation guidelines for building-level library media personnel.

g) Development of school building-level proposals for new or adapted instructional programs; development of educational specifications for library media centers; and planning of comprehensive annual and long-range goals

h) Establishment and maintenance of effective interpersonal relationships with the entire educational community, including students, administrators, parents, and school personnel

i) Needs assessment for building-level library media programs and use of results to plan a more effective library media program.

j) Advanced knowledge of the content and evaluation of children's and young adult's literature

c. 903 Instructional Technology Specialist. Effective July 1, 1986, for the regular license, the applicant shall either possess a regular or life license as a 904 audiovisual director or have completed all of the following:

1) The general requirements PI 3.07 (1) (a), (b), and (c) including the approved program and institutional endorsement

2) Eligibility to hold a Wisconsin license to teach in the elementary or secondary schools or completion of an approved elementary or secondary classroom teacher education program

3) A master's degree in an approved instructional technology program or 30 graduate semester credits in an approved instructional technology program covering the following competencies:

a) Application of the principles of learning theory to the design of instructional media

b) Determination of instructional objectives and development of specifications for media appropriate to meet those objectives

c) Translation of media design specifications into workable production plans and production of graphic, projected, and electronic media

d) Planning and management of complex operations involving instructional technology, including facility design, work scheduling, and budgeting

e) Training, direction, and evaluation of personnel involved in instructional technology activities

f) Promotion of effective use of media and other resources and technologies by providing inservice instruction for teaching staff

g) Application of microcomputer technology in teaching and learning activities

h) Development and application of standards for evaluation of media produced by local school district staff

i) Analysis of present and future curriculum requirements to identify instructional technology needs

j) Planning and management of effective procedures for selection, purchase, maintenance, and repair of instructional equipment

k) Sources of information on current and future trends and developments in instructional technology

l) Principles and theories of general elementary and secondary curriculum development and educational psychology

m) Establishment and maintenance of effective interpersonal relationships with the entire educational community, including students, administrators, parents, and school personnel

11. 905 Audio-visual coordinator. Effective July 1, 1967, a person who provides those audio-visual advisory, production and distribution services which facilitate teaching-learning situations with media in an organized manner within a single building housing a typically organized grade unit of a school system such as an elementary school, middle school, junior high school, or secondary school must hold a license as an audio-visual coordinator.

a. A regular license may be issued to an applicant for the audio-visual coordinator's license who has completed or possesses:

1) A valid Wisconsin teaching license.

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2) A minimum of 4 semester credits in:

a) Basic audio-visual methods—required

b) A second course in audio-visual instruction

12. 910 Health.

13a. 924 Indian home-school coordinator; 925 Indian language and culture aide. A regular license to serve as an aide or home-school coordinator in an American Indian language and culture education program shall be issued under s. 115.28 (17) (b), Stats., to applicants who are recommended as competent to serve in these positions by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee pursuant to s. 115.735, Stats.

b. The designee of the tribal council or of the local American Indian parent advisory committee shall be competent in the target Indian language and knowledgeable about the history and culture of the target Indian population.

c. A license to serve as an aide in an American Indian language and culture program is not mandatory.

14a. 926 Indian language; 927 Indian history and culture. A regular license to teach Indian language or to teach Indian history and culture in an American Indian language and culture education program may be issued under s. 115.28 (17) (a), Stats., to an applicant who holds or is eligible for a regular teaching license and who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee as possessing the following competencies and who provides the department of public instruction with evidence of possessing the following competencies:

1) Teacher of Indian language

a) Ability to read, speak, write English and the target Indian language with fluency and accuracy.

b) Ability to teach the target Indian language.

2) Teacher of Indian history and culture

a) Knowledge and understanding of the history and culture of the target student population.

b) Ability to teach the history and culture of the target student population.

b. The designee of the tribal council or of the local American Indian parent advisory committee shall be competent in the target Indian language and knowledgeable about the history and culture of the target Indian population.

c. A 2-year license to teach Indian language or to teach Indian history and culture in an American Indian language and culture education program shall be issued under s. 115.28 (17) (a), Stats., to an applicant not

licensable under subpar. a who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee as possessing the following competencies and who provides the department of public instruction with evidence of possessing the following competencies:

1) Teacher of Indian language

a) Ability to read, speak, write English and the target Indian language with fluency and accuracy.

b) Ability to teach the target Indian language.

2) Teacher of Indian history and culture

a) Knowledge and understanding of the history and culture of the target student population.

b) Ability to teach the history and culture of the target student population.

d. The designee of the tribal council or of the local American Indian parent advisory committee shall be competent in the target Indian language and knowledgeable about the history and culture of the target Indian population.

e. Upon verification of 2 years of successful teaching experience by the school or district administrator, a regular license shall be issued to the applicant who has attended the biannual workshops sponsored by the American Indian language and culture education board or the equivalent or who has been exempted from attendance by the board and who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee as possessing the following competencies:

1) Teacher of Indian language

a) Ability to plan and organize instructional materials, units, and lessons designed to instruct students in the use of the target Indian language.

b) Ability to analyze the sound systems, grammatical forms, and syntax of the target Indian language and English and to apply that knowledge to the process of teaching the target Indian language.

c) Ability to develop drills and exercises that develop student awareness of the structure of both the target Indian language and English.

d) Ability to guide students toward informal conversation in the target Indian language.

e) Knowledge of the principles and theories of child and adolescent growth and development and the relationship of that knowledge to teaching the target Indian language in the elementary or secondary schools.

2) Teacher of Indian history and culture

a) Ability to plan and organize instructional materials, units, and lessons designed to instruct students in the history and cultural traditions of the target Indian population.

b) Ability to classify the principal ways in which the target Indian culture resembles and differs from that of the non-Indian culture of the United States.

c) Ability to draw from personal experience in order to create a variety of learning situations which bring the reality of the target Indian culture closer to the student.

d) Ability to devise teaching methods appropriate to the culture of target Indian population.

e) Ability to develop, encourage, and promote student participation in activities and events which reflect the contemporary ways of life of the target Indian culture.

f) Knowledge of the principles and theories of child and adolescent growth and development and the relationship of that knowledge to teaching the target Indian history and culture in the elementary or secondary schools.

f. The designee of the tribal council or of the local American Indian parent advisory committee shall be competent in the target Indian language and knowledgeable about the history and culture of the target Indian population.

15a. 963 School counselor-Indian language and culture. A regular license to serve as a school counselor in an American Indian language and culture program shall be issued under s. 115.28 (17) (a), Stats., to an applicant who holds or is eligible for a regular license as a counselor and who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee and who provides the department of public instruction with evidence of possessing knowledge and understanding of the culture and traditions of the target student population.

b. The designee of the tribal council or of the local American Indian parent advisory committee shall be competent in the target Indian language and knowledgeable about the history and culture of the target Indian population.

Note: Subsection (8) (a) is repealed effective 7-1-86.

(8) SPECIAL EDUCATION. (a) A regular license to teach in any area of special education may be issued to an applicant who has completed the general requirements, sub. (1), (a), (b) and (c), including the Approved Program and the institutional endorsement. Certification may be at the elementary, secondary, or elementary and secondary level, depending upon the applicant's preparation.

1. General professional preparation of a minimum of 18 semester credits is required including:

a. Required:

1) Child or adolescent development

- 2) Group tests and measurements
- 3) Curriculum planning
- 4) Student teaching with normal children
- b. Electives:
 - 1) Audio-visual education
 - 2) Educational psychology or psychology of learning
 - 3) Educational sociology
 - 4) Fundamentals of speech
 - 5) Guidance
 - 6) History of education
 - 7) Kindergarten - primary methods
 - 8) Methods of instruction
 - 9) Personality adjustment
 - 10) Recreation
2. General area of exceptional children - a minimum of 6 semester credits is required including:
 - a. Required:
 - 1) Psychology or nature of exceptional children
 - b. Electives:
 - 1) Abnormal or clinical psychology
 - 2) Administration and supervision of special education
 - 3) Field work with the exceptional child
 - 4) Guidance of the exceptional child
 - 5) Health problems of the exceptional child
 - 6) Home and community planning
 - 7) Individual mental testing (survey)
 - 8) Psychological appraisal of the physically handicapped
 - 9) Speech correction
 - 10) Teaching physical education to the handicapped child

Note: The following sub. (8) (a) will be effective July 1, 1986.

(8) SPECIAL EDUCATION. (a) Effective July 1, 1986, a regular license to teach in any area of special education may be issued to an applicant who has completed the general requirements, PI 3.07 (1), (a), (b), and (c), and an Approved Program and who has received the institutional endorsement. The Approved Program shall include the requirements listed in subd. 1 and 2 below where specifically cited and in the areas of specialization listed in par. (b).

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1. A minimum of 18 semester credits in professional education including:

- a. Child or adolescent psychology;
- b. Psychology of learning or educational psychology;
- c. Measurement and evaluation;
- d. Methods of instruction;
- e. Practicum with non-exceptional children in a regular classroom at the elementary, secondary, or elementary and secondary level. Special consideration will be given to individual's who are hearing impaired in lieu of a practicum;
- f. Normal language development;
- g. Principles of career and vocational education.

2. A minimum of 12 semester credits in general special education including:

- a. Psychology or nature of the exceptional child;
- b. Individual diagnostic assessment;
- c. Behavior and personal management for exceptional children;
- d. Language disorders of the exceptional child;
- e. Methods for working with parents of exceptional children and community agencies.

Note: The following paragraph is repealed effective 7-1-86.

(b) Areas of specialization and specific requirements:

1. 805 Hearing Disability. In addition to the requirements in par. (a) 1 and 2, a minimum of 18 semester credits is required including:

a. Required:

- 1) Language problems and development for the hearing impaired
- 2) Speech and speech reading for the hearing impaired
- 3) Techniques of teaching school subjects to the hearing impaired
- 4) Student teaching and observation of hearing impaired

b. Electives:

- 1) Advanced problems of speech for the hearing impaired
- 2) Anatomy of hearing and speech organs
- 3) Arts and crafts
- 4) Audiology (audiometry and hearing aids)
- 5) Auditory training

2. 808 Early childhood—exceptional educational needs. Effective July 1, 1978, all persons employed as teachers of early childhood—exceptional educational needs must hold a license to teach in this area.

a. A regular license may be issued to an applicant to teach early childhood—exceptional educational needs who has the institutional endorsement for a license to teach in this area. The applicant for this license must have completed a minimum of 34 semester credits including:

- 1) Child growth and development
- 2) Educational psychology or psychology of learning
- 3) Psychology of the exceptional child
- 4) Methods and curriculum in early childhood education
- 5) Methods of teaching reading
- 6) Student teaching with normal young children
- 7) Introduction to the education of the young exceptional child
- 8) Assessment of the young exceptional child
- 9) Language development and disorders of the young exceptional child
- 10) Organization and administration of programs for the young exceptional child
- 11) Methods, curriculum and materials for the young exceptional child
- 12) Student teaching with the young exceptional child
- 13) Parent training and family involvement of the young exceptional child

b. A teacher holding a regular special education license who has been successfully employed as an early childhood—special education teacher by a school system for a minimum of 2 semesters between July 1, 1973, and July 1, 1978, may be certified in early childhood - exceptional educational needs.

3. 810 Mental Retardation. In addition to the requirements stated in par. (a) 1 and 2, a minimum of 12 semester credits is required including:

a. Required:

- 1) Introduction to mental retardation
- 2) Methods of teaching the mentally retarded
- 3) Student teaching the mentally retarded

b. Electives:

- 1) Arts and crafts
- 2) Curriculum for the mentally retarded
- 3) Educational problems of the cerebral palsied
- 4) Music education for the mentally retarded
- 5) Occupational information and guidance for mentally retarded

6) Recreation for the mentally retarded

7) Remedial reading

4. 811 Learning Disability. In addition to the requirements in par. (a) 1 and 2, a minimum of 15 semester credits is required including:

- a. Introduction to special learning disabilities
- b. Special educational diagnosis and evaluation - learning disabilities
- c. Language development for the exceptional child
- d. Education of the child with learning disabilities
- e. Student teaching of the learning disabled

5. 812 Occupational Therapist. Effective July 1, 1977, any person employed by a school system as a school occupational therapist must hold a license issued by the department.

a. A regular license may be issued to a school occupational therapist who was employed by a school system for a minimum of 2 semesters between July 1, 1974, and June 30, 1977, upon verification that the experience was successful and that the applicant was certified by the appropriate professional licensing authority.

b. An applicant lacking the minimum of 2 semesters of experience as a school occupational therapist may be issued a one-year license for the 1977-78 school year, which may be followed by a regular license beginning July 1, 1978, upon verification of successful experience during the 1977-78 school year.

c. Effective July 1, 1978, a school occupational therapist not licensable under 5 a must complete or possess:

1) A license to serve as an occupational therapist issued by the appropriate professional licensing authority

2) A minimum of 9 semester credits in professional special education such as:

- a) Adaptive physical education
- b) Behavior modification for the exceptional child
- c) Early childhood special education
- d) Educational assessment/diagnosis of the exceptional child
- e) Elective(s) in special education
- f) Guidance of exceptional children
- g) Introductory course to a specific area of exceptionality
- h) Language development for the exceptional child
- i) Language disorders
- j) Psychology or nature of exceptional children

6. 815 Orthopedic Disability. In addition to the requirements in par. (a) 1 and 2, a minimum of 12 semester credits is required including:

a. Required:

- 1) Methods of teaching the orthopedically disabled
- 2) Student teaching the orthopedically disabled

b. Electives:

- 1) Kinesiology or physical reconstruction
- 2) Remedial reading
- 3) Survey of pathology of orthopedic conditions
- 4) Survey of speech correction techniques
- 5) Techniques of teaching mentally retarded

7. 817 Physical Therapist. a. A regular license as a school physical therapist may be issued to an applicant who is licensed as a physical therapist by the Wisconsin department of regulation and licensing, medical examining board.

8. 820 Speech or Language Disability. Effective July 1, 1975, a regular license as a speech therapist may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses:

a. A master's degree in communicative disorders (speech pathology, audiology, and language disorders) with undergraduate training including a minimum of 60 semester credits of which a minimum of 24 semester credits are graduate credit. Courses are to be selected from the suggested content areas which follow.

b. 18 semester credits in professional education including:

1) A minimum of 9 semester credits in basic and related areas selected from such content areas as:

a) Required:

- i. Child/adolescent development
- ii. Learning theory

b) Electives:

- i. Child/adolescent psychology
- ii. Clinical psychology
- iii. Developmental/remedial reading
- iv. Educational psychology or psychology of learning
- v. Interprofessional relationships
- vi. Personality adjustment
- vii. Physiological psychology
- viii. Statistics

2) A minimum of 6 semester credits in practicum to include a minimum of 300 clock hours of supervised student practicum; of this, a minimum of 200 clock hours must be earned in working with pre-school and

school age children; of this, a minimum of 100 clock hours must be earned in a school setting under the supervision of a Wisconsin licensed speech and hearing therapist. A minimum of 150 of the total clock hours earned must be at the graduate level. Such practicum should include experience with a wide range of speech and language pathologies as well as auditory testing and hearing rehabilitation.

3) A minimum of 3 semester credits in methods or procedures in school speech and hearing programs

c. A minimum of 6 semester credits in supportive content areas selected from:

1) Required (at least one):

- a) Nature of the exceptional child
- b) Psychology of the exceptional child
- c) Guidance of the exceptional child

2) Electives:

- a) Abnormal or clinical psychology
- b) Guidance and counseling
- c) Learning disabilities
- d) Psychological appraisal of the orthopedically disabled
- e) Psychological testing

d. A minimum of 36 semester credits as follows:

1) A minimum of 12 semester credits in fundamental information applicable to the normal development and use of oral communication and hearing selected from such content areas as:

a) Required:

- i. Anatomy and physiology of speech and hearing
- ii. Phonetics
- iii. Development of speech, language, and hearing

b) Electives:

- i. Acoustics
- ii. Communication theory
- iii. Language theory
- iv. Linguistics
- v. Psychology of speech and hearing
- vi. Social/cultural aspects of oral communication
- vii. Speech and hearing science
- viii. Theory of hearing

2) A minimum of 15 semester credits in diagnostic and evaluative techniques and in clinical procedures and management beyond survey courses, including:

- a) Impairments of articulation
- b) Impairments of fluency
- c) Impairments of voice
- d) Language disorders
- e) Neuromuscular impairments of speech
- f) Orofacial disorders

3) A minimum of 9 semester credits in diagnostic evaluative techniques and in auditory rehabilitation, including:

- a) Auditory disorders
- b) Hearing conservation
- c) Speech and language for the hearing impaired

e. Persons eligible to hold a valid Wisconsin speech therapist license prior to July 1, 1975, may continue such certification under the standards in force prior to July 1, 1975.

9. 825 Visual Disability. In addition to the requirements in par. (a) 1 and 2, a minimum of 12 semester credits is required including:

a. Required:

- 1) Braille reading and writing
- 2) Techniques of teaching school subjects to visually impaired
- 3) Student teaching visually impaired

b. Electives:

- 1) Anatomy of the eye
- 2) Arts and crafts
- 3) Introduction to communicative disorders
- 4) Speech for visually impaired

10. 830 Emotional Disturbance. In addition to the requirements in par. (a) 1 and 2, a minimum of 15 semester credits is required including:

a. Required:

- 1) Remediation of learning difficulties
- 2) Methods of teaching the emotionally disturbed and socially maladjusted
- 3) Student teaching of disturbed children

b. Electives:

- 1) Abnormal psychology

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- 2) Arts and crafts
- 3) Child psychiatry
- 4) Clinical studies in guidance
- 5) Diagnosis and treatment of pupil adjustment
- 6) Emotional and personality development in the elementary school
- 7) Internship with disturbed children as approved by the state superintendent
- 8) Introduction to mental retardation
- 9) Juvenile delinquency
- 10) Nature and needs of the emotionally disturbed
- 11) Practicum in behavior problems
- 12) Remedial reading clinic
- 13) Role of agencies serving emotionally disturbed or socially maladjusted children, or both
- 14) Survey in occupational therapy techniques

11. Exceptional Education - Special Fields

a. A person licensed in any of the special fields listed below who has a specific assignment to teach exceptional children in that field, must hold a license in exceptional education if program reimbursement is to be approved. Those special fields are:

- 1) 860 Physical Education—special education
- 2) 861 Music—special education
- 3) 862 Art—special education
- 4) 863 Home Economics—special education
- 5) 864 Industrial Arts—special education
- 6) 865 Business Education—special education
- 7) 866 Agriculture—special education

b. A regular license may be issued to an applicant who has completed or possesses:

- 1) Eligibility for a license in one of the special fields named above
- 2) A minimum of 9 semester credits in:
 - a) Psychology or nature of exceptional children
 - b) Practicum in the area of specialization with exceptional children
 - c) Elective in special education

3) A statement from the institution at which the above course work was completed attesting to the competence of the applicant in the area of specialization with exceptional children

12. 883 Special Education Program Aide. A regular license to serve as a special education program aide may be issued to an applicant who has completed or possesses:

- a. A minimum of 18 years of age
- b. A minimum of 3 years of experience in supervision of structured youth activities, or
- c. A minimum of 3 years of college education, or
- d. A combination of b and c totaling 3 years, or
- e. A planned 2-year program in child care and development approved by the department.

Note: The following par. (b) is effective July 1, 1986.

(b) Areas of specialization and specific requirements.

1. 806 Mild or Moderate Mental Retardation — K-8 or 7-12 or K-12

- a. Completion of requirements listed in par. (a) 1 and 2.
- b. A minimum of 12 semester credits including:
 - 1) Introduction to mental retardation;
 - 2) Educational diagnosis and assessment of mental retardation; and
 - 3) Curriculum and methods in mental retardation at the elementary level, secondary level, or both.
- c. Student teaching in mental retardation at the elementary level, secondary level, or both. A teacher who holds a regular Wisconsin license in at least one category of special education, who has completed at least 3 years of successful teaching experience including at least one year of successful teaching experience in mental retardation, and who has completed an approved university supervised on-the-job practicum in mental retardation may have the student teaching requirement waived.

2. 807 Severely Handicapped — K-12

- a. Completion of requirements listed in par. (a) 1 and 2.
- b. A minimum of 18 semester credits including:
 - 1) A minimum of 6 credits in the characteristics of children with severe mental retardation and developmental disabilities, severe communication deficits, severe physical disabilities, and behavioral disorders;
 - 2) Educational diagnosis and assessment of the severely handicapped;
 - 3) Curriculum and methods in severely handicapped; and
 - 4) Cooperative programming with community, health, and social services.

c. Student teaching in severely handicapped. A teacher who holds a regular Wisconsin license in at least one category of special education, who has completed at least 3 years of successful teaching experience including at least one year of successful teaching experience in severely handicapped, and who has completed an approved university super-

vised on-the-job practicum in severely handicapped may have the student teaching requirement waived.

3. 811 Learning disabilities — K-8 or 7-12 or K-12

- a. Completion of requirements listed in par. (a) 1 and 2.
- b. A minimum of 12 semester credits including:
 - 1) Introduction to learning disabilities;
 - 2) Educational diagnosis and assessment of learning disabilities;
 - 3) Curriculum and methods in learning disabilities at the elementary level, secondary level, or both; and
 - 4) Remedial reading.

c. Student teaching in learning disabilities at the elementary level, secondary level, or both. A teacher who holds a regular Wisconsin license in at least one category of special education, who has completed at least three years of successful teaching experience including at least one year of successful teaching experience in learning disabilities, and who has completed an approved university-supervised on-the-job practicum in learning disabilities may have the student teaching requirement waived.

4. 830 Emotional Disturbance — K-8 or 7-12 or K-12

- a. Completion of requirements listed in par. (a) 1 and 2.
- b. A minimum of 12 semester credits including:
 - 1) Introduction to emotional disturbance;
 - 2) Educational diagnosis and assessment of emotional disturbance including special attention to remedial reading;
 - 3) Curriculum and methods in emotional disturbance at the elementary level, secondary level, or both; and
 - 4) Management of the emotionally disturbed.

c. Student teaching in emotional disturbance at the elementary level, secondary level, or both. A teacher who holds a regular Wisconsin license in at least one category of special education, who has completed at least three years of successful teaching experience including at least one year of successful teaching experience in emotional disturbance, and who has completed an approved university supervised on-the-job practicum in emotional disturbance may have the student teaching requirement waived.

5. 805 Hearing Impaired — K-8 to 7-12 or K-12

- a. Completion of requirements listed in par. (a) 1 and 2.
- b. A minimum of 18 semester credits including:
 - 1) Introduction to hearing impairment;
 - 2) Curriculum, media and methods in hearing impairment at the elementary level, secondary level, or both;
 - 3) Language problems and development for the hearing impaired;

- 4) Speech for the hearing impaired;
- 5) Speech reading and auditory training for the hearing impaired; and
- 6) Manual communication.

c. Student teaching in hearing impairment at the elementary level, secondary level, or both.

d. For a regular license at the secondary level, the applicant must complete the general requirements in PI 3.07 (4) (a) relating to a teaching minor.

6. 825 Visually Impaired — K-8 or 7-12 or K-12

a. Completion of requirements listed in par. (a) 1 and 2.

b. A minimum of 18 semester credits including:

- 1) Introduction to visual impairment;
- 2) Teaching methods in reading and writing of braille, optacon, and in other communication skills;
- 3) Teaching methods in orientation and mobility;
- 4) Structure, function, and pathological implications of the eye;
- 5) Instructional aids and materials for the visually impaired; and
- 6) Teaching activities of daily living skills.

c. Student teaching in visually impaired at the elementary level, secondary level, or both. A teacher who holds a regular Wisconsin license in at least one category of special education, who has completed at least 3 years of successful teaching experience including at least one year of successful teaching experience in visually impaired, and who has completed an approved university supervised on-the-job practicum in visually impaired may have the student teaching requirement waived.

d. For a regular license at the secondary level, the applicant must complete the general requirements in PI 3.07 (4) (a) relating to a teaching minor.

7. 826 Orientation and Mobility — K-12. Effective July 1, 1986, a regular license shall be issued to an applicant who has completed:

a. A minimum of 12 semester credits in general professional education course work, including:

- 1) Child or adolescent psychology;
- 2) Measurement and evaluation;
- 3) Psychology of education or educational psychology; and
- 4) Curriculum and methods of instruction.

b. An orientation and mobility program approved by the American Association of Workers for the Blind/Association for Education of the Visually Handicapped.

8. 815 Orthopedic Disability — K-12. In addition to the requirements in par. (a) 1 and 2, a minimum of 12 semester credits is required including:

a. Required:

- 1) Methods of teaching the orthopedically disabled; and
- 2) Student teaching the orthopedically disabled.

b. Electives:

- 1) Kinesiology or physical reconstruction;
- 2) Remedial reading;
- 3) Survey of pathology of orthopedic conditions;
- 4) Survey of speech correction techniques; and
- 5) Techniques of teaching mentally retarded.

9. 808 Early childhood — exceptional educational needs. All persons employed as teachers of early childhood - exceptional educational needs must hold a license to teach in this area.

a. A regular license may be issued to an applicant to teach early childhood—exceptional educational needs who has completed an Approved Program and who has received the institutional endorsement for a license to teach in this area. The applicant for this license must have completed a minimum of 34 semester credits including:

- 1) Child growth and development;
- 2) Educational psychology or psychology of learning;
- 3) Psychology of the exceptional child;
- 4) Methods and curriculum in early childhood education;
- 5) Methods of teaching reading;
- 6) Student teaching with normal young children;
- 7) Introduction to the education of the young exceptional child;
- 8) Assessment of the young exceptional child;
- 9) Language development and disorders of the young exceptional child;
- 10) Organization and administration of programs for the young exceptional child;
- 11) Methods, curriculum and materials for the young exceptional child;
- 12) Student teaching with the young exceptional child; and
- 13) Parent training and family involvement of the young exceptional child.

10. 820 Speech or Language Disability — K-12. A regular license as a speech therapist may be issued to an applicant who has completed an

Approved Program and who has received the institutional endorsement and who has completed or possesses:

a. A master's degree in communicative disorders (speech pathology, audiology, and language disorders) with undergraduate training including a minimum of 60 semester credits of which a minimum of 24 semester credits are graduate credit. Courses are to be selected from the suggested content areas which follow:

b. 18 semester credits in professional education including:

1) A minimum of 9 semester credits in basic and related areas selected from such content areas as:

a) Required:

i. Child/adolescent development; and

ii. Learning theory.

b) Electives:

i. Child/adolescent psychology;

ii. Clinical psychology;

iii. Developmental/remedial reading;

iv. Educational psychology or psychology of learning;

v. Interprofessional relationships;

vi. Personality adjustment;

vii. Physiological psychology; and

viii. Statistics

2) A minimum of 6 semester credits in practicum to include a minimum of 300 clock hours of supervised student practicum; of this, a minimum of 200 clock hours must be earned in working with pre-school and school age children; of this, a minimum of 100 clock hours must be earned in a school setting under the supervision of a Wisconsin licensed speech and hearing therapist. A minimum of 150 of the total clock hours earned must be at the graduate level. Such practicum should include experience with a wide range of speech and language pathologies as well as auditory testing and hearing rehabilitation.

3) A minimum of 3 semester credits in methods or procedures in school speech and hearing programs.

c. A minimum of 6 semester credits in supportive content areas selected from:

1) Required (at least one):

a) Nature of the exceptional child;

b) Psychology of the exceptional child;

c) Guidance of the exceptional child.

2) Electives:

- a) Abnormal or clinical psychology;
 - b) Guidance and counseling;
 - c) Learning disabilities;
 - d) Psychological appraisal of the orthopedically disabled;
 - e) Psychological testing.
- d. A minimum of 36 semester credits as follows:
- 1) A minimum of 12 semester credits in fundamental information applicable to the normal development and use of oral communication and hearing selected from such content areas as:
 - a) Required:
 - i. Anatomy and physiology of speech and hearing;
 - ii. Phonetics;
 - iii. Development of speech, language, and hearing.
 - b) Electives:
 - i. Acoustics;
 - ii. Communication theory;
 - iii. Language theory;
 - iv. Linguistics
 - v. Psychology of speech and hearing;
 - vi. Social/cultural aspects of oral communication;
 - vii. Speech and hearing science;
 - viii. Theory of hearing.
 - 2) A minimum of 15 semester credits in diagnostic and evaluative techniques and in clinical procedures and management beyond survey courses, including:
 - a) Impairments of articulation;
 - b) Impairments of fluency;
 - c) Impairments of voice;
 - d) Language disorders;
 - e) Neuromuscular impairments of speech;
 - f) Orofacial disorders.
 - 3) A minimum of 9 semester credits in diagnostic evaluative techniques and in auditory rehabilitation, including:
 - a) Auditory disorders;
 - b) Hearing conservation;
 - c) Speech and language for the hearing impaired.

11. 812 Occupational Therapist — K-12. Any person employed by a school system as a school occupational therapist must hold a license issued by the department.

a. Effective July 1, 1978, a school occupational therapist must complete or possess:

1) A license to serve as an occupational therapist issued by the appropriate professional licensing authority.

2) A minimum of 9 semester credits in professional special education such as:

- a) Adaptive physical education;
- b) Behavior modification for the exceptional child;
- c) Early childhood special education;
- d) Educational assessment/diagnosis of the exceptional child;
- e) Elective(s) in special education;
- f) Guidance of exceptional children;
- g) Introductory course to a specific area of exceptionality;
- h) Language development for the exceptional child;
- i) Language disorders.

12. 817 Physical Therapist — K-12.

a. A regular license as a school physical therapist may be issued to an applicant who is licensed as a physical therapist by the Wisconsin department of regulation and licensing, medical examining board.

13. Exceptional Education — Special Fields — K-8, 7-12, or K-12.

a. A person licensed in any of the special fields listed below who has a specific assignment to teach exceptional children in that field, must hold a license in exceptional education if program reimbursement is to be approved. Those special fields are:

- 1) 860 Physical Education — special education;
- 2) 861 Music — special education;
- 3) 862 Art — special education;
- 4) 863 Home Economics — special education;
- 5) 864 Industrial Arts — special education;
- 6) 865 Business Education — special education;
- 7) 866 Agriculture — special education.

b. A regular license may be issued to an applicant who has completed or possesses:

- 1) Eligibility for a license in one of the special fields named above.
- 2) A minimum of 9 semester credits in:

- a) Psychology or nature of exceptional children;
- b) Practicum in the area of specialization with exceptional children;
- c) Elective in special education.

3) A statement from the institution at which the above course work was completed attesting to the competence of the applicant in the area of specialization with exceptional children.

14. 883 Special Education Program Aide. A regular license to serve as a special education program aide may be issued to an applicant who has completed or possesses:

- a. A minimum of 18 years of age;
- b. A minimum of 3 years of experience in supervision of structured youth activities; or
- c. A minimum of 3 years of college education; or
- d. A combination of b and c totaling 3 years; or
- e. A planned 2-year program in child care and development approved by the department.

(9) PUPIL SERVICES. (a) A license in an area of the pupil services may be issued to an applicant who has completed the general requirements sub. (1) (a), (b), and (c), including the Approved Program and institutional endorsement.

Note: The following subs. 1., 2. and 3. will be repealed effective 7-1-84.

1. 965 Provisional School Counselor. Persons born before July 1, 1913, may indefinitely renew license provided under standards in force in 1967. Effective September 1, 1968, a 5-year nonrenewable license may be issued to an applicant who has completed or possesses:

- a. A bachelor's degree
- b. Eligibility for a Wisconsin teacher's license to teach or completion of an approved teacher education program
- c. A minimum of 2 years of successful elementary or secondary school teaching experience, verified as requested
- d. A minimum of 18 semester credits of graduate work in education and guidance covering all the following competency areas:
 - 1) Understanding of the psycho-social foundations of individual and group behavior, including the structure of personality, human development, and the teaching-learning process
 - 2) Understanding of the philosophy, purposes, and structure of the total school enterprise, with special reference to the goals and services involved in guidance, pupil personnel, and in curricular programs
 - 3) Ability to develop staff relationships which will implement guidance services effectively
 - 4) Understanding of an ability to engage in individual counseling processes and relationships. Must include practicum experience

5) Understanding of an ability to engage in small group processes and relationships

6) Knowledge of individual career development and of the social, educational, and vocational milieu, and the ability to use this knowledge effectively in the school guidance program

e. Undergraduate credit may be used to satisfy not more than 2 of the competency requirements, but shall not decrease the minimum graduate requirements

f. The state superintendent may approve of experimental programs based on completion of a master's degree in guidance and counseling and including completion of a full-time one-year elementary or secondary school counseling internship. At the discretion of the state superintendent the teacher certification and 2-year teaching experience requirements in the approval of such experimental programs may be waived.

2. 964 Professional School Counselor. Effective September 1, 1968, a 5-year renewable license may be issued to an applicant who has completed or possesses:

a. Eligibility for a Wisconsin provisional school counselor license

b. A master's degree in counseling and guidance, or

c. Thirty semester credits of graduate level course work appropriate to school counseling and guidance

d. A minimum of 2 years of successful experience as an elementary or secondary school counselor in an assigned position of at least half-time

e. A minimum of one year of accumulated work experience after high school graduation in fields other than education

f. All competency requirements listed for provisional school counselor certification and all the following competency requirements shall be included in the master's degree program or the 30 semester credit equivalent:

1) Ability to organize and administer guidance services effectively

2) Knowledge of other pupil personnel and community resources

3) Ability to analyze and synthesize data pertinent to both individual and group behavior

4) Ability to interpret relevant pupil personnel research to improve school practices

3. 964 Professional School Counselor Life License. Effective September 1, 1968, a professional school counselor life license may be issued to an applicant who has completed or possesses:

a. The professional school counselor license

b. An Approved Program for the professional school counselor life license including a minimum of 18 additional semester credits of graduate work arranged in a logical program of specialization in counseling and guidance

Note: The following subd. 1. will be effective July 1, 1984.

1. School Counselor. Effective July 1, 1984, persons holding the 964 Professional School Counselor—Life or the regular 964 Professional School Counselor license may continue to serve with this license. Persons holding the 965 Provisional School Counselor license must meet the 966 School Counselor license requirements for continued certification when their current license expires.

a. 966 School Counselor. A regular license may be issued to an applicant who has completed or possesses the following:

1) A master's degree with a major in school counseling and guidance or a master's degree with at least 30 semester credits in an approved school counseling and guidance program and the institutional endorsement.

2) a) Eligibility for a Wisconsin license to teach in the elementary or secondary schools or completion of an approved elementary or secondary teacher education program and 2 years of successful teaching experience at the elementary or secondary school level, or

b) An approved one-year, full-time internship in school counseling at the elementary or secondary level, or

c) A minimum of 2 years of successful experience as a licensed school counselor in an assigned position of one-half time or more.

3) Demonstrated proficiency in each of the following areas:

a) Understanding of the philosophy, purpose, and structure of the total school enterprise including the organization and administration of public schools and pupil services programs.

b) Understanding of the psychological foundations of individual and group behavior, including vocational psychology, the structure of personality, child and adolescent development, and the teaching and learning processes.

c) Understanding cultural and societal conditions which affect students' development and learning including ethnicity, special education populations, work values, economic systems, urban and rural lifestyles, cultural mores, health and nutrition problems, changing sex roles, stereotyping, demographics, and parenting.

d) Ability to develop staff relationships for the effective implementation of guidance programs within the total curriculum including the understanding of and ability to engage in consulting, coordinating, and communicating functions.

e) Understanding of career development theories and practices over the lifespan and the ability to use this knowledge effectively in the school guidance program.

f) Understanding of professional issues including student rights, the counselor and the law, codes of ethics, goals and objectives of professional organizations, standards of preparation and certification, licensing, and role identity of counselors.

g) Understanding of child welfare systems such as but not limited to juvenile justice, public health, mental health, developmental disabilities, and county social services; systems which provide services to children

identified as juvenile delinquent, mentally ill, developmentally disabled or in need of protection and services.

h) Ability to effectively organize and administer comprehensive school guidance programs including the utilization of community resources and appropriate technology in the program.

i) Ability to generate, analyze, and synthesize data about the behaviors, progress, and needs of students individually and within groups.

j) Ability to interpret relevant pupil services research and to implement evaluation procedures necessary for the improvement of school practices related to counseling and guidance.

k) Understanding of and ability to engage in individual counseling and group guidance processes which facilitate students' self-awareness, self-understanding and self-acceptance in relation to educational and career development as evidenced by satisfactory completion of a supervised practicum experience in a school setting.

b. 967 School Counselor—Bilingual. A regular license as a School Counselor—Bilingual may be issued to an applicant who has completed or possesses the following:

1) A license as a bilingual teacher and eligibility for the 966 School Counselor license, or

2) Two semesters of successful experience as a bilingual counselor in an assignment of one-half time or more and eligibility for the 966 School Counselor license.

3) A regular license as a 967 School Counselor — Bilingual may be issued to an applicant not certified under sub. (9) (a) 1b who has completed or possesses:

a) All requirements for the 966 School Counselor license.

b) Additional counseling and guidance practica and field experiences in the community of the target language group.

c) Proficiency in English and in the target language.

4. 75 School Nurse Certification (License not required)

a. Degree requirements

1) The candidate for school nurse certification must meet requirements for the baccalaureate degree in nursing required by ch. 441, Stats., and Wis. Adm. Code, s. N 2.04 and must hold a current certification to practice as a registered professional nurse in Wisconsin.

b. Professional education requirements include 18 semester credits as follows:

1) School nursing practicum including 6 semester credits of experience of a school setting;

2) Human growth and development throughout the life span (3 semester credits)

3) Nine elective semester credits distributed among at least 3 of the following areas:

a) Sociology

i. Social psychology

ii. Child welfare

iii. Sociology of education

b) Philosophy

i. Philosophy of education

ii. Philosophical issues in education

iii. Philosophical conceptions of teaching and learning

iv. Philosophy of health education

c) Psychology

i. Human abilities and learning

ii. Educational psychology or psychology of learning

iii. Psychology of the exceptional child

iv. Learning processes in children

d) Special education

i. Health problems of the exceptional child

ii. Psychological appraisal of the physically handicapped

iii. Speech correction

iv. Guidance of exceptional children

e) Other electives

i. Individualizing instruction

ii. General curriculum

iii. Problems and materials in health education

iv. Principles of health education

v. Guidance and counseling

c. Academic specialization:

1) An emphasis on pediatrics in ambulatory and community settings within the academic program is recommended.

d. Other certification provisions:

1) Candidates for school nursing certification who are graduates of schools of nursing and who have the preparation outlines in 4 a, b, and c above, as provided in an Approved Program, may be issued a regular license

2) Nurses presently employed by or for school boards may be issued a regular license if they have completed:

a) Three years of experience in school nursing within the past 5 years (in lieu of practicum), and

b) At least 12 semester credits in professional education from the list in 4 b 2) and 3) or their equivalents, or

c) At least 6 semester credits in professional education from the list in 4 b 2) and 3) or their equivalents, and hold public health nursing certification.

3) Nurses presently employed by or for school boards may be issued a regular license if they have completed:

a) Three years of experience in school nursing within the past 5 years (in lieu of practicum). Upon completion of an additional 6 semester credits from the list in 4 b 3) above or their equivalents, a 5-year renewable license may be issued to practicing school nurses. If a baccalaureate degree is completed, a life license will be granted.

4) Until July 1, 1983, a life license as a school nurse may be issued after 3 years of successful full-time work, or its equivalent, as a licensed school nurse in a Wisconsin school to:

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3. A master's degree in any field
4. A minimum of 3 years of elementary or secondary teaching experience
5. Graduate courses in:
 - a. Child or adolescent psychology, or both
 - b. Curriculum (general)
 - c. Educational tests and measurements
 - d. Introduction to guidance
 - e. Supervision (general)
6. A core of a minimum of 6 graduate semester credits in:
 - a. Administration and supervision of special education programs, or
 - b. Field work or internship in the administration and supervision of special education programs, or
 - c. Seminar in the administration and supervision of special education programs
7. The state superintendent may substitute equivalent credit after reviewing verification of the applicant's competence in this area.
8. Until July 1, 1983, a life license to serve as a level B special education supervisor, coordinator or director may be issued to an applicant who has completed or possesses:
 - a. A minimum of 2 graduate level courses in special education for at least 2 semester credits each
 - b. Verification from an employing official of 3 years of successful experience as a special education supervisor, coordinator or director in Wisconsin schools while holding the level B license

(d) 81 Special Education Supervisor - Level A. A regular license to serve as a level A special education supervisor may be issued to an applicant who has obtained a recommendation of competence from a preparation institution and has completed or possesses:

 1. Eligibility to hold the level B license for supervisor, coordinator or director of special education
 2. A 6th year specialist's degree or its equivalent (One year of graduate work in special education beyond the master's degree or a minimum of 18 semester credits of post-master's level course work in the broad areas of exceptionality meets this requirement. At least 12 semester credits of this graduate work shall be in areas other than the original area of specialization in special education.)
 3. Until July 1, 1983, a life license to serve as a level A special education supervisor, coordinator or director may be issued to an applicant upon verification from an employing official of a minimum of 3 years of successful experience as a special education supervisor level A in Wisconsin schools while holding the level A license.

(e) A general or special education supervisor, curriculum coordinator, or other classed as a supervisor within the department whose regular duties extend into public schools to work with teachers, administrators or school boards may secure a license as a supervisor if qualified under pars. (a), (b), (c), or (d), or by serving successfully for 3 years as a supervisor within the department.

(f) Local Vocational Education Coordinator 1. A regular license to serve as local vocational education coordinator may be issued to an applicant who has completed or possesses:

a. A minimum of a bachelor's degree with a major in a vocational subject area

b. College-level course work in the following areas:

1) Curriculum planning and development (general)

2) Guidance with an emphasis on career development

3) Issues, principles or philosophy of vocational education

4) Organization and administration of cooperative vocational programs

5) School administration (general)

6) Supervision of instruction (general)

c. Work experience outside of teaching to include at least 2,000 hours in one or more occupational fields. College field experience resulting in college credit may be used to satisfy occupational requirements, each contact hour counting up to 3 clock hours of occupational experience as follows: One clock hour of approved workshop experience counts up to 3 clock hours of occupational experience. Approval by the state superintendent is required.

d. Three years of successful secondary school teaching in a vocational subject area or 2 years of secondary school teaching in vocational subject areas and an additional 2 years in administration and guidance, or both

2. A 5-year license may be issued to an applicant upon completion of 3 years of successful employment as a local vocational education coordinator.

3. A 5-year license may be renewed upon completion of 5 semester credits of college course work or 475 clock hours of related occupational experience which contributes to broadening the vocational competency of the applicant may be substituted for college credit. Field experience resulting in college credit may be used to satisfy occupational requirements, each contact hour counting up to 3 clock hours of occupational experience. Workshops may be substituted for occupational experience as follows: one clock hour of approved workshop experience counts up to 3 clock hours of occupational experience. Workshops must have prior approval of the state superintendent. These requirements are to be fulfilled within the immediate preceding 5-year period.

Note: Paragraph (g) will be repealed effective July 1, 1986.

(g) 09-900 School Librarian Supervisor (This license is not required). A regular license to serve as school librarian supervisor may be issued to an applicant who has completed or possesses:

1. A master's degree in library science or related area
2. Five years of successful experience as a licensed school librarian
3. Graduate level course in:
 - a. Principles of school administration
 - b. Supervision (or personnel management)
 - c. School librarianship or information science

Note: The following paragraph will be effective July 1, 1986.

(g) 91 Instructional Library Media Supervisor. License not required. Persons holding the regular or life 09-900 school library supervisor license may continue to serve with this license. Effective July 1, 1986, for the regular license, the applicant shall have completed or possess all of the following:

1. Eligibility to hold the 902 instructional library media specialist license.
2. Three years of successful experience as an instructional library media specialist while holding either an initial or regular instructional library media specialist license

3. A master's degree from an approved library media services program plus 12 graduate semester credits in educational administration, school personnel management, supervision of instruction, and district level library media program supervision from an approved program covering the following competency areas:

- a. General principles of organizing, operating, financing, and administering elementary and secondary schools.
- b. Supervision of instruction in elementary and secondary schools.
- c. General principles of school personnel management.
- d. Administration and supervision of library media programs at the district level, including:

- 1) Evaluation and planning of program and services
- 2) Management of personnel and financial resources
- 3) Analysis of current trends in providing library media services
- 4) Application of research methodologies
- 5) Application of networking, automation, and advanced communication technologies
- 6) Application of appropriate laws and regulations.

(h) 968 Supervisor of Counseling and Guidance. License not required. Effective July 1, 1984, a regular license may be issued to an applicant who has completed or possesses the following:

- 1) Eligibility for a 966 School Counselor license.
- 2) A minimum of 3 years of successful experience as a licensed school counselor in an assigned position of one-half time or more.
- 3) Education Specialist degree in counseling and guidance or at least 24 semester credits of graduate study beyond the coursework requirements for the 966 School Counselor license and the institutional endorsement. Credits must be earned in an Approved Program. The graduate studies must include work and demonstrated proficiency in each of the following areas:
 - a) Advanced practica in individual counseling and group guidance strategies.
 - b) Direction, supervision, and evaluation of the work of school counselors.
 - c) Advanced research and evaluation techniques especially in the area of conducting counseling and guidance program assessment.
 - d) Advanced work in the use of consultive and teaching strategies concerned with the psychological education and mental health of students, staff, and parents.

(i) 969 Supervisor of Counseling and Guidance—Bilingual. License not required. Effective July 1, 1984, a regular license may be issued to an applicant who has completed or possesses the following:

- 1) Eligibility for 968 Supervisor of Counseling and Guidance license.
- 2) Advanced counseling and guidance practica and field experiences in the community of the target language group.
- 3) Ability to supervise the work of other bilingual counselors.
- 4) Proficiency in English and in the target language.

History: Cr. Register, January, 1980, No. 289, eff. 2-1-80; cr. (7) (a) 13., 14. and 15., Register, July, 1982, No. 319, eff. 8-1-82; r. (9) (a) 9.b., renum. (9) (a) 9.c. to be (9) (a) 9.b., Register, August, 1982, No. 320, eff. 9-1-82; am. (5) (g), (7) (a) 8.c., (9) (a) 4.d., (12) (b), (14) (b), (c) 8. and (d) 3., Register, August, 1982, No. 320, eff. 7-1-83; am. (2) (intro.), (3) (intro.), (4) (intro.) and (g) 15.a., 18., 29., 31. and 32., (5) (a) and (f), (6) (a) (intro.) and 7., (7) (intro.) and (a) 1.a. and b., 2.a. and b., 3.a. and b., 7., 8., 10.a., 11.a., (8) (a) (intro.) and (b) 2.a., 5.a. and b., 7.a., 8., 11.b. and 12., (9) (a) 4.d., 9.a., 10., (12) (a) (intro.), (13) (a) (intro.), (14) (a) (intro.), (c) (intro.), (d) (intro.), (f) (intro.) 1., and (g) (intro.), r. (6) (a) 10. to 12., Register, April, 1983, No. 328, eff. 7-1-83; r. (7) (a) 8. 9. and 10., cr. (7) (a) 8., r. and recr. (8) (a) and (b), (14) (g), Register, November, 1983, No. 335, eff. 7-1-86; r. (9) (a) 1. 2. and 3. or (9) (a) 1., (14) (h) and (i), Register, November, 1983, No. 335, eff. 7-1-84.

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