

July 1, 1992, shall be able to meet all of the requirements of subchs. IX and of XII of ch. PI 3 which take effect on that date for the license.

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

(b) If approval of the program leading to licensure is denied by the state superintendent, the SCD shall either commence an appeal in accordance with s. PI 4.03 or shall provide notice to prospective and currently enrolled students of nonapproval of the program leading to licensure.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. (3) (b) to be (3) (b) 1. and am. (3) (c) and (4), cr. (3) (b) 2., Register, February, 1987, No. 374, eff. 3-1-87; am. (1) to (3) (b) 1. (4) (a) and (b), r. and recr. (3) (c), cr. (3) (d) and (e), Register, April, 1988, No. 388, eff. 5-1-88; am. (3) (d) and (e), Register, February, 1989, No. 398, eff. 3-1-89; am. (3) (b) 1., (d) and (e), cr. (3) (f), Register, November, 1990, No. 419, eff. 12-1-90.

PI 4.025 Approval of experimental and innovative programs. (1) An institution may petition the state superintendent to offer an experimental or innovative program which is not in compliance with rules contained in this chapter. The institution shall present a plan for the program to the state superintendent for approval prior to implementation. Experimental and innovative programs may include the following:

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

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

(c) Programs designed to prepare school personnel for new types of positions that are emerging at the elementary, middle or secondary levels.

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; am. (1) (c), Register, April, 1988, No. 388, eff. 5-1-88; am. (1) (intro.), Register, March, 1992, No. 435, eff. 4-1-92.

PI 4.03 Appeal procedure. (1) An institution aggrieved by a departmental decision that it is not in compliance with a program approval rule under ch. PI 4 or a certification rule under ch. PI 3, or by a departmental decision as to the time period within which compliance must be shown, may appeal such decision only upon the following grounds:

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

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

(2) An institution shall commence an appeal by sending a written notice of appeal to the state superintendent by certified mail within 30 days after the institution received formal notice of the department's decision.

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The notice of appeal shall set forth the reasons for the appeal and the grounds upon which the appeal is based and shall be signed by the institution's chief administrator.

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

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

(5) Based on the evidence presented at the hearing and the recommendation of the hearing panel, the state superintendent or designee shall either affirm, modify, or reverse the decision which is the subject of the appeal. If the decision is affirmed, the state superintendent may require the appellant either to agree in writing to meet the conditions established by the state superintendent to comply with chs. PI 3 and 4, or the state superintendent shall deny or withdraw approval of the program leading to licensure and the SCD shall provide notice to prospective and currently enrolled students of nonapproval of the program leading to licensure.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; am. (5), Register, February, 1987, No. 374, eff. 3-1-87; am. (3) and (5), Register, April, 1988, No. 388, eff. 5-1-88.

PI 4.04 Conditional approval of noncomplying programs. The department may not approve any teacher preparation program which is not in compliance with the requirements of this chapter. The state superintendent may grant conditional approval to a program under the following conditions:

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86.

PI 4.05 Review and modification of rules. Each section of this chapter shall be reviewed at least once every 5 years. The state superintendent shall appoint committees composed of representatives from institutions of higher education including administrators, academic faculty and education faculty, and representatives from local school districts including teachers, administrators, principals and school board members to review the standards contained in this chapter and to recommend modifications of the standards to the state superintendent. The review process shall begin upon publication of this chapter.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86.
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which attest to competency of the student as a prospective school professional may also be included in the permanent record.

(4) **GRADUATE INTERNSHIP PROGRAM.** The advanced program shall include a graduate internship where required under ch. PI 3 or this chapter. The graduate internship shall meet the following requirements:

(a) The graduate internship shall be developmental in scope and sequence and occur in school settings for a minimum of one semester following the local school district calendar, unless the rules for a particular advanced program provide more specific requirements. The agreements and working relationships between the schools and the institution shall depend upon school policy and negotiated agreements. The agreements established regarding the graduate internship shall be mutually developed by personnel from participating schools and from the program.

(b) Written policies and procedures describing the graduate internship shall be developed and communicated to students in the advanced program, faculty involved, and participating school personnel. The policies and procedures shall include but not be limited to:

1. Criteria for admission to include successful completion of any practicum requirements within the advanced program.

2. Objectives to be fulfilled by each participating student in the graduate internship, including various activities usually performed in a school setting. These shall include, but not be limited to, instruction, supervision, pupil evaluation, conferences with parents, and faculty meetings.

3. Criteria for evaluation of students enrolled in the graduate internship.

(c) Supervision and principal responsibility for the student shall rest directly with the licensed local school district supervisor and indirectly with the college or university supervisor.

(5) **COOPERATING TEACHERS.** The SCD shall ensure that cooperating teachers utilized in the clinical programs meet the following requirements:

(a) Hold a regular Wisconsin license or its equivalent for the teaching assignment.

(b) Have at least 3 years of teaching experience with at least one year of teaching experience in the school system of current employment.

(c) Have completed a course or seminar in supervision of student teachers or interns or have qualified as a cooperating teacher prior to July 1, 1977, based on successful service as a cooperating teacher. Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college or university supervisor, and a former student teacher or intern who has worked with the teacher in a student teaching or intern situation.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.13 and am., cr. (3) and (4), Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (2) (c), (f) and (j), (3) (e), (f) and (i), cr. (5), Register, April, 1988, No. 388, eff. 5-1-88; am. (5) (c), Register, March, 1992, No. 435, eff. 4-1-92.

PI 4.11 Human relations. All professional education programs leading to licensure shall provide study and experiences in human relations. The program shall meet the following requirements:

(1) The institution shall have written evidence that members of various racial, cultural, and economic groups, including at least 3 of the following designated minority groups: African-Americans, Alaskan-Americans, American Indians, Asian-Americans, Hispanic-Americans, Pacific

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Islander-Americans, foreign born persons of color; disabled persons; and majority and minority low income persons and representatives of both sexes have participated in the development of the human relations program for professional school personnel.

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

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

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

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

(5m) The program shall require study of the constitutional and legal bases related to the status of women and various racial and cultural groups in the United States.

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

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

(8) The program shall require a minimum of 50 documented clock hours of direct involvement with adult and pupil members of a group whose background the student does not share, including at least one of the following designated ethnic minority groups; African-Americans, Alaskan-Americans, American Indians, Asian-Americans, Hispanic-Americans, Pacific-Islander-Americans, foreign born persons of color; and with disabled persons; and with various socioeconomic groups, including low income. At least 25 of the 50 clock hours of direct involvement shall be with representatives of one or more of the designated ethnic minority groups. That part of the required 50 clock hours of direct involvement which is with pupils may be accommodated as a part of prestudent teaching, student teaching and other clinical experience requirements.

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