

### Chapter PI 3

#### LICENSES

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Note: Chapter PI 3 as it existed on October, 31, 1984 was repealed and a new chapter PI 3 was created effective November 1, 1984.

#### PI 3.01 Definitions. In this chapter:

(1) "Accredited" means that an educational institution meets required educational standards or accepted criteria of quality in its educational program as established by a recognized state, regional, or national accrediting agency.

(2) "Administrative assistant" means a degree holding person serving in the central administration office in a position which is not included elsewhere in ch. PI 3 and which does not normally include direct involvement with pupils, supervising teachers or curriculum development.

(3) "Approved program" means a teacher education program developed and offered by a higher education institution and approved by the state superintendent utilizing the process and criteria described in s. PI 3.02.

(4) "Classroom" means an area or space designated for instructing students.

(5) "Consultant" means a specialist or resource person whose advice is sought in improving an educational program, facilities, or methods of cooperation, limited to a specified period of time, for a specific purpose or program.

(6) "Cooperating teacher" means a licensed teacher with 2 years experience in private or public nursery, elementary and secondary schools who supervises student teachers/interns in cooperation with the college or university supervising teacher who meets criteria described in s. PI 3.26.

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(7) "Course" means organized subject matter in which instruction is offered within a period of time, and for which credit is usually granted toward graduation or licensure.

(8) "Curriculum coordinator or director of instruction" means a member of the professional staff of a school system responsible for coordination of various curricular offerings within either one or more schools in a school system.

(9) "Department" means the department of public instruction.

(10) "District administrator" means the person who acts as the administrative head of a district.

(11) "Early childhood education" for purposes of licensing, means the nursery school and kindergarten levels.

(12) "Elementary school" means a school which usually includes any one or more grades within the range of nursery school level through grade 8.

(13) "Equivalency" means the state or condition of being equal or comparable in value, meaning or effect, to given criteria established for courses, course work, programs or experience.

(14) "High school" means a school which usually includes one or more grades within the range of grades 9 through 12.

(15) "Initial license" means the first regular license which verifies that the holder has satisfied the minimum requirements prescribed in ch. PI 3.

(16) "Institutional endorsement" means written verification from the certifying officer at an institution which prepares teachers that the applicant has satisfactorily completed the Approved Program of teacher education and is recommended for a specific license.

(17) "Junior high school" means a school which usually includes any one or more grades within the range of grades 7 through 9.

(18) "License" means a document issued by the department granting authority or permission to practice in the teaching profession.

(19) "Middle school" means a school which usually includes any one or more grades within the range of grades 5 through 8.

(20) "Practicum" means a course of instruction aimed at closely relating the study of theory and practical experience, both usually carried on simultaneously.

(21) "Preparation institution" means a college or university which offers one or more Approved Programs in teacher education.

(22) "Professional education" means that phase of the teacher preparation program which usually includes a sequence of courses intended to prepare a person for the teaching profession and usually deals with the study of educational foundations, psychology, and teaching methods. As the culminating clinical experience, student teaching is also usually required.

(23) "Qualified" means having complied with the specific requirements for employment in a given position, including the holding of the appropriate license.

(24) "Regular license" means a license issued to a person who fully meets the licensing requirements for serving in a given position in education.

(25) "Regularly employed" means employment by a school system as a teacher, at fixed or uniform intervals, for at least one semester.

(26) "Secondary school" means a school which usually includes any one or more grades within the range of grades 7 through 12.

(27) "Special education" means the education of children and youth with exceptional educational needs because of emotional disturbance, hearing disability, learning disability, mental retardation or other developmental disability, physical or orthopedic disability, speech or language disability, or visual disability.

(28) "Special subjects" means practical or applied subjects such as agriculture, art, business education, home economics, industrial arts, music, or physical education.

(29) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.

(30) "Student teacher" means a college or university student preparing for the teaching profession assigned to practice through observation, participation, and actual teaching under the direction of a supervisor of student teachers and cooperating teachers as a part of the preservice program offered by a preparation institution.

(31) "Substitute teacher" means a licensed teacher who occupies temporarily the position of an absent teacher. Day-to-day substitutes are defined as teachers employed for a maximum of 20 consecutive school days in the same teaching assignment. Long-term substitutes are defined as teachers employed for 21 or more consecutive school days in the same teaching assignment.

(32) "Supervisor" means a person responsible for the promotion, development, maintenance, or improvement of instruction in one or more fields.

(33) "Supervisor of student teacher" means the person employed by the teacher preparation institution who works with the cooperating teacher in the direction and supervision of student teaching/intern experiences.

(34) "Teacher" means a licensed member of the professional staff whose work includes the exercise of any educational function for compensation, in any elementary or secondary school instructing pupils, or administering, directing, or supervising any educational activity.

(35) "Teacher aide" means a person who performs a variety of duties under the direct supervision of a licensed teacher, except professional teaching responsibilities such as diagnosing educational needs, prescribing teaching-learning procedures, and evaluating the effects of teaching.

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(36) "Teaching experience" means experience in which the licensed teacher as a regular employe is actually conducting learning experiences of students in an elementary or secondary classroom setting on a continuing basis.

(37) "Tribal council" includes the governing body of an Indian tribe regardless of how denominated.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.02 Approved programs.** An Approved Program is a teacher education program developed and offered by a teacher preparation institution and approved by the state superintendent. An Approved Program shall meet the statutory and administrative code requirements but may exceed these minimums as determined by the teacher preparation institution. The state superintendent shall conduct a site review at each institution which prepares professional school personnel at least once each 5 years for the purpose of approving programs which lead to licensing of such school personnel. Proficiency examinations may be used in lieu of course work by the college or university. Such examinations shall be administered by the college or university offering Approved Programs in teacher education and the credits earned by examinations shall be included on the official transcript of credits issued by the examining institution.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.03 Licenses, types of.** A license may be issued to a person who has completed an Approved Program and who has obtained the institutional endorsement for licensure. A license may also be granted to a person who meets the requirements of the interstate agreement on qualification of educational personnel (s. 118.46 Stats.). The licensing year begins on July 1 and ends on June 30.

(1) **LICENSE CODES.** The number following the specific license areas are for computer accounting use.

(2) **REGULAR LICENSE.** (a) Effective July 1, 1983, all regular licenses shall be issued for a term of 5 years. Life licenses will not be issued after July 1, 1983. Persons holding life licenses issued prior to July 1, 1983, are not affected by this rule and are subject to the provisions of sub. (3).

(b) *Continuing professional education requirement, renewal specifications.* Renewal of the regular 5-year license for all professional school employes shall require the completion of a continuing professional education requirement of 6 semester credits at an accredited college or university or the equivalent. The equivalent must be preapproved by the state superintendent. The continuing professional education requirement shall be met by acquiring the prescribed 6 semester credits, or by acquiring 180 clock hours of preapproved professional activities specified in subd. 1, or by acquiring a combination of credits and preapproved professional activities equaling 6 semester credits. The continuing professional education requirement shall be completed in the area directly and substantively related to one or more of the licenses held or to professional competency. Proof of compliance with the continuing professional education requirement shall be submitted by the applicant with the license renewal application. An applicant who does not meet the continuing professional education requirement shall, upon application, be issued a one-year nonrenewable license. To

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qualify for the regular license, the applicant shall complete the continuing professional education requirement. Following are the requirements for preapproval of equivalency programs:

1. Applications for preapproved programs shall be received by the department a minimum of 30 calendar days prior to the activity.

2. Thirty clock hours of preapproved professional activities equals one semester credit.

3. Programs shall be in clock hour increments and include a minimum of 5 clock hours of activity related to a common theme. The 5 clock hours shall be accomplished within a 12-month period.

4. A list of program participants verifying the clock hours approved for each participant shall be submitted to the state superintendent by the program provider within 30 days of the program completion.

5. Preapproval application forms available from the department require the following information:

a. Clock hours and program schedule;

b. The licensees for whom the program was developed;

c. The common theme, goals, and objectives of the program;

d. Activities and processes to be used in meeting the program goals and objectives;

e. Plan for evaluating the professional growth of the participants;

f. Plan for verifying attendance; and

g. Qualifications of the persons planning and conducting the program.

6. Agencies, institutions, and organizations which may submit proposals to the state superintendent include:

a. Accredited colleges and universities;

b. Cooperative educational service agencies in Wisconsin;

c. Wisconsin department of public instruction;

d. Local public or private education agencies and schools in Wisconsin;

e. Local, state, regional, national professional education organizations, or unions;

f. Wisconsin vocational, technical, and adult education schools;

or

g. Others as approved by the state superintendent.

(c) *Exemption from continuing professional education requirement.* Physical therapists licensed by the department of public instruction shall not be subject to the continuing professional education requirement imposed in par. (b).

(3) **LIFE LICENSE.** Until July 1, 1983, the life license was issued to a teacher in most fields who held a bachelor's degree and had taught successfully in Wisconsin under a regular license for 6 semesters, 2 of which were within the 3 years immediately prior to the issuance of this license. A life license issued prior to July 1, 1962, remains valid for the lifetime of the licensee unless revoked by the state superintendent. A life license issued after June 30, 1962, remains valid as long as the holder is active in the teaching profession unless revoked by the state superintendent. Employment in the teaching profession a minimum of 90 days in a given school year is considered sufficient to maintain the validity of this license. This license becomes invalid if for 5 or more consecutive years the holder is not actively employed in a position in the teaching profession. Such invalidated license may be renewed by completing the refresher work requirement. Exceptions to the above are included in the information under the respective fields in which licensing is available.

(4) **EMERGENCY LICENSES.** (a) *Special licenses.* 1. A special license is limited in time to one year or fraction thereof and to one specific assignment to permit the employment of a licensed teacher who does not meet the legal requirements for the teaching assignment for which a special license is requested. The license shall expire on June 30 or earlier in the school year of issuance.

2. The district administrator or designated official of the school system shall request a special license in writing with full explanation and justification of the need.

3. Renewal of a special license may be granted upon the satisfactory completion by the applicant of a minimum of 6 semester credits in an Approved Program between the date of issuance and the date of renewal. The district administrator or designated official of the school system shall request a renewal of a special license in writing with full explanation and justification of the need and may include, but not be limited to, a continued shortage of available regularly licensed teachers.

4. The state superintendent may issue or deny a special license.

(b) *Permits.* 1. A permit is limited in time to one year or fraction thereof and to one specific assignment, given to permit the employment of a person who meets the minimum statutory requirements but who does not meet the minimum code requirements for teaching under ch. PI 3. The permit is recognized as a substandard license issued to an unqualified person and expires on June 30 or earlier in the school year of issuance.

2. The district administrator or designated official of the school system shall request a permit in writing with full explanation and justification of the need. The request shall state that a satisfactory qualified person is not available.

3. Renewal of a permit may be granted under circumstances which include the satisfactory completion by the applicant of a minimum of 6 semester credits in an Approved Program between the date of issuance and the date of renewal. The district administrator or designated official of the school system shall request a renewal of a permit in writing with full explanation and justification of the need. The request shall state that a satisfactory qualified person is not

available and may include, but not be limited to, a continued shortage of available regularly licensed teachers.

4. The state superintendent may issue or deny a permit.

(c) *One-year license.* A one-year Wisconsin teaching license may be issued to an out-of-state applicant who has completed a state approved teacher education program as required by Wisconsin statutes and administrative code but who has minor coursework deficiencies.

(d) *License based on equivalency.* A Wisconsin teaching license may be issued to an applicant who has completed a teacher education program at a non-state approved, out-of-state institution if an equivalency statement is obtained from a state approved college or university offering teacher education programs.

(5) **INTERN LICENSE.** An intern license may be issued to a person assigned to a school system through an internship program approved by the state superintendent. An intern shall hold an intern license to receive a stipend from a board of education. The license may be issued only to a student recommended by the proper preparation institution authorities and must hold senior or graduate rank. A request signed by the district administrator of the participating school system shall be filed as a condition for the issuance of such license. An intern is assigned to limited administrative, pupil service or instructional duties under the direction of a fully licensed practitioner in the specific field of internship.

(6) **SUBSTITUTE TEACHERS.** (a) Short-term substitutes are defined as teachers employed for a maximum of 20 consecutive school days in the same teaching assignment. Short-term substitutes shall be licensed teachers; however, they may be employed to teach any subject at any grade level. Long-term substitutes are defined as teachers employed for 21 or more consecutive school days in the same teaching assignment. Long-term substitutes may be employed only in the subject and/or grade level of their license. Emergency licenses may be granted to long-term substitutes based upon the provisions of PI 3.03 (4) (a) and (b).

(b) A regular license allowing a person to serve as a substitute teacher may be issued to an applicant who has held or is eligible to hold a regular Wisconsin license for the teaching assignment or the equivalent license issued in another state.

(7) **LICENSE BASED UPON EXPERIENCE.** A 2-year license may be issued to a person who presents evidence of having completed an Approved Program in teacher education except student teaching. Evidence shall be provided verifying eligibility for acceptance into student teaching in the preparation institution and verifying 5 or more years of successful teaching experience in the subject or grade level of preparation. A 3-year renewal license may then be issued upon proof of 2 years of successful teaching experience under the 2-year license. Eligibility for a license for such person is established at the end of 5 years of successful teaching experience in Wisconsin while holding the 2 and 3-year licenses, respectively.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.04 Validity of licenses.** (1) **LIFE LICENSES.** Validity of life licenses is included under s. PI 3.03 (3).

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(2) **REFRESHER WORK.** (a) Teachers who have not been regularly employed within the teaching profession within the past 5 years, but who are endorsed by a teacher preparation institution as having completed an approved teaching program, may be issued a one-year license upon the written request of an employing district administrator. For conversion of this license to a regular license, the completion of 6 semester credits of refresher work in methods or academic subject, or both, is required.

(b) A regular license may be issued to an applicant who has not been regularly employed in the teaching profession within the past 5 consecutive years who has an institutional endorsement and who presents evidence of having completed a minimum of 6 semester credits of refresher work in methods or academic subjects, or both, within the 5 year period immediately preceding the filing of application for licensure.

(3) **REVOCAION OF LICENSES.** (a) After written notice of charges and of an opportunity for defense, any certificate or license to teach issued by the department may be revoked by the state superintendent for incompetency or immoral conduct on the part of the holder (s. 118.19 (5), Stats.).

(b) The state superintendent may revoke licenses of or deny licenses to persons whose teaching licenses have been revoked by some other state department of public instruction for incompetency or immorality.

(c) The state superintendent shall not review the case of a person whose license has been revoked in another state for incompetency or immorality until the person has been officially reinstated in the revoking state.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.05 General requirements for a license.** A license is issued in Wisconsin based upon the applicant's completion of an Approved Program including the endorsement from the training institution. Requirements listed in subs. (1) to (5) as well as requirements in each license area as specified in ss. PI 3.08 through 3.24 shall be met.

(1) **EXCEPTIONAL EDUCATION.** Effective July 1, 1981, to be eligible for a regular license to teach in Wisconsin's elementary and secondary schools, persons shall have completed a course or courses consisting of a minimum of 3 semester credits or its equivalent in exceptional education. The equivalent may be accomplished in part or in full by including study of the exceptional child in existing required courses or other program requirements. Programs shall provide students with the following knowledge:

(a) Knowledge of exceptional educational need areas as defined by state (subch. V, ch. 115) law and federal (Public Law 94-142) law.

(b) Knowledge of the major characteristics of the disability areas in order to recognize their existence in children.

(c) Knowledge of various alternatives for providing the least restrictive environment for children with exceptional educational needs.

(d) Knowledge of methods of teaching children and youth with exceptional educational needs effectively in the regular classroom.

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(e) Knowledge of referral systems, multi-disciplinary team responsibilities, and individualized education plan (IEP) processes.

(2) **HUMAN RELATIONS.** Preparation in human relations, including intergroup relations, shall be included in programs for all professional school personnel required to hold an initial license. Institutions of higher education shall provide evidence that preparation in human relations, including intergroup relations, is an integral part of programs leading to the initial license and that members of various racial, cultural, and economic groups have participated in the development of such programs.

(a) Preparation shall include the following:

1. Development of attitudes, skills, and techniques so that knowledge of human relations, including intergroup 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 experiences of the majority and minority groups.

4. Structured experiences in which prospective teachers 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 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.

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

(3) **READING.** (a) Effective July 1, 1975, to be licensed to teach in Wisconsin, all prospective elementary and middle school teachers shall 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 schools.

(b) Effective July 1, 1977, to be licensed to teach in Wisconsin, all prospective secondary teachers shall 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.

(c) To be licensed to teach in both elementary and secondary schools in Wisconsin, a prospective teacher shall complete either par. (a) or (b).

Note: The following sub. (4) is repealed effective 7-1-85.

(4) **CONSERVATION OF NATURAL RESOURCES.** Adequate preparation in conservation of natural resources is required under s. 118.19 (6), Stats.

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for a license to teach all science subjects and all social studies subjects except philosophy, psychology, and religious studies. The program of study to satisfy the requirement of adequate preparation in conservation of natural resources shall include:

- (a) History and philosophy of the conservation movement;
- (b) Appreciative understanding of the wide variety of natural resources;
- (c) Importance of conservation of natural resources in a national and international setting;
- (d) Relationship of supply of natural resources and economic structure;
- (e) Natural resource management techniques, need for and type of controls; and
- (f) Role and importance of resource use planning for the future.

Note: The following sub. (4) is effective 7-1-85.

(4) Environmental education. Effective July 1, 1985, adequate preparation in conservation of natural resources is required for a license to teach early childhood, elementary education, agriculture, and for secondary education licenses in science and social studies with the exception of philosophy, psychology, and religious studies. Programs shall provide students with the following knowledge:

- (a) Knowledge of the wide variety of natural resources and methods of conserving these natural resources;
- (b) Knowledge of interactions between the living and non-living elements of the natural environment;
- (c) Knowledge of the concept of energy and its various transformations in physical and biological systems;
- (d) Knowledge of local, national, and global interactions among people and the natural and built environments including:
  - 1. Historic and philosophical review of the interactions between people and the environment;
  - 2. The social, economic, and political implications of continued growth of the human population;
  - 3. The concept of renewable and non-renewable resources and the principles of resource management;
  - 4. The impact of technology on the environment; and
  - 5. The manner in which physical and mental well-being are affected by interaction among people and their environments.
- (e) Ability to use affective education methods to examine attitudes and values inherent in environment problems.
- (f) Ability to incorporate the study of environmental problems in whatever subjects or grade level programs the recipient of the certificate or license is permitted to teach through the use of the following methodologies:
  - 1. Outdoor teaching strategies;
  - 2. Simulation;
  - 3. Case studies;
  - 4. Community resource use; and
  - 5. Environmental issue investigation, evaluation, and action planning.

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(g) Knowledge of ways in which citizens can actively participate in the resolution of environmental problems.

(5) **COOPERATIVE MARKETING AND CONSUMER COOPERATIVES.** Adequate preparation in cooperative marketing and consumers' cooperative is required under s. 118.19 (6) Stats. for a license to teach agriculture and all social studies subjects except philosophy, psychology, and religious studies.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.06 Early childhood education (N-K).** A regular license may be issued to an applicant who has completed the general requirements in PI 3.05, including the Approved Program and the institutional endorsement, and the following:

(1) A minimum of 26 semester credits of professional education is required including:

- (a) Child growth and development;
- (b) Educational psychology or psychology of learning;
- (c) Methods and curriculum in early childhood education; and
- (d) Student teaching (minimum of 5 semester credits), some of which must be at the nursery school level and some at the kindergarten level.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.07 Elementary education.** A regular license may be issued to an applicant who has completed the general requirements in PI 3.05, including the Approved Program and the institutional endorsement, and the following:

(1) A minimum of 26 semester credits of professional education is required including:

- (a) Child development including educational psychology or psychology of learning;
- (b) Methods; and
- (c) Student teaching - a minimum of 5 semester credits.

(2) An elementary or middle school teacher who is eligible for a license to teach grade 8 may be licensed to teach at the 9th grade level in areas in which an approved minor has been completed.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.08 Secondary education (7-12).** A regular license may be issued to an applicant who has completed the general requirements in PI 3.05, including the Approved Program and the institutional endorsement, and the following:

(1) An applicant shall have completed a teaching major of at least 34 semester credits or a teaching minor of at least 22 semester credits if certified in another area with a major.

(2) A minimum of 18 semester credits of professional education is required including:

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- (a) Educational psychology or psychology of learning;
- (b) Methods of teaching (at least in major subject); and
- (c) Student teaching - a minimum of 5 semester credits.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.09 Communication subject areas.** A regular license may be issued in the following subjects to an applicant who has completed the general requirements in PI 3.05 and who has completed the secondary education requirements in PI 3.08.

- (1) Drama - 325
- (2) English - 300
- (3) Journalism - 310
- (4) Speech - 320

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.10 Foreign language subject areas.** A regular license may be issued in the following subjects to an applicant who has completed the general requirements in PI 3.05 and who has completed the secondary education requirements in PI 3.08.

- (1) French - 355
- (2) German - 370
- (3) Italian - 360
- (4) Latin - 350
- (5) Polish - 380
- (6) Russian - 385
- (7) Spanish - 365
- (8) English as a Second Language - 395
- (9) Other foreign languages - 390

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.11 Mathematics and computer science subject areas.** A regular license may be issued in the following subjects to an applicant who has completed the general requirements in PI 3.05 and who has completed the secondary education requirements in PI 3.08.

- (1) Computer Science - 405
- (2) Mathematics - 400

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.12 Science subject areas.** A regular license may be issued in the following subjects to an applicant who has completed the general requirements in PI 3.05, the secondary education requirements in PI 3.08, and a minimum of 8 semester credits in other science subjects. Certification on the basis of completion of a minor in a science subject may be obtained only if the applicant has completed the broad field science major. Register, October, 1984, No. 346

major or a major in another science subject except that with a major in mathematics and a minor in physics, certification in physics may be obtained. Any additional requirements are noted below.

(1) Biology, Life Science - 605

(2) Chemistry - 610

(3) Conservation - 615

(4) Earth and Space Science - 635

(5) Physical Science - 637. Effective July 1, 1980, the regular license to teach chemistry - 610, physics - 625 and physical science - 637 in grades 7 through 12 may be issued to the applicant who has completed a 44 semester credit major in physical science, including:

(a) Twenty-two semester credits in chemistry; and

(b) Twenty-two semester credits in physics.

(6) Physics - 625

(7) Broad Field Science - 601. Effective July 1, 1980, the regular license in broad field science which permits the teaching of all sciences in grades 7 through 12 (except biology - 605, chemistry - 610, earth science - 635, and physics - 625 in grades 10 through 12) may be issued to the applicant who has completed:

(a) A 54 semester credit major in science, including:

1. Fourteen semester credits in each of 2 of the following:

a. Biology

b. Chemistry

c. Earth science

d. Physics

2. Eight semester credits in each of the remaining 2 sciences.

3. Ten additional semester credits selected from:

a. Biology

b. Chemistry

c. Earth science

d. Physics

e. History of science

f. Philosophy of science

4. Six semester credits in mathematics.

(b) Upon the request of a school district administrator, a person holding a license to teach science based on the broad field science teaching major but not meeting the credit requirement for extending certification to the specific subject in grades 10 through 12 may be issued a 2-year nonrenewable license may be issued to teach: biology-

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605, chemistry-610, physics-625, or earth science-635. In such cases the teacher shall complete required course work during this 2-year period to be eligible for a regular teaching license.

(8) Science - 621. Effective July 1, 1984, an applicant who holds secondary science licenses based upon at least a major in one science and a minor in another science shall be issued a license to teach science in grades 7 and 8 and general science in grade 9. An applicant who holds a secondary science license and who has completed the program listed in par. (a) shall be issued a license to teach science in grades 7 and 8 and general science in grade 9. An applicant who holds an elementary education license to teach grade 8 and who has completed the program listed in par. (a) shall be issued a license to teach general science in grade 9. Licensed elementary teachers may teach science at those grade levels for which they are licensed.

(a) An elementary education license or a secondary science license and 28 semester credits to include:

1. 10 semester credits in one of the following:

- a. Biology;
- b. Chemistry;
- c. Earth and space science; or
- d. Physics.

2. A minimum of 6 semester credits in each of the three remaining subjects.

(b) Secondary science licenses based upon at least a major in one science and a minor in another science.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.13 Social studies subject areas.** A regular license may be issued in the following subjects to an applicant who has completed the general requirements in PI 3.05, the secondary education requirements in PI 3.08, and any additional requirement noted below.

- (1) Afro-American Studies - 761
- (2) Anthropology - 702
- (3) Civics (citizenship) - 705
- (4) Economics - 710
- (5) Geography - 715
- (6) History - 725
- (7) International Studies - 720
- (8) Philosophy - 730
- (9) Political Science - 735
- (10) Psychology - 740
- (11) Religious Studies - 755

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(12) Sociology - 745

(13) Social Problems - 750

(14) Broad Field Social Studies - 701. Effective July 1, 1972, a regular broad field social studies license may be issued to teach only the fusion courses, which are those drawn from several of the social studies disciplines and, therefore, require a composite preparation, e.g., American problems, area studies, civics, social problems, vital issues, etc. The broad field social studies preparation includes eligibility for additional endorsements for the Approved Program majors and minors completed within the program for which a regular license may be issued. To be eligible for these licenses an applicant shall have completed:

(a) Fifty-four semester credits to include:

1. A minimum of a 34 semester credit major in one of the following subjects:

anthropology	philosophy
economics	political science
geography	psychology
history	sociology

and a minimum of 20 semester credits distributed over at least 2 of the other social studies subjects listed above; or

2. A minimum of a 22 semester credit minor in one of the social studies listed above and a minimum of 32 semester credits distributed over at least 3 of the other social studies subjects listed above.

(b) Effective July 1, 1984, persons holding the Broad Field Social Studies - 701 license based upon the certification requirements effective July 1, 1972, shall be licensed in any social studies discipline in which they hold a minimum of 15 semester credits.

(15) Social Studies - 703. Effective July 1, 1984, an applicant who holds a secondary license in a social studies discipline and who has completed the program listed in par. (a) shall be issued a regular license to teach social studies in grades 7, 8, and 9. An applicant who holds an elementary education license to teach grade 8 and who has completed the program listed in par. (a) shall be issued a regular license to teach social studies through grade 9. Licensed elementary teachers may teach social studies at those grade levels for which they are licensed.

(a) 30 semester credits to include:

1. 9 semester credits in history;

2. 6 semester credits in geography; and

3. A minimum of 3 semester credits in each of the following:

a. economics;

b. political science;

c. sociology;

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- d. anthropology; and
- e. psychology.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

Note: The following PI 3.14 is repealed effective July 1, 1986.

PI 3.14 Special education. A regular license to teach in any one of the following categories of special education may be issued to an applicant who has completed the general requirements in PI 3.05, including the Approved Program and the institutional endorsement, and the specific course requirements listed below in subs. (1), (2) and in the specific category in sub. (3). Certification may be at the elementary, secondary, or elementary and secondary level, depending upon the applicant's preparation.

(1) GENERAL PROFESSIONAL PREPARATION. A minimum of 18 semester credits is required including:

(a) Required:

1. Child or adolescent development;
2. Group tests and measurements;
3. Curriculum planning; and
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; and
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; and
10. Teaching physical education to the handicapped child.

(3) AREAS OF SPECIALIZATION AND SPECIFIC REQUIREMENTS. (a) Hearing impaired - 805. In addition to the requirements in subs. (1) and (2), a minimum of 18 semester credits is required including:

1. Required:

- a. Language problems and development for the hearing impaired;
- b. Speech and speech reading for the hearing impaired;
- c. Techniques of teaching school subjects to the hearing impaired;
- d. Student teaching and observation of hearing impaired.

2. Electives:

- a. Advanced problems of speech for the hearing impaired;
- b. Anatomy of hearing and speech organs;
- c. Arts and crafts;
- d. Audiology (audiometry and hearing aids);
- e. Auditory training.

(b) Early Childhood - Exceptional Educational Needs - 808. Effective July 1, 1978, all persons employed as teachers of early childhood - exceptional educational needs shall hold a license to teach in this area.

1. 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 shall have completed a minimum of 34 semester credits including:

- a. Child growth and development;
- b. Educational psychology or psychology of learning;
- c. Psychology of the exceptional child;
- d. Methods and curriculum in early childhood education;
- e. Methods of teaching reading;
- f. Student teaching with normal young children;

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- g. Introduction to the education of the young exceptional child;
- h. Assessment of the young exceptional child;
- i. Language development and disorders of the young exceptional child;
- j. Organization and administration of programs for the young exceptional child;
- k. Methods, curriculum and materials for the young exceptional child;
- l. Student teaching with the young exceptional child; and
- m. Parent training and family involvement of the young exceptional child.

2. 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.

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

- 1. Required:
  - a. Introduction to mental retardation;
  - b. Methods of teaching the mentally retarded;
  - c. Student teaching the mentally retarded.
- 2. Electives:
  - a. Arts and crafts;
  - b. Curriculum for the mentally retarded;
  - c. Educational problems of the cerebral palsied;
  - d. Music education for the mentally retarded;
  - e. Occupational information and guidance for mentally retarded;
  - f. Recreation for the mentally retarded;
  - g. Remedial reading.

(d) Learning disabilities - 811. In addition to the requirements in subs. (1) and (2), a minimum of 15 semester credits is required including:

- 1. Introduction to special learning disabilities;
- 2. Special educational diagnosis and evaluation - learning disabilities;
- 3. Language development for the exceptional child;

4. Education of the child with learning disabilities;
5. Student teaching of the learning disabled.

(e) Occupational Therapist - 812. Effective July 1, 1977, any person employed by a school system as a school occupational therapist shall hold a license issued by the department.

1. 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.

2. 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.

3. Effective July 1, 1978, a school occupational therapist not licensable under subd. 1 shall complete or possess:

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

b. A minimum of 9 semester credits in professional special education such as:

- 1) Adaptive physical education;
- 2) Behavior modification for the exceptional child;
- 3) Early childhood special education;
- 4) Educational assessment/diagnosis of the exceptional child;
- 5) Elective(s) in special education;
- 6) Guidance of exceptional children;
- 7) Introductory course to a specific area of exceptionality;
- 8) Language development for the exceptional child;
- 9) Language disorders;
- 10) Psychology or nature of exceptional children.

(f) Orthopedic disability - 815. In addition to the requirements in subs. (1) and (2), a minimum of 12 semester credits is required including:

1. Required:

- a. Methods of teaching the orthopedically disabled;
- b. Student teaching the orthopedically disabled;

2. Electives:

- a. Kinesiology or physical reconstruction;
- b. Remedial reading;

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- c. Survey of pathology of orthopedic conditions;
- d. Survey of speech correction techniques;
- e. Techniques of teaching mentally retarded.

(g) Physical Therapist - 817. 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.

(h) Speech or Language Disability - 820. 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:

1. 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 credits. Courses are to be selected from the suggested content areas which follow.

2. Eighteen semester credits in professional education including:

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

1) Required:

- a) Child/adolescent development; and
- b) Learning theory.

2) Electives:

- a) Child/adolescent psychology;
- b) Clinical psychology;
- c) Developmental/remedial reading;
- d) Educational psychology or psychology of learning;
- e) Interprofessional relationships;
- f) Personality adjustment;
- g) Physiological psychology; and
- h) Statistics.

3. 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.

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

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

a. Required (at least one):

- 1) Nature of the exceptional child;
- 2) Psychology of the exceptional child; and
- 3) Guidance of the exceptional child.

b. Electives:

- 1) Abnormal or clinical psychology;
- 2) Guidance and counseling;
- 3) Learning disabilities;
- 4) Psychological appraisal of the orthopedically disabled; and
- 5) Psychological testing.

6. A minimum of 36 semester credits as follows:

a. 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:

1) Required:

- a) Anatomy and physiology of speech and hearing;
- b) Phonetics; and
- c) Development of speech, language, and hearing.

2) Electives:

- a) Acoustics;
- b) Communication theory;
- c) Language theory;
- d) Linguistics;
- e) Psychology of speech and hearing;
- f) Social/cultural aspects of oral communication;
- g) Speech and hearing science; and
- h) Theory of hearing.

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

- 1) Impairments of articulation;
- 2) Impairments of fluency;

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- 3) Impairments of voice;
- 4) Language disorders;
- 5) Neuromuscular impairments of speech; and
- 6) Orofacial disorders.

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

- 1) Auditory disorders;
- 2) Hearing conservation; and
- 3) Speech and language for the hearing impaired.

7. 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.

(i) Visually Impaired - 825. In addition to the requirements in subs. (1) and (2), a minimum of 12 semester credits is required including:

1. Required:
  - a. Braille reading and writing;
  - b. Techniques of teaching school subjects to visually impaired; and
  - c. Student teaching visually impaired.
2. Electives:
  - a. Anatomy of the eye;
  - b. Arts and crafts;
  - c. Introduction to communicative disorders; and
  - d. Speech for the visually impaired;

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

1. Required:
  - a. Remediation of learning difficulties;
  - b. Methods of teaching the emotionally disturbed and socially maladjusted;
  - c. Student teaching of disturbed children.
2. Electives:
  - a. Abnormal psychology;
  - b. Arts and crafts;
  - c. Child psychiatry;
  - d. Clinical studies in guidance;

- e. Diagnosis and treatment of pupil adjustment;
- f. Emotional and personality development in the elementary school;
- g. Internship with disturbed children as approved by the state superintendent;
- h. Introduction to mental retardation;
- i. Juvenile delinquency;
- j. Nature and needs of the emotionally disturbed;
- k. Practicum in behavior problems;
- l. Remedial reading clinic;
- m. Role of agencies serving emotionally disturbed or socially maladjusted children, or both; and
- n. Survey in occupational therapy techniques;

(k) Exceptional Education - Special Fields. A person licensed in any of the special fields listed below who has a specific assignment to teach exceptional children in that field, shall hold a license in exceptional education if program reimbursement is to be approved. Those special fields are:

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

a. 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.

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

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

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

Note: The following s. PI 3.14 will be effective July 1, 1986.

PI 3.14 Special education. 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 in PI 3.05, and an Approved Program and who has received the institutional endorsement. The Approved Program shall include the requirements listed in subs. (1) and (2), where specifically cited and in the areas of specialization listed in sub. (3).

(1) General professional preparation. 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 individuals who are hearing impaired in lieu of a practicum;
- (f) Normal language development;
- (g) Principles of career and vocational education.

(2) General preparation in special education. 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.

(3) Areas of specialization and specific requirements. (a) Mild or moderate mental retardation - 806, K-8 or 7-12 or K-12. 1. Completion of requirements listed in subs. (1) and (2).

2. A minimum of 12 semester credits including:

- a. Introduction to mental retardation;
- b. Educational diagnosis and assessment of mental retardation; and
- c. Curriculum and methods in mental retardation at the elementary level, secondary level, or both.

3. 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 suc-

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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.

(b) Severely Handicapped - 807, K-12. 1. Completion of requirements listed in subs. (1) and (2).

2. A minimum of 18 semester credits including:

a. 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;

b. Educational diagnosis and assessment of the severely handicapped;

c. Curriculum and methods in severely handicapped; and

d. Cooperative programming with community, health, and social services.

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

(c) Learning Disabilities - 811, K-8 or 7-12 or K-12. 1. Completion of requirements listed in subs. (1) and (2).

2. A minimum of 12 semester credits including:

a. Introduction to learning disabilities;

b. Educational diagnosis and assessment of learning disabilities;

c. Curriculum and methods in learning disabilities at the elementary level, secondary level, or both; and

d. Remedial reading.

3. 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 3 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.

(d) Emotional Disturbance - 830, K-8 or 7-12 or K-12. 1. Completion of requirements listed in subs. (1) and (2).

2. A minimum of 12 semester credits including:

a. Introduction to emotional disturbance;

b. Educational diagnosis and assessment of emotional disturbance including special attention to remedial reading;

c. Curriculum media and methods in emotional disturbance at the elementary level, secondary level, or both; and

d. Management of the emotionally disturbed.

3. 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 3 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.

(e) Hearing Impaired - 805, K-8 or 7-12 or K-12. 1. Completion of requirements listed in subs. (1) and (2).

2. A minimum of 18 semester credits including:

a. Introduction to hearing impairment;

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b. Curriculum media and methods in hearing impairment at the elementary level, secondary level, or both;

- c. Language problems and development for the hearing impaired;
- d. Speech for the hearing impaired;
- e. Speech reading and auditory training for the hearing impaired; and
- f. Manual communication.

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

4. For a regular license at the secondary level, the applicant shall complete the general requirements in PI 3.08 (1) relating to a teaching minor.

(f) Visually Impaired - 825, K-8 or 7-12 or K-12. 1. Completion of requirements listed in subs. (1) and (2).

2. A minimum of 18 semester credits including:

- a. Introduction to visual impairment;
- b. Teaching methods in reading and writing of braille, optacon, and in other communication skills;
- c. Teaching methods in orientation and mobility;
- d. Structure, function, and pathological implications of the eye;
- e. Instructional aids and materials for the visually impaired; and
- f. Teaching activities of daily living skills.

3. 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.

4. For a regular license at the secondary level, the applicant shall complete the general requirements in PI 3.08 (1) relating to a teaching minor.

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

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

- a. Child or adolescent psychology;
- b. Measurement and evaluation;
- c. Psychology of education or educational psychology; and
- d. Curriculum and methods of instruction.

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

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

Required:	Electives:
Methods of teaching the orthopedically disabled.	Kinesiology or physical reconstruction.
Student teaching the orthopedically disabled.	Remedial reading.
	Survey of pathology of orthopedic condition.
	Survey of speech correction techniques.
	Techniques of teaching mentally retarded.

(i) Early Childhood - Exceptional Educational Needs - 808. All persons employed as teachers of early childhood - exceptional educational needs shall hold a license to teach in this area.

1. 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 shall have completed a minimum of 34 semester credits including:

- a. Child growth and development;
- b. Educational psychology or psychology of learning;
- c. Psychology of the exceptional child;
- d. Methods and curriculum in early childhood education;
- e. Methods of teaching reading;
- f. Student teaching with normal young children;
- g. Introduction in the education of the young exceptional child;
- h. Assessment of the young exceptional child;
- i. Language development and disorders of the young exceptional child;
- j. Organization and administration of programs for the young exceptional child;
- k. Methods, curriculum and materials for the young exceptional child;
- l. Student teaching with the young exceptional child; and
- m. Parent training and family involvement of the young exceptional child.

(j) Speech or Language Disability - 820, 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:

1. 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 credits. Courses are to be selected from the suggested content areas which follow:

2. Eighteen semester credits in professional education including:

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

Required:	Electives:
Child/adolescent development. Learning theory.	Child/adolescent psychology. Clinical psychology. Developmental/remedial reading. Educational psychology or psychology of learning. Interprofessional relationships. Personality adjustment. Physiological psychology. Statistics.

b. 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 shall be earned in working with preschool and school age children; of this, a minimum of 100 clock hours shall 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 shall 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.

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

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

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Required (at least one):	Electives:
Nature of the exceptional child. Psychology of the exceptional child. Guidance of the exceptional child.	Abnormal or clinical psychology. Guidance and counseling. Learning disabilities. Psychological appraisal of the orthopedically disabled. Psychological testing.

## 4. A minimum of 36 semester credits as follows:

a. 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:

Required:	Electives:
Anatomy and physiology of speech and hearing. Development of speech, language, and hearing.	Acoustics. Communication theory. Language theory. Linguistics. Psychology of speech and hearing. Social/cultural aspects of oral communication. Speech and hearing science. Theory of hearing.

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

Required:	Electives:
Impairments of articulation. Impairments of fluency. Impairments of voice. Language disorders. Neuromuscular impairments of speech. Orofacial disorders.	None.

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

Required:	Electives:
Auditory disorders. Hearing conservation. Speech and language for the hearing impaired.	None.

(k) Occupational Therapist - 812, K-12. Any person employed by a school system as a school occupational therapist shall hold a license issued by the department. Effective July 1, 1978, a school occupational therapist shall 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.**

(l) **Physical Therapist - 817, K-12.** 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.

(m) **Exceptional Education - Special Fields, K-8, 7-12, or K-12.**

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

- a. Physical Education - Special Education - 860;
- b. Music - Special Education - 861;
- c. Art - Special Education - 862;
- d. Home Economics - Special Education - 863;
- e. Industrial Arts - Special Education - 864;
- f. Business Education - Special Education - 865;
- g. Agriculture - Special Education - 866.

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

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

Required:	Electives:
Psychology or nature of exceptional children. Practicum in the area of specialization with exceptional children.	Elective in special education.

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

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

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

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.15 Special subject fields.** A regular license may be issued in the special subject fields listed below to an applicant who has completed the general requirements in PI 3.05, a 34 semester credit approved major unless otherwise noted, and a professional education sequence consisting of a minimum of 18 semester credits including: child growth and development, educational psychology or psychology of learning, curriculum, methods and a minimum of 5 semester credits of student teaching. For a license to teach at both elementary and secondary levels, student teaching shall be done at both levels. A license may be issued on the basis of completion of a teaching minor if the applicant is certified in another subject area with a major. A license issued on the basis of the minor is valid only during the first 3 years following graduation; further licensing

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requires the completion of an Approved Program major or a master's degree in the subject.

(1) Agriculture - 200

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

(3) Business Education All - 250. A regular license may be issued in Business Education—All or in the following individual areas of business:

(a) Bookkeeping - 255

(b) Data Processing - 256

(c) Shorthand - 260

(d) Typewriting - 265

(e) Office Practice - 270

(f) Basic Business - 275

(4) Home Economics - 210

(5) Industrial Arts - 220

(6) Music, Instrumental - 506, K-8, 7-12, or K-12. A 46 semester credit major is required.

(7) Music, Choral - 511, 7-12. A 46 semester credit major is required.

(8) Music, General - 515, K-8, 7-12 or K-12. A 46 semester credit major is required.

(9) Physical Education - 530

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

PI 3.16 Vocational education. A regular license to teach a vocational subject may be issued to an applicant who has completed or possesses:

(1) General requirements in ss. PI 3.05 and 3.15, and a course in principles, issues or philosophy of vocational education.

(2) Related occupational experience during the 10 year period immediately preceding application for the license. The required occupational experience may be met in either of the following 2 ways:

a. Paid occupational experience in related occupations. Up to 50% of the occupational experience may be secured by completing:

1) Graduate credits in technical subjects specifically related to the vocational subject for which the license is being sought (One semester credit equals 95 clock hours of occupational experience); or

2) Workshops specifically related to the vocational subject for which the license is being sought. (One clock hour of workshop experience equals a maximum of 3 hours of occupational

experience.) Prior approval of the state superintendent is required.

b. Department approved occupational internships (directed field experience) resulting in college or university credits. (One hour of paid occupational internship equals 3 hours of occupational experience.)

(3) Following is a listing of vocational subjects with required hours of occupational experience and any additional requirements.

(a) Business and Office - 281—2,000 clock hours

(b) Distributive Education - 285—4,000 clock hours

(c) Health Occupations - 911—2,000 clock hours in more than one setting.

1. An applicant for a license in health occupations—vocational may complete a minimum of a 34 semester credit major in a nationally recognized health occupations field in which the applicant holds current state or national certification and submit the institutional endorsement verifying the completion of the following professional requirements in lieu of subd. 3:

a. Educational psychology or psychology of learning;

b. Curriculum planning;

c. Methods of teaching health occupations;

d. Student teaching - minimum of 5 semester credits;

e. Competency in the broad area of health care professions verified by the preparation institution.

2. Certification designated health occupations - vocational requires that the applicant hold current state or national certification in a health care field.

3. A licensed teacher employed as a health occupations - vocational teacher for 2 semesters prior to July 1, 1978, may be issued a regular license upon verification by the employing school administrator that the experience was successful.

(d) Home Economics: Child Services - 211, Clothing Services - 212, Food Services - 213, Housing and Equipment - 214 or Family and Community Services - 215, 2,000 clock hours, 1,000 of which shall be in one area.

(e) Trades and industry: Drafting - 293, Electricity/electronics - 294, graphics - 296, metals - 297, power mechanics - 298, or woodworking - 299. 2,000 clock hours in each area.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

#### PI 3.17 Reading teacher, reading specialist.

Note: Sub. (1) is repealed effective July 1, 1985.

(1) Reading Teacher - 316. Effective July 1, 1972, any person who has a specific assignment to teach reading must hold a reading teacher license.

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(a) A regular license may be issued to an applicant who has the institutional endorsement for the reading teacher license and has completed or possesses:

1. Eligibility to hold a Wisconsin license to teach or completion of an Approved Teacher education program.
2. Two years of teaching experience while holding a teaching license.
3. A minimum of 15 semester credits, of which a minimum of 9 semester credits must be taken beyond the bachelor's degree and of which a maximum of 6 semester credits may be taken within the bachelor's degree.

a. Required are:

- 1) Teaching of reading - elementary level for the K-8 license and teaching of reading - secondary level for the 7-12;
- 2) Reading disability; and
- 3) Reading clinic practicum.

b. Electives are to be chosen from:

- 1) Advanced courses and seminars in reading;
- 2) Child or adolescent psychology;
- 3) Language and learning disabilities;
- 4) Language arts;
- 5) Literature for children or adolescents, or both;
- 6) Measurement or evaluation, or both.

Note: The following sub. (1) is effective July 1, 1985.

(1) Reading Teacher - 316. Any person who has a specific assignment to teach reading shall hold a reading teacher license. Effective July 1, 1985, a regular K-12 reading teacher license shall be issued to an applicant who has completed an Approved Program and who has received the institutional endorsement for the reading teacher license and who has completed or possesses:

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

(b) Two years of successful regular classroom teaching experience.

(c) A minimum of 18 semester credits with at least 12 of those credits taken beyond the bachelor's degree. At least 16 of the 18 semester credits to include a practicum in teaching reading at the elementary level and at the secondary level and to include coursework in subds. 1 through 4 and in subd. 5:

1. Developmental reading in the elementary school and in the secondary school;
2. Assessment and instructional techniques for readers with special needs;
3. Language development;
4. Learning disabilities; and
5. Course work in one of the following:
  - a. Gifted and talented education;
  - b. Evaluation and measurement; or

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c. Literature for children or adolescents.

Note: The following sub. (2) is repealed effective July 1, 1985.

(2) Reading Specialist - 317. Effective July 1, 1972, any person who works with reading teachers, classroom teachers, and others as a resource teacher to improve competency and interest in the teaching of reading and to prevent reading disabilities shall hold a reading specialist license.

(a) A regular license may be issued to an applicant who has the institutional endorsement for the reading specialist license, and has completed or possesses:

1. All requirements for a regular license as a reading teacher in addition to having the master's degree with a major emphasis in reading or at least a 30 semester credit program equivalent to the master's degree.

2. In addition to the courses listed in subds. 2 and 3, course requirements should be selected from the following:

a. Required are:

- 1) Measurement or evaluation, or both;
- 2) Supervision and administration of reading programs;
- 3) Advanced reading courses and seminars.

b) Electives are to be chosen from:

- 1) Curriculum, history, and philosophy of education;
- 2) Educational and psychological research;
- 3) Exceptional children;
- 4) Guidance and counseling;
- 5) Internship with a qualified reading specialist or consultant;
- 6) Language and learning disabilities and techniques; and
- 7) Learning and human development.

3. Two years of teaching or supervisory experience involved with the teaching of discrete reading courses.

Note: The following sub. (2) is effective 7-1-85.

(2) Reading Specialist - 317. Any person who directs K-12 reading programs, works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading shall hold a reading specialist license. Effective July 1, 1984, a regular K-12 reading specialist license shall be issued to an applicant who has completed an Approved Program and who has received the institutional endorsement for the reading specialist license, and who has completed or possesses:

(a) Eligibility to hold a Wisconsin reading teacher license.

(b) A master's degree with a major emphasis in reading or at least a 30 graduate semester credit program equivalent to the master's degree with a minimum of 15 graduate semester credits to include:

1. Guiding and directing the K-12 reading program;
2. Field experience in K-12 reading programs;
3. Research related to reading;

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4. Supervision of instruction; and
5. Content area reading for the reading specialist.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

Note: The following PI 3.18 is repealed effective July 1, 1986.

**PI 3.18 Instructional media areas.** (1) **Audio-visual coordinator - 905.** 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 shall hold a license as an audio-visual coordinator. A regular license may be issued to an applicant for the audio-visual coordinator's license who has completed or possesses:

- (a) A valid Wisconsin teaching license.
- (b) A minimum of 4 semester credits in:
  1. Basic audio-visual methods—required.
  2. A second course in audio-visual instruction.

(2) **Audio-Visual Director - 904.** 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 shall hold this license. A regular license may be issued to an applicant who has obtained the institutional endorsement for the audio-visual director license and has completed or possesses:

- (a) Eligibility to hold a Wisconsin license to teach or completion of an approved teacher education program.
- (b) Three years of successful teaching.
- (c) A minimum of 15 semester credits including:
  1. 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.
  2. Basic audio-visual methods - required.
  3. Production of audio-visual materials - required.
  4. Administration of audio-visual programs - required.
  5. Electives in courses such as:
    - a. Educational television;
    - b. Motion picture production;
    - c. Photography;
    - d. Programmed learning; and
    - e. Radio.

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(3) School Librarian - 900. 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 in PI 3.05 shall be completed.

a. Minimum credits for certification covering both elementary and secondary schools shall 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; and
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; and
5. Student teaching in school librarianship.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

Note: The following s. PI 3.18 is effective July 1, 1986.

PI 3.18 Instructional Library Media and Instructional Technology. Persons holding the regular or life school librarian - 900, audiovisual director - 904, or audiovisual coordinator - 905 licenses prior to July 1, 1986, may continue to serve with these licenses.

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

- (a) The general requirements PI 3.05 including the Approved Program and institutional endorsement;
- (b) 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;
- (c) Student teaching in elementary and secondary library media services; and
- (d) A minimum of 24 semester credits in an approved library media services program covering the following competency areas:
  1. History, development, and content of children's and young adult's media;
  2. Evaluation, selection, and utilization of media and instructional equipment for children and young adults;

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3. Teaching of media, reference, research, and production skills to enable student use of media resources;
4. Provision of reference, referral, and retrieval services; and reading, listening, and viewing guidance;
5. Selection of appropriate resources to meet learning activity needs;
6. Basic techniques for producing graphic, projected, and electronic media;
7. 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;
8. Direction of personnel assisting in the operation of a building-level library media program;
9. Identification of building-level library media program needs and the use of pertinent research in seeking solutions;
10. Informing the community about available library media services and gaining the cooperation of community agencies and professional organizations;
11. Application of school laws and regulations pertinent to library media programs;
12. Personal interaction skills needed to work effectively within the educational community and with the general public; and
13. Operation of common audio, projection, television and computer equipment.

(e) Renewal to a Instructional Library Media Specialist - 902 license requires the completion of the requirements listed under sub. (2).

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

- (a) Eligibility to hold the initial instructional library media specialist license;
- (b) 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 shall be completed after the bachelor's degree and shall cover the following competency areas:
  1. Identification of instructional objectives and selection of a variety of media and other resources to meet those objectives;
  2. Principles and theories of general elementary and secondary curriculum development and educational psychology;
  3. Promotion of effective use of media, the new technologies, and other resources by providing inservice instruction for teaching staff;
  4. Selection and use of microcomputers and appropriate software for educational and bibliographic purposes;
  5. 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;
  6. Development of position description, performance objectives, and evaluation guidelines for building-level library media personnel;
  7. 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;
  8. Establishment and maintenance of effective interpersonal relationships with the entire educational community, including students, administrators, parents, and school personnel;
  9. Needs assessment for building-level library media programs and use of results to plan a more effective library media program;
  10. Advanced knowledge of the content and evaluation of children's and young adult's literature.

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

(a) The general requirements in PI 3.05 including the Approved Program and institutional endorsement;

(b) 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;

(c) 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:

1. Application of the principles of learning theory to the design of instructional media;
2. Determination of instructional objectives and development of specifications for media appropriate to meet those objectives;
3. Translation of media design specifications into workable production plans and production of graphic, projected, and electronic media;
4. Planning and management of complex operations involving instructional technology, including facility design, work scheduling, and budgeting;
5. Training, direction, and evaluation of personnel involved in instructional technology activities;
6. Promotion of effective use of media and other resources and technologies by providing in-service instruction for teaching staff;
7. Application of microcomputer technology in teaching and learning activities;
8. Development and application of standards for evaluation of media produced by local school district staff;
9. Analysis of present and future curriculum requirements to identify instructional technology needs;
10. Planning and management of effective procedures for selection, purchase, maintenance, and repair of instructional equipment;
11. Sources of information on current and future trends and developments in instructional technology;
12. Principles and theories of general elementary and secondary curriculum development and educational psychology; and
13. Establishment and maintenance of effective interpersonal relationships with the entire educational community, including students, administrators, parents, and school personnel.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.19 Bilingual/bicultural teacher. Secondary - 28, Junior high - 33, elementary - 44.** Effective July 1, 1978, any person who has a specific assignment to teach in a bilingual/bicultural educational program shall hold certification as a bilingual/bicultural teacher.

(1) A regular license may be issued to an applicant who has been employed as a bilingual/bicultural teacher in a bilingual/bicultural educational program for a minimum of 2 semesters prior to July 1, 1978, upon verification that the applicant has completed or possesses:

(a) Successful experience as a bilingual/bicultural teacher;

(b) A regular teaching license in subjects or grades taught at the time of the bilingual/bicultural teaching experience; and

(c) Proficiency in English and in the target language.

(2) Effective July 1, 1978, a regular license may be issued to an applicant not certified under sub. (1) who has completed or possesses:

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(a) A regular Wisconsin teaching license in subjects or grades to be taught in the bilingual/bicultural teaching assignment;

(b) Proficiency in English and in the target language;

(c) An Approved Program in bilingual/bicultural education at the level (elementary or secondary, or both) of teaching license being sought which includes a minimum of 24 semester credits of course work in the following areas:

1. A minimum of 9 semester credits of course work in cultural and cross-cultural studies including:

a. Contemporary social problems with emphasis on the bilingual/bicultural child;

b. Culture of the target group(s);

c. Contrastive analysis of the target culture(s) with other cultures;

d. Bilingual/bicultural field experiences in the community of the target group(s).

2. A minimum of 12 semester credits of course work in the following areas:

a. Foundations of bilingual/bicultural education including rationale, history, and survey of existing models;

b. Theory and methodology of teaching the bilingual/bicultural child in all basic content areas (elementary school level) or in the teacher's field(s) of specialization (secondary school level) in both English and in the target language; and

c. A student teaching experience in bilingual/bicultural education.

3. A minimum of 3 semester credits in language study which develop knowledge relating to phonology, morphology, and syntax in the target language as these elements contrast with English. This course work is required for elementary bilingual/bicultural certification and secondary English bilingual/bicultural certification.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

PI 3.20 Indian coordinator, teacher and counselor. (1) Indian Home-School Coordinator - 924. Indian Language and Culture Aide - 925. 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.

(a) The designee of the tribal council or 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.

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

(2) Indian Language - 926. Indian History and Culture - 927. 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 with evidence of possessing the following competencies:

(a) Teacher of Indian language.

1. Ability to read, speak, write English and the target Indian language with fluency and accuracy.
2. Ability to teach the target Indian language.

(b) Teacher of Indian history and culture.

1. Knowledge and understanding of the history and culture of the target student population.
2. Ability to teach the history and culture of the target student population.

(c) 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.

(d) 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 sub. (2) 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 with evidence of possessing the following competencies:

1. Teacher of Indian language

- a. Ability to read, speak and 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.

(e) 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.

(f) 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.



(g) 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.

(3) School counselor-Indian language and culture - 963. 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 with evidence of possessing knowledge and understanding of the culture and traditions of the target student population.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

PI 3.21 Other teaching areas. A regular license may be issued to an applicant who has completed the general requirements in ss. PI 3.05 and 3.08, including the Approved Program and the institutional endorsement and any specific requirements listed below. Certification at the elementary, secondary, or elementary and secondary levels depends upon the preparation of the applicant.

(1) Health - 910

(2) Driver Education - 450. A regular license or a renewal of a regular license to teach driver education and traffic safety education may be issued to an applicant who has completed or possesses:

- (a) A currently valid Wisconsin teaching license;
- (b) A minimum of 3 years driving experience while holding a valid driver's license;
- (c) A current state driver's license;
- (d) An acceptable driving record;
- (e) A minimum of 15 semester credits of approved course work in driver and safety education, a minimum of 9 semester credits of the 15 semester credits shall include:
  1. A basic driver education course;
  2. An advanced driver education course;
  3. A general safety course;
  4. A minimum of 3 semester credits of these 9 semester credits shall be in driver education which includes a minimum of 10 class periods of experience in teaching practice driving;
  5. A minimum of 6 semester credits of the 15 semester credits shall include specific courses in driver and traffic safety education that place emphasis upon critical factors that influence driver behavior in the driving task, including course work which will develop teacher competencies in alcohol education and behavioral factors (sociological and psychological) as related to traffic safety.

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(3) Safety Education - 455

(4) Recreation - 535

(5) Dance - 536

(6) Coaching Athletics - 540. This license is 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 regular license in physical education based on a physical education major.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.22 Pupil services.** A license in an area of pupil services may be issued to an applicant who has completed the general requirements in PI 3.05, including the Approved Program and institutional endorsement and any specific requirements listed below.

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

(a) A regular license as a School Counselor - 966 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 an 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.

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

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

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

(c) A regular license as a School Counselor — Bilingual - 967 may be issued to an applicant not certified under sub. (2) who has completed or possesses:

1. All requirements for the School Counselor - 966 license.
2. Additional counseling and guidance practica and field experiences in the community of the target language group.
3. Proficiency in English and in the target language.

(3) School Nurse - 75. This license is not required.

(a) Degree requirements. The candidate for school nurse certification shall meet requirements for the baccalaureate degree in nursing and shall be 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 in 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

1) Social psychology;

2) Child welfare;

3) Sociology of education.

b. Philosophy

1) Philosophy of education;

2) Philosophical issues in education;

3) Philosophical conceptions of teaching and learning;

4) Philosophy of health education.

c. Psychology

1) Human abilities and learning;

2) Educational psychology or psychology of learning;

3) Psychology of the exceptional child;

4) Learning processes in children.

d. Special education

1) Health problems of the exceptional child;

2) Psychological appraisal of the physically handicapped;

3) Speech correction;

4) Guidance of exceptional children.

e. Other electives

1) Individualizing instruction;

2) General curriculum;

3) Problems and materials in health education;

4) Principles of health education;

## 5) Guidance and counseling.

(c) Academic specialization. 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 outlined in pars. (a) to (c), 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 subs. (2) and (3), or their equivalents.

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

(e) No nurse graduating from a 3-year diploma school of nursing after June 30, 1975, shall be eligible for certification as a school nurse without the additional preparation in pars. (a) and (b) or its equivalent.

(4) Provisional school psychologist - 61. Effective July 1, 1980, a 3-year nonrenewable license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses:

(a) A master's degree from an accredited college or university.

(b) A minimum of 48 graduate level semester credits including:

1. Psychological foundations - a minimum of 6 semester credits from:

a. Development psychology or child and adolescent psychology;

b. Measurement theory;

c. Personality theory;

d. Psychology of learning;

e. Psychopathology, abnormal behavior disorder;

f. Research theory and methods. The thesis or dissertation may be used;

g. Statistics.

2. Education foundations - a minimum of 9 semester credits from the following, of which a minimum of 6 semester credits must be at the graduate level:

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- a. Regular education methods or curriculum - a minimum of 3 semester credits;
  - b. Special education methods - a minimum of 3 semester credits;
  - c. Supervision, administration, school law, or other educational foundations courses - a minimum of 3 semester credits.
3. Core professional program - a minimum of 33 graduate semester credits:
- a. Individualized programming (academic, behavioral) - a minimum of 6 semester credits;
  - b. Psychoeducational interventions (direct and indirect, consultation and therapeutic interventions) - a minimum of 6 semester credits;
  - c. Psychological and psychoeducational assessment (intelligence, personality, achievement, adaptive, sensory motor) - a minimum of 9 semester credits;
  - d. School psychological services (role, issues, ethics, laws and regulations) - a minimum of 3 semester credits;
  - e. Supervised practicum in school psychological services (600 clock hours) - minimum of 9 semester credits.

(5) School Psychologist - 62. Effective July 1, 1980, a regular license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses:

- (a) All requirements for the provisional school psychologist license;
- (b) An Approved Program for the preparation of school psychologists, resulting in a Doctor of Philosophy, Doctor of Psychology, Doctor of Education, Education Specialist degree, or consisting of a minimum of 60 graduate semester credits;
- (c) Completion of a year of successful experience or internship in school psychology under supervision of a school psychologist licensed by the department and a written recommendation from the school system administration. The internship must be included in the Approved Program for a minimum of 12 graduate semester credits.

(6) School Social Worker - 50. A regular license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses:

- (a) A master's degree in social work;
- (b) Competencies in the following areas:
  - 1. Family management;
  - 2. Group dynamics;
  - 3. Human growth and development;
  - 4. Organizational theory;
  - 5. Program planning and coordination;

6. Research;
7. Special populations, e.g., handicapped, aged, delinquent youth, poverty groups, etc.;
8. Systems analysis;
9. Various treatment modalities, e.g., behavior modification, transactional analysis, reality therapy, etc.

(c) A minimum of 18 semester credits of professional education or its equivalent is required. A minimum of at least 6 of these semester credits shall be in professional education. Graduate and undergraduate credits obtained in social work, psychology, or sociology which the university school of education will accept as equivalent to professional education credits, will be accepted toward completion of the 18 semester credit education requirement.

(d) A minimum of 2 years of social work experience dealing with children and youth is required. One year of this experience shall be completed in elementary or secondary schools or in an agency whose major responsibility is to serve children and youth and whose program is recognized by the preparation institution. Social work experience as described above may be accepted in lieu of a maximum of 8 semester credits of the required 18 semester credits in education at the rate of 4 semester credits for each year of social work experience.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.23 School administrators.** An administrator in this section means a person employed by a public school board of education or a private school as a principal, assistant principal, district administrator, or assistant district administrator. All public school administrators included under this section shall hold the appropriate administrative license. The regular administrator license shall be issued for a 5-year period. If there is a minor deficiency, a one-year license may be issued. This one-year license may be renewed for one additional year if evidence is provided to the state superintendent that satisfactory effort has been made to remove the deficiency.

(1) **GENERAL REQUIREMENTS.** The regular district administrator license issued under this section requires completion of an Approved Specialist Degree Program or the equivalent. The regular license issued under this section for all other administrators requires completion of the general requirements in s. PI 3.05, and an Approved Master's Degree Program in school administration or an equivalent Approved Program. An Approved Program shall include a practicum and shall be competency-based; candidates shall possess the following competencies before program completion and before institutional recommendation for a license which shall include but not be limited to the following:

(a) Knowledge of the social context in which the school operates, including the organizational, political, and legal relationship between and among the school, the local community, and state and national agencies.

(b) Ability for planning, budgeting, organizing, coordinating, stimulating, and evaluating school programs.

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(c) Vision and commitment to improving education including expertise in curriculum development and implementation which reveals a thorough understanding of children and youth.

(d) Ability to motivate people to work together.

(e) Knowledge and skill in utilizing both human and material resources, and in evaluating and improving one's own performance and that of staff.

(f) Skill in utilizing effectively techniques of decision-making, communication, authority and influence, conflict resolution, leadership, problem-solving, and the introduction of change.

(2) **DISTRICT ADMINISTRATOR - 04.** This license permits the holder to serve as a district administrator or as an assistant district administrator as well as to serve in all positions included under subs. (3) and (4). For the regular license, the applicant shall complete or possess the following:

(a) Eligibility to hold a Wisconsin license as an elementary or secondary school administrator.

(b) Successful completion of an Approved Specialist's Degree Program for the preparation of district administrators or its equivalent and the endorsement by the preparation institution which offers the Approved Program.

(3) **ELEMENTARY SCHOOL ADMINISTRATOR - 34.** This license permits the holder to serve as a principal or an assistant principal in an elementary school, a middle school, or a junior high school. For the regular license, the applicant shall complete or possess the following:

(a) Eligibility to hold a Wisconsin license to teach in the elementary schools or completion of an approved elementary level teacher education program.

(b) Three years of successful classroom teaching experience at the elementary school, middle school, or junior high school level.

(c) A master's degree.

(d) Successful completion of an Approved Master's Degree Program for the preparation of elementary school administrators or its equivalent and the endorsement by the preparation institution which offers the Approved Program.

(4) **SECONDARY SCHOOL ADMINISTRATOR - 24.** This license permits the holder to serve as a principal or an assistant principal in a middle school, a junior high school, or a senior high school. For the regular license, the applicant shall complete or possess the following:

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

(b) Three years of successful classroom teaching experience at the middle school, junior high school or the senior high school level.

(c) A master's degree.



(d) Successful completion of an Approved Master's Degree Program for the preparation of secondary school administrators or its equivalent and the endorsement by the preparation institution which offers the Approved Program.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.24 Other administrators and supervisors. (1) SCHOOL BUSINESS MANAGER - 08.** This classification applies to a person who is designated to have general responsibility for the administration of the business affairs of the district. Effective July 1, 1972, the school business manager in any district having an average daily membership exceeding 1,500 must hold a valid license for this position issued by this department. A regular license to serve as school business manager may be issued to an applicant who meets the following requirements in par. (a) or (b).

(a) A Wisconsin district administrator license with 3 years of experience as a chief school district administrator in a district employing at least 16 teachers, not including administrators.

(b) A master's degree from an accredited college or university and completion of:

1. A minimum of 9 graduate semester credits in the area of school business administration, including courses such as:

- a. Personnel management;
- b. Purchasing and supply management;
- c. School business management;
- d. School financial accounting;
- e. School plant planning.

2. A minimum of 9 graduate or undergraduate semester credits in business administration, including courses such as:

- a. Accounting;
- b. Data processing;
- c. Insurance;
- d. Investments;
- e. Public Finance;
- f. Public relations.

3. A minimum of 9 graduate or undergraduate semester credits in educational foundation areas.

4. Credit for equivalent courses may be approved by the state superintendent.

(2) **ADMINISTRATIVE ASSISTANT - 90.** This classification shall apply to central office professional positions not described elsewhere in ch. PI 3 and which do not normally involve curriculum development, staff development, supervision of the teaching staff, or direct contact with pupils. A regular license may be issued to an applicant who has completed or possesses:

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(a) A minimum of a bachelor's degree with a major appropriate for the professional responsibilities for which employed.

(b) A written request for the license including a job description from the employing school administrator.

(3) SUPERVISOR, COORDINATOR, OR DIRECTOR - 10, 15, 20. A supervisor, coordinator, or director is a person employed by a board of education, a county handicapped children's education board, or a cooperative educational service agency as a general supervisor, special education supervisor or director, director of instruction, curriculum coordinator, local vocational education coordinator, or school librarian supervisor. All general supervisors, coordinators, and directors of instruction shall hold supervisor's licenses. A regular license to serve as a supervisor, curriculum coordinator or director of instruction may be issued to an applicant who has completed or possesses:

(a) Eligibility to hold a license to teach at the level of supervision or completion of an approved teacher education program at the level of supervision.

(b) A minimum of 3 years of teaching experience at the level of supervision.

(c) A master's degree in any field.

(d) Graduate courses in:

1. Child or adolescent psychology, or both;
2. Curriculum - general;
3. Educational tests and measurements;
4. Guidance;
5. Supervision of instruction.

(e) An applicant seeking a license at both elementary and secondary levels must complete elementary curriculum and supervision if licensed to teach at the secondary level and secondary curriculum and supervision if licensed to teach at the elementary level.

(4) SPECIAL EDUCATION SUPERVISOR - LEVEL B - 82. A regular license to serve as a level B special education supervisor, coordinator or director may be issued to an applicant who has obtained a recommendation of competence from a preparation institution and has completed or possesses:

(a) Eligibility for a license or completion of an Approved Program.

(b) A license or degree in at least one field of exceptionality.

(c) A master's degree in any field.

(d) A minimum of 3 years of elementary or secondary teaching experience.

(e) Graduate courses in:

1. Child or adolescent psychology, or both;

2. Curriculum - general;
3. Educational tests and measurements;
4. Introduction to guidance;
5. Supervision of instruction.

(f) A core of a minimum of 6 graduate semester credits in:

1. Administration and supervision of special education programs;  
or
2. Field work or internship in the administration and supervision of special education programs; or
3. Seminar in the administration and supervision of special education programs.

(g) The state superintendent may substitute equivalent credit after reviewing verification of the applicant's competence in this area.

(5) SPECIAL EDUCATION SUPERVISOR - LEVEL A - 81. 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:

(a) Eligibility to hold the level B license for supervisor, coordinator or director of special education.

(b) 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 exceptionalities 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.

(6) 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 sub. (3), (4), or (5), or by serving successfully for 3 years as a supervisor within the department.

(7) LOCAL VOCATIONAL EDUCATION COORDINATOR - 65. A regular license to serve as local vocational education coordinator may be issued to an applicant who has completed or possesses:

(a) A teaching major in a vocational subject area as listed in PI 3.16 and coursework 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;
6. Supervision of instruction.

(b) 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.

(c) 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.

Note: This sub. (8) is repealed effective July 1, 1986.

(8) SCHOOL LIBRARIAN SUPERVISOR - 09-900. 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:

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

Note: This sub. (8) is effective July 1, 1986.

(8) Instructional Library Media Supervisor - 91. This license is not required. Persons holding the regular or life school library supervisor - 09-900 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:

- (a) Eligibility to hold the instructional library media specialist - 902 license;
- (b) Three years of successful experience as an instructional library media specialist while holding either an initial or regular instructional library media specialist license; and
- (c) 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:
  1. General principles of organizing, operating, financing, and administering elementary and secondary schools.
  2. Supervision of instruction in elementary and secondary schools.
  3. General principles of school personnel management.
  4. Administration and supervision of library media programs at the district level, including:
    - a. Evaluation and planning of program and services;
    - b. Management of personnel and financial resources;
    - c. Analysis of current trends in providing library media services;
    - d. Application of research methodologies;
    - e. Application of networking, automation, and advanced communication technologies; and
    - f. Application of appropriate laws and regulations.

(9) SUPERVISOR OF COUNSELING AND GUIDANCE - 968. This license is not required. Effective July 1, 1984, a regular license may be issued to an applicant who has completed or possesses the following:

(a) Eligibility for a School Counselor - 966 license.

(b) A minimum of 3 years of successful experience as a licensed school counselor in an assigned position of one-half time or more.

(c) Education Specialist degree in counseling and guidance or at least 24 semester credits of graduate study beyond the coursework requirements for the School Counselor - 966 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:

1. Advanced practica in individual counseling and group guidance strategies.

2. Direction, supervision, and evaluation of the work of school counselors.

3. Advanced research and evaluation techniques especially in the area of conducting counseling and guidance program assessment.

4. Advanced work in the use of consultive and teaching strategies concerned with the psychological education and mental health of students, staff, and parents.

(10) SUPERVISOR OF COUNSELING AND GUIDANCE—BILINGUAL - 969. This license is not required. Effective July 1, 1984, a regular license may be issued to an applicant who has completed or possesses the following:

(a) Eligibility for Supervisor of Counseling and Guidance - 968 license.

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

(c) Ability to supervise the work of other bilingual counselors.

(d) Proficiency in English and in the target language.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

PI 3.25 Obsolete certification areas. The department no longer issues initial licenses in the following areas:

(1) Music (all) - 500, until July 1, 1982.

(2) Reading Specialist - 2-year nonrenewable, until January 1, 1984.

(3) Reading Teacher - 2-year nonrenewable, until January 1, 1984.

(4) Science (all) - 600. Effective January 1, 1964, until July 1, 1980.

(5) The following science subject licenses were issued until July 1, 1980.

(a) Astronomy - 627

(b) General Science - 620

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(c) Geology - 637

(d) Physiology - 630

(6) Provisional School Psychologist - 56, until July 1, 1980.

(7) School Psychologist I - 57, until July 1, 1980.

(8) School Psychologist II - 58, until July 1, 1980.

(9) School administrator until July 1, 1980. Individuals holding unlimited, 3-year, or 5-year administrative licenses based upon pre-1980 administrator license requirements are eligible to serve in the following administrative positions:

(a) District administrator - 05 - may serve as a district administrator or assistant district administrator.

(b) Assistant district administrator - 06 - may serve as assistant district administrator.

(c) High school principal - 25 - may serve as a high school principal or assistant high school principal.

(d) Assistant high school principal - 26 - may serve as an assistant high school principal.

(e) Junior high school principal - 30 - may serve as a junior high school principal, middle school principal, assistant junior high school principal, or assistant middle school principal.

(f) Assistant junior high school principal - 31 - may serve as assistant junior high school principal or assistant middle school principal.

(g) Elementary school principal - 35 - may serve as elementary school principal, middle school principal, assistant elementary school principal, or assistant middle school principal.

(h) Assistant elementary school principal - 36 - may serve as assistant elementary school principal or assistant middle school principal.

(i) Elementary school principal - 40 - may serve as elementary school principal or assistant elementary school principal in elementary schools with 6-10 teachers.

Note: Provisional school counselor - 965 and Professional school counselor - 964 were repealed effective July 1, 1984.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.26 Cooperating teachers.** Effective July 1, 1977, cooperating teachers utilized by colleges and universities in Wisconsin shall have completed or possess:

(1) A regular Wisconsin license or its equivalent for the teaching assignment.

(2) Two years of teaching experience with at least one year of experience in the school system of current employment.

(3) A course or seminar in supervision of student teachers or interns or successful service as a cooperating teacher. Successful service as a cooperating teacher shall be determined by the recommendations of an im-

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mediate supervisor, a college supervisor, and a former student teacher or intern who have worked with the teacher in a student teaching or intern situation.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.

**PI 3.27 Advisory council.** The state superintendent shall appoint a broadly based, representative advisory council for teacher education and certification.

(1) **Membership.** (a) The advisory council shall consist of the following members:

1. Five practicing teachers,
2. Four school administrators,
3. Four higher education representatives,
4. Four lay citizens,
5. One post-secondary school student.

(b) Members in the several categories shall be selected by the state superintendent in a manner that maximizes diversity of educational perspectives.

(2) **Terms of Office.** (a) The term of office shall be for 3 consecutive years.

(b) Terms of office shall be staggered to provide for the expiration of the terms of only one-third of the members annually for continuity in the membership and council functioning.

(c) A member shall serve no more than 2 consecutive full 3-year terms.

(d) The term of office shall begin on July 1 and expire on June 30.

(e) A member whose classification has changed should have his or her term expire immediately and vacate the position so that an interim appointment can be made of someone who fulfills the requirements for representing that classification.

(3) **Duties.** (a) Propose to the state superintendent code requirements for certification of school personnel.

(b) Propose to the state superintendent guidelines to be used in the issuance of all types of licenses to school personnel.

(c) Propose to the state superintendent policies and procedures to insure that school personnel in the public schools are employed within their respective areas of licensing.

(d) Propose to the state superintendent standards for the approval of preparation programs for school personnel.

(e) Propose to the state superintendent policies and procedures for evaluating the effectiveness of programs for the preparation of school personnel.

(f) Review annually the activities of the department relating to the approval of school personnel education programs and to the issuance of licenses in order to advise the state superintendent.

(g) Receive complaints, suggestions, or inquiries on matters regarding certification and programs of preparation of school personnel, inquire into such complaints, suggestions, or inquiries, and, if appropriate, advise the state superintendent of action to be taken.

(h) Review the budget requests for the certification and program approval functions within the department and make recommendations to the state superintendent related to these requests.

(i) Prepare and report an annual summary of its actions and recommendations to the state superintendent.

History: Cr. Register, October, 1984, No. 346, eff. 11-1-84.



## APPENDIX A

## LICENSES AND LICENSE CODES

LICENSE TYPE	LICENSE PAGE	
	CODE NO.	NO.
Administration - see school administrators		
Afro-American Studies .....	761	20
Agriculture .....	200	36
Agriculture-Special Education .....	866	29, 35
Anthropology .....	702	20
Art .....	550	36
Art-Special Education .....	862	29, 35
Audio-Visual Coordinator and Director .....	905, 904	40
Bilingual/Bicultural Teacher .....	28, 33, 44	43
Biology/Life Science .....	605	19
Business Education .....	250	36
Business Education-Special Education .....	865	29, 35
Business and Office-Vocational .....	281	37
Chemistry .....	610	19
Civics/Citizenship .....	705	20
Coaching Athletics .....	540	48
Computer Science .....	405	18
Conservation .....	615	19
Dance .....	536	48
Distributive Education .....	285	37
Drama .....	325	18
Driver Education .....	450	47
Early Childhood Education .....	080, 100	17
Early Childhood-Exceptional Educational Needs .....	808	23, 33
Earth and Space Science .....	635	19
Economics .....	710	20
Elementary Education .....	42	17
Emotional Disturbance .....	830	28, 31
English .....	300	18
English as a Second Language .....	395	18
French .....	355	18
Geography .....	715	20
German .....	370	18
Health .....	910	47
Health Occupations-Vocational .....	911	37
Hearing Impaired .....	805	23, 31
History .....	725	20
Home Economics Education .....	210	36
Home Economics-Special Education .....	863	29, 35
Home Economics-Vocational .....	211-215	37
Indian History and Culture .....	927	45
Indian Home School Coordinator .....	924	44
Indian Language and Culture Aide .....	925	44
Indian Language .....	926	45
Industrial Arts .....	220	36
Industrial Arts-Special Education .....	863	29, 35
Industrial Arts-Vocational .....	293-99	37
Instructional Library Media Specialist .....	901, 902	41
Instructional Technology Specialist .....	903	43
International Studies .....	720	20

<i>LICENSE TYPE</i>	<i>LICENSE PAGE</i>	
	<i>CODE NO.</i>	<i>NO.</i>
Italian .....	360	18
Journalism .....	310	18
Latin .....	350	18
Learning Disabilities .....	811	24, 31
Local Vocational Education Coordinator.....	65	57
Mathematics .....	400	18
Mental Retardation .....	810	24
Mild, Moderate Mental Retardation.....	806	30
Music Education .....	506,511,515	36
Music-Special Education .....	861	29, 35
Occupational Therapist .....	812	25, 34
Orientation and Mobility .....	826	32
Orthopedic Disability .....	815	25, 32
Philosophy .....	730	20
Physical Education .....	530	36
Physical Education-Special Education .....	860	29, 35
Physical Science .....	637	19
Physics .....	625	19
Physical Therapist .....	817	26, 35
Polish .....	380	18
Political Science .....	735	20
Psychology .....	740	20
Reading Teacher and Specialist .....	316, 317	37
Recreation.....	535	47
Religious Studies .....	755	20
Russian .....	385	18
Safety Education.....	455	47
School Administrators .....	04, 24, 34	53
School Business Manager .....	08	55
School Counselor .....	966	48
School Counselor-Bilingual.....	967	49
School Counselor-Indian Language & Culture .....	963	47
School Librarian.....	900	41
School Nurse .....	75	49
School Psychologist .....	61, 62	51
School Social Worker.....	50	52
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Science, grades 7-9.....	621	20
Severely Handicapped .....	807	31
Social Problems .....	750	21
Social Studies, Broad field .....	701	21
Social Studies, grade 7-9 .....	703	21
Sociology .....	745	21
Spanish .....	365	18
Special Education Program Aide .....	883	30, 35
Speech.....	320	18
Speech and Language Disability.....	820	26, 33

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<i>LICENSE TYPE</i>	<i>LICENSE CODE NO.</i>	<i>PAGE NO.</i>
Substitute Teachers.....	43	13
Supervisor, Coordinator, Director of Instruction....	10, 15, 20	56
Supervisor, Counseling and Guidance.....	968	59
Supervisor, Counseling and Guidance-Bilingual.....	969	59
Supervisor, Instructional Library Media .....	91	58
Supervisor, School Library .....	09-900	58
Supervisor, Special Education .....	81, 82	56
Visually Impaired.....	825	28, 32

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**APPENDIX B  
CROSS-REFERENCE FOR RENUMBERING  
OF CH PI 3 LICENSES:**

<b>NEW</b>	<b>OLD</b>
PI 3.01 Definitions	Same
PI 3.02 Approved Program	PI 3.05
PI 3.03 Licenses, Types of	Same
PI 3.04 Validity of Licenses	Same
PI 3.05 General Requirements for a License	PI 3.07(1) and PI 3.07 (4) (c)-(f)
PI 3.06 Early Childhood Education (N-K)	PI 3.07 (2)
PI 3.07 Elementary Education	PI 3.07 (3)
PI 3.08 Secondary Education	PI 3.07 (4)
PI 3.09 Communication Subject Areas	PI 3.07 (4) (g) 1-4
PI 3.10 Foreign Language Subject Areas	PI 3.07 (4) (g) 5-12 and PI 3.07 (7) (a) 4
PI 3.11 Mathematics, Computer Science Subject Areas	PI 3.07 (4) (g) 13 and 14
PI 3.12 Science Subject Area	PI 3.07 (4) (g) 18-23, 26, 28-31
PI 3.13 Social Studies Subject Areas	PI 3.07 (4) (g) 32-46
PI 3.14 Special Education Areas	PI 3.07 (8)
PI 3.15 Special Subject Field Areas	PI 3.07 (5)
PI 3.16 Vocational Education Areas	PI 3.07 (6)
PI 3.17 Reading Teacher/Specialist Areas	PI 3.07 (7) (a) 2 and 3
PI 3.18 Instructional Media Areas	PI 3.07 (7) (a) 8 and 10
PI 3.19 Bilingual/Bicultural Teacher	PI 3.07 (7) (a) 1
PI 3.20 Indian Coordinator, Teacher and Counselor Areas	PI 3.07 (7) (a) 13a, 14a, 15a
PI 3.21 Other Teaching Licenses	PI 3.07 (7) 12 PI 3.07 (4) (g) 15 PI 3.07 (7) (a) 6 PI 3.07 (7) (a) 7 PI 3.07 (9)
PI 3.22 Pupil Service Areas	PI 3.07 (11)
PI 3.23 School Administration Areas	PI 3.07 (12), (13), (14)
PI 3.24 Other Administrators and Supervisors	New
PI 3.25 Obsolete Certification Areas	PI 3.06
PI 3.26 Cooperating Teachers	PI 3.02
PI 3.27 Advisory Council	