

## Chapter PI 4

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Note: Chapter PI 4 as it existed on April 30, 1986, was repealed and a new chapter PI 4 was created effective May 1, 1986.

### Subchapter I — Definitions

#### PI 4.01 Definitions. In this chapter:

- (1) "Advanced program" means a professional education program leading to licensure offered at the post baccalaureate level.
  - (1m) "Alternative education program" means an instructional program, approved by a school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative education program" does not include a private school or a home-based private educational program.
- (2) "Clinical program" means supervised experiences in a school setting which provide practical experience for the student enrolled in a professional education program including prestudent teaching, student teaching, practicum and graduate internships.
- (3) "Concentration" means a field of study in which a student completes at least 12 semester credits as part of an approved program leading to licensure.
- (4) "Cooperating teacher" means a departmentally licensed school professional who supervises students during their clinical programs in cooperation with the college or university supervising staff and who meets criteria described in s. PI 4.10 (5).
- (5) "Department" means the Wisconsin department of public instruction.
  - (5h) "Early childhood level," for purposes of licensing, means prekindergarten through grade 3.
  - (5m) "Elementary level," for purposes of licensing, means grades 1 through 6.
  - (5r) "Elementary/middle level," for purposes of licensing, means grades 1 through 9.
- (6) "General education program" means that component of the institution's baccalaureate degree program, in addition to course work taken

in the major, minor, concentration, and the professional education sequence, which emphasizes the study of the behavioral and social sciences, fine arts, humanities, natural sciences, and mathematics.

(7) "Graduate internship" means an advanced level of paid full-time supervised work experience in a school at the elementary, middle, or secondary level.

(8) "Institution" means a private or public college or university engaged in the preparation of professional school personnel in Wisconsin.

(9) "Major" means a field of study in which a student completes at least 34 semester credits as part of an approved program leading to licensure.

(9m) "Middle level," for purposes of licensing, means grades 5 through 9.

(9r) "Middle/secondary level," for purposes of licensing, means grades 6 through 12.

(10) "Minor" means a field of study which a student completes at least 22 semester credits as part of an approved program leading to licensure.

(11) "Practicum" means supervised experience in a school, clinic or other setting which provides practical application of theory and experience for the student in an advanced program.

(12) "Professional education sequence" means the educational foundations, the instructional materials and methodology course work, and the clinical program designed for students enrolled in a professional education program.

(13) "Professional education program" means the sequence of courses included in the baccalaureate degree or advanced program for preparing professional school personnel for licensure in the state of Wisconsin.

(13m) "Pupil" means any child age birth through 21 enrolled in a school or a school program.

(14) "SCD" means a school, college, or division within a private or public college or university engaged in the preparation of professional school personnel in Wisconsin.

(14m) "Secondary level," for purposes of licensing, means grades 9 through 12.

(14r) "Special subjects" means agriculture, art, business education, home economics, technology education, music or physical education.

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

(15m) "Student" means a person enrolled in a professional education program leading to licensure.

(16) "Student teaching" means classroom practice through observation, participation, and actual teaching under the direction of a college or university supervisor of student teachers and a cooperating teacher as a part of the professional education program offered by an institution.

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

(18) "Teacher education" means the preparation of professional school personnel through approved professional education programs offered at the baccalaureate or post baccalaureate level.

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; r. (15), renum. (1) to (14) to be (2) to (6), (8) to (10), (12) to (17) and am. (2) to (4), (9), (10), (12) to (14) and (16), cr. (1), (7), (11) and (18), Register, February, 1987, No. 374, eff. 3-1-87; am. (1), (3), (4), (7), (9), (10) and (13), cr. (5h), (5m), (5r), (9m), (9r), (13m), (14m), (14r) and (15m), Register, April, 1988, No. 388, eff. 5-1-88; am. (5h), Register, February, 1989, No. 398, eff. 3-1-89; cr. (1m), Register, December, 1994, No. 468, eff. 1-1-95.

## Subchapter II — Teacher Education Program Approval, Appeals, and Review of Rule

**PI 4.02 Teacher education program approval. (1) SCOPE AND PURPOSE.** The statutory authority for the adoption of the program approval plan for the licensing of professional school personnel is provided in ss. 115.28 (7) and 118.19 (3), Stats. Section PI 3.02 directs the state superintendent to complete a site review at each institution preparing professional school personnel for Wisconsin licenses at least once every 5 years. To administer the mandated program approval responsibilities, the state superintendent has adopted, in addition to the licensing rules contained in ch. PI 3, the program approval rules contained in this chapter.

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

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

(b) 1. Except as indicated in subd. 2 and pars. (c) to (f), by January 1, 1987, all institutions and SCDs which offer professional education programs leading to licensure in Wisconsin shall submit to the department, for departmental approval, written evidence that their program complies with the requirements of this chapter, or a plan and timetable, subject to departmental approval, which ensures that students who enroll at an institution after July 1, 1987, and who also graduate after August 30, 1990, shall be able to complete each requirement of this chapter.

2. The plan and timetable required under subd. 1 shall be submitted by July 1, 1987, for the following programs: environmental studies under s. PI 4.29, journalism under s. PI 4.35, vocational education under ss. PI 4.54 to 4.59, special education under subch. VII and advanced programs under subch. VIII.

(c) Institutions shall submit new programs and changes in previously approved programs to the department for approval prior to implementing the new program or change.

(d) The reading and language arts requirements under s. PI 3.095, as effective on May 1, 1988, shall be implemented so that all students who enroll at an institution after July 1, 1989, and who also graduate from a professional education program after August 30, 1992, shall have met the requirements.

(e) The elementary and secondary level requirements under ss. PI 4.13 and 4.16, as amended effective May 1, 1988, and the elementary/middle, middle, and middle/secondary requirements under s. PI 4.135 to 4.15, as effective on May 1, 1988, shall be implemented so that all students who enroll at an institution after July 1, 1989, and who also graduate from the professional education program after August 30, 1992, shall have met the requirements.

(f) The requirements for administrative licensure under subch. IX, which take effect on December 1, 1990, shall be implemented so that all persons admitted to a program for administrative licensure on or after

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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., 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.

Register, March, 1992, No. 435

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.  
Register, March, 1992, No. 435



### Subchapter III — Organization and Administration of Teacher Education

**PI 4.06 Organization and administration of teacher education.** (1) **PURPOSES AND GOALS.** The institution shall include a statement of the purposes and goals of all professional education programs in printed materials used to describe those programs.

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

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

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

(d) The SCD shall have primary responsibility for the design, development, implementation, and evaluation of professional education sequences.

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

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

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

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

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

(j) The institution shall maintain records showing that its programs recognize adult learning styles and that it has adopted curriculum and instructional strategies which link classroom theory with practice through use of simulations, field problems or experiential learning strategies and materials.

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

the master's degree or equivalent shall be in the principal discipline of that program or sequence.

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

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

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

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

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

(g) The institution shall have written evidence that at least 50% of full-time equivalent faculty in each advanced program hold an earned doctorate degree or the terminal degree in the advanced program area.

(h) The institution shall have written evidence that at least one faculty member with an earned doctorate degree or the terminal degree in the advanced program area is assigned full-time in each advanced program.

(i) The institution shall have written evidence that faculty who teach in advanced programs leading to administrative licensure are knowledgeable about contemporary administrative practices.

(j) The institution shall have written evidence that faculty who teach and supervise the practicum or internship in advanced programs leading to administrative licensure have at least 3 years of administrative experience in elementary, middle or secondary level education. Faculty employed prior to July 1, 1992, may meet this requirement by serving a 540-hour practicum or internship in school administration.

(k) The institution shall have written evidence that all resident faculty in programs leading to administrative licensure have completed at least 180 clock hours of practicum or other professional work in elementary, middle or secondary level schools every 5 years.

(l) The institution shall have written evidence that at least two-thirds of the semester credits required for administrative licensure under subch. IX, including those offered in the common core described in s. PI 4.81 (3) and in the specific license areas, are taught by full-time resident faculty employed by the institution. Exceptions to this paragraph may be granted by the state superintendent, upon appeal by the institution.

(4) FACILITIES, INSTRUCTIONAL MATERIALS AND EQUIPMENT. (a) The institution shall provide a library as the primary materials resource center of the institution. The library shall adequately support the instruction, research, and services pertinent to the needs of professional education programs. Materials shall be organized and indexed in such a way that faculty and students can easily locate and gain access to materials housed at the institution. The library shall provide appropriate indexes, directories, database searching services, union catalogs, and interlibrary loan agreements to enable access to information and materials housed outside the institution.

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

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

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

(e) The institution shall make available to its students knowledge of current educational technology and experience in its use.

(f) The institution shall provide laboratories, laboratory supplies, current clinical and diagnostic material, and specialized furniture and equipment needed for the professional education programs. Space and equipment shall be adequate for conducting and recording actual and simulated instructional activities.

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

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

(c) The SCD shall provide each student, upon admission to the professional education program, with an advisor and written information describing the professional education programs leading to licensure.

(6) STUDENT ADMISSION, RETENTION, COMPLETION AND FOLLOW-UP. (a) The SCD shall establish standards for admission to undergraduate and advanced professional education programs leading to licensure which shall include the following:

1. Demonstrated proficiency in speaking and listening as determined by the institution.

2. Passing scores on standardized examinations in mathematics, in reading, and in writing for admittance to undergraduate professional education programs. The standardized examinations and the passing scores shall be determined by the state superintendent.

3. A cumulative grade point average of not less than 2.5 on a 4.0 scale computed on at least 40 semester credits of collegiate level course work for undergraduate programs, or a cumulative grade point average in the bachelor's degree of not less than 2.75 on a 4.0 scale for advanced program admission. Standing in the upper 50% of the class as determined by written institutional policy may be accepted for undergraduate or advanced program admission in lieu of grade point average.

4. Exceptions to the established passing scores on standardized tests and the minimum cumulative grade point average or the class standing requirement may be granted to no more than 10% of the total number of students admitted to the professional education program for each admission period. Exceptions may not be granted to students who fail to achieve both the passing scores on the standardized examinations and the minimum grade point or class standing requirements. The SCD shall adopt written policies and procedures pertaining to exercising exceptions to the established passing scores on standardized tests and the minimum cumulative grade point average and class standing requirements. The written policies and procedures shall include a student appeal process.

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

(c) The SCD shall establish standards to recommend students for licensure which shall include but not be limited to the following:

1. a. A minimum grade point average of 2.75 on a 4.0 scale for undergraduate programs or a minimum grade point average of 3.0 on a 4.0 scale for advanced programs, based on course work in the major, minor, and concentration, or in the advanced program, and in professional education course work except in the clinical program; or standing in the upper 50% of the class as determined by written institutional policy; or

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

c. Exceptions to subpar. a. or b. may be granted to no more than 10% of the total number of students completing professional education programs leading to licensure in each graduation period. The SCD shall adopt written policies and procedures pertaining to exercising exceptions which shall include a student appeal process.

2. Successful completion of the SCD clinical program requirement.

3. A passing score on a standardized examination in each major, minor, concentration and advanced program in which a license will be sought. The standardized examination will be administered by the department and the passing score shall be determined by the state superintendent. The state superintendent may exempt specific programs from the requirements of this subdivision or may modify the administration and format of the examination if valid and reliable examinations are not commercially available or if the number of licenses issued in a specific area does not justify the development of a valid, reliable examination.

4. The state superintendent shall establish an effective date for the requirements in s. PI 3.05 (7) (b) and notify institutions offering programs under ch. 4 at least one year before passing tests in the major, minor, concentration, or advanced program will be required for licensure under s. PI 3.05 (7) (b) 1.

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

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; am. (2), (3) (a) and (b), (4) (a), (5) (b) and (c), (6) (a) (intro.), 1. and 3., (6) (b), (6) (c), 1. a., b., 2. and 3., cr. (3) (g) and (h), Register, February, 1987, No. 374, eff. 3-1-87; am. (2) (i), (3) (c) and (e), (5) (c), (6) (intro) (c) (intro.) and 1. c. and 3. and (f), Register, April, 1988, No. 388, eff. 5-1-88; cr. (2) (j), (3) (j) to (l) and (6) (c) 4., renum. (6) (a) 1. to 3. to be 3., 4., 1. and 2. and am. 2. and 3., am. (6) (c) 3., Register, November, 1990, No. 419, eff. 12-1-90.

Subchapter IV — General and Professional Education: Common Rules

PI 4.07 Licensure rules. Each professional education program leading to licensure shall require completion of all requirements for licensure at the specific grade level and in the specific subject area as specified in ch. PI 3. The SCD may review the previous experience and training of each student through a portfolio review process and may waive specific requirements in ch. PI 3 or this chapter based upon this review. Authorization for the portfolio review process shall be part of the SCD program that is approved by the state superintendent.

History: Cr. Register, February, 1987, No. 374, eff. 3-1-87; am. Register, April, 1988, No. 388, eff. 5-1-88; am. Register, July, 1993, No. 451, eff. 8-1-93.

PI 4.08 General education. All professional education programs leading to licensure shall meet the following general education requirements:

(1) The general education component shall constitute at least one-third of the semester hours in collegiate level course work required for the institution's baccalaureate degree. Course work included in the professional sequence and major, minor, or concentration may not be included in the general education component, except for integrated course work as described in sub. (4).

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

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

- (a) Written and oral communication.
  - (b) Mathematics.
  - (c) Fine arts.
  - (d) Social studies including national, state, and local government.
  - (e) Biological and physical sciences.
  - (f) Humanities including literature.
  - (g) Western and non-Western history or contemporary culture.
- (4) Early childhood, elementary, and elementary/middle level education programs shall include the balanced study of all of the following:
- (a) Mathematics, which shall develop the competence necessary to teach arithmetic, geometry, measurement, probability, statistics, problem solving, reasoning, ways of communicating mathematical understanding, and connections within mathematics and with other fields. The study shall be integrated with methods of teaching mathematics and with the study of mathematics curriculum appropriate for early childhood, elementary, and elementary/middle levels.
  - (b) Social studies, which shall develop the competence necessary to teach United States and Wisconsin history, economics, national, state and local government, and world geography, and connections within social studies and with other fields. The study shall be integrated with methods of teaching social studies and with the study of social studies curriculum taught at the early childhood, elementary, and elementary/middle levels.
  - (c) Science, which shall develop the competence necessary to teach biology, chemistry, earth and space science, and physics and connections within science and with other fields. The study shall be integrated with methods of teaching science and with the study of science curriculum taught at the early childhood, elementary, and elementary/middle levels.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renun. from PI 4.07 and am. (2), Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88; am. (1), cr. (4), Register, December, 1994, No. 468, eff. 1-1-95.

**PI 4.09 Professional education rules: common rules.** All professional education programs leading to licensure shall meet the following standards:

- (1) The program shall require study of the historical, philosophical, and social foundations underlying the development and purpose of education and current trends, issues, and various approaches in professional education programs in the United States and in Wisconsin.
- (2) The program shall require study of the legal, political, and economic aspects and the governance of education and the organization, operation, policy making, and administration of schools and educational programs in the United States and Wisconsin.
- (3) The program shall require study to develop an understanding of the diverse family, cultural, and socioeconomic backgrounds of pupils.
- (4) The program shall require study and experience specifically designed to develop the competencies needed to teach critical thinking.
- (5) The program shall require study of issues relating to children at risk including the pertinent law concerning child abuse and neglect; suicide; alcohol and other drug abuse; school age parents; delinquency and truancy; developmental disabilities; and the child welfare system includ-

ing the children's code, juvenile justice, public health, and social services.

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

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

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

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

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

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

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

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

(14) The program shall require study of the profession including the roles and responsibilities of the school board, the school superintendent, principals and teachers, and professional associations, organizations and learned societies.

(15) The program shall require study of the knowledge and skills necessary to identify children and youth who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic endeavors, and in ways to provide access to systematic and

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continuous learning opportunities appropriate to pupils identified as gifted or talented.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.08, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (1) and cr. (15), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.095 Reading and language arts.** Professional education programs leading to licensure shall require study in the teaching of reading and language arts. Course work shall consider the reading and language arts as interactive processes which require the integration of reader, text, and context factors. The reading and language arts course work shall be appropriate to the level or levels of licensure as follows:

(1) **EARLY CHILDHOOD LEVEL EDUCATION.** A professional education program leading to licensure to teach prekindergarten through grade 3 shall meet the standards in sub. (2) and the following standards:

(a) The program shall require study of children's literature as a basis for an emergent reading and language arts program.

(b) The program shall require study of developmental patterns of oral language and writing as a basis for an emergent reading and language arts program.

(c) The program shall require study of the roles of language experience and phonics in an emergent reading and language arts program.

(d) The program shall require study of how to develop an emergent reading and language arts program.

(2) **ELEMENTARY LEVEL EDUCATION.** A professional education program leading to licensure to teach grades 1 through 6 shall meet the following standards:

(a) The program shall require study in designing, developing, implementing, and evaluating classroom reading and language arts lessons which meet a wide range of pupil needs.

(b) The program shall require study in selecting reading and language arts programs and activities for individual pupils and for small and large groups, considering such variables as time, materials, strategies, developmental level, and current knowledge about effective instruction and interests appropriate to pupils' needs.

(c) The program shall require study of strengths and weaknesses of various models of the reading process and the writing process.

(d) The program shall require study of the interrelationships between the reading process and the writing process for use in the reading and language arts program and across the curriculum, including both narrative and expository texts.

(e) The program shall require study of children's growth in reading and language arts as a developmental process from infancy through childhood.

(f) The program shall require study of speaking, listening, writing, and reading, and their interrelationships.

(g) The program shall require study of the influence of environmental contexts on different uses of language.

(h) The program shall require study of informal diagnosis, observation, and evaluation of pupils' reading and language arts abilities for determining appropriate instruction.

(i) The program shall require study of how to translate and communicate diagnostic information to parents, administrators, other teachers, and pupils.

(j) The program shall require study of the roles of children's literature in the reading and language arts program and across the curriculum.

(k) The program shall require clinical experiences in teaching pupils with varying reading abilities within classroom contexts prior to and independent of student teaching. The clinical experience may be included as part of prestudent teaching under s. PI 4.10 (1).

(3) ELEMENTARY/MIDDLE LEVEL EDUCATION. A professional education program leading to licensure to teach grades 1 through 9 shall meet the standards in sub. (2) and the following standards:

(a) The program shall require study of the interrelationships among the reading and language, cognitive, social and psychological development of elementary/middle level pupils.

(b) The program shall require study of how reading, writing, speaking and listening relate to the total elementary/middle level curriculum.

(c) The program shall require study of how to teach reading and the language arts within the interdisciplinary team approach used at the elementary/middle level.

(d) The program shall require study in selecting reading and language arts programs and activities for individual pupils at the elementary/middle level and for small and large groups, considering such variables as time, materials, strategies, developmental levels, and current knowledge about effective instruction, and interests appropriate to pupils' needs.

(e) The program shall require study of techniques and materials which can motivate elementary/middle level pupils to read for pleasure and information.

(f) The program shall require study of how to use children's and early adolescent literature in planning and implementing the total elementary/middle level curriculum.

(g) The program shall require clinical experiences prior to and independent of student teaching. The clinical experiences may be included as part of prestudent teaching under s. PI 4.10 (1). The clinical experiences shall provide the following:

1. Experience in modeling and providing explicit reading instruction as elementary/middle level pupils progress from reading primarily narrative materials to reading increasing amounts and types of expository materials, and

2. Experience in teaching elementary/middle level pupils who have a variety of abilities in reading and language arts.

(4) MIDDLE LEVEL EDUCATION. A professional education program leading to licensure to teach grades 5 through 9 shall meet the following standards:

(a) The program shall require study of the interrelationships among the reading and language, cognitive, social and psychological development of middle level pupils.

(b) The program shall require study of how reading, writing, speaking and listening relate to the total middle level curriculum.

(c) The program shall require study of how to teach reading and the language arts within the interdisciplinary team approach used at the middle level.

(d) The program shall require study in selecting reading and language arts programs and activities for individual pupils at the middle level and for small and large groups, considering such variables as time, materials, strategies, developmental levels, and current knowledge about effective instruction, and interests appropriate to pupils' needs.

(e) The program shall require study of techniques and materials which can motivate middle level pupils to read for pleasure and information.

(f) The program shall require study of how to use early adolescent literature in planning and implementing the total middle level curriculum.

(g) The program shall require clinical experiences prior to and independent of student teaching. The clinical experiences may be included as part of prestudent teaching under s. PI 4.10 (1). The clinical experiences shall provide the following:

1. Experience in modeling and providing explicit reading instruction as middle level pupils progress from reading primarily narrative materials to reading increasing amounts and types of expository materials, and

2. Experience in teaching middle level pupils who have a variety of abilities in reading and language arts.

(5) MIDDLE/SECONDARY LEVEL EDUCATION. A professional education program leading to licensure to teach grades 6 through 12 shall meet the standards in sub. (6) and the following standards:

(a) The program shall require study of the interrelationships among the reading and language, cognitive, social and psychological development of middle/secondary level pupils.

(b) The program shall require study of how reading, writing, speaking and listening relate to the total middle/secondary level curriculum.

(c) The program shall require study of how to teach reading and the language arts within the interdisciplinary team approach used at the middle/secondary level.

(d) The program shall require study in selecting reading and language arts programs and activities for individual pupils at the middle/secondary level and for small and large groups, considering such variables as time, materials, strategies, developmental levels, and current knowledge about effective instruction, and interests appropriate to pupils' needs.

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

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

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

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

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

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

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

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

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

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

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

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

(c) The SCD shall require that faculty teaching the methods courses have direct involvement each year in elementary, middle and secondary level classrooms in the area of their professional responsibilities which may include participation in the supervision of student teachers.

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

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

(f) The SCD shall assign a primary supervisor to each student teacher and shall ensure that each primary supervisor has had at least 3 years of successful teaching experience in elementary, middle or secondary level classrooms.

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

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

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

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

(3) PRACTICUM PROGRAM. The practicum shall meet the following requirements:

(a) The advanced program shall include supervised practicums which are developmental in scope and sequence. For those practicums which occur in school settings, the agreements and working relationships be-

tween the schools and the institution shall depend upon school policy and negotiated agreements. The agreements established regarding the practicum and observation experiences shall be mutually developed by personnel from participating schools and from the program.

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

1. Criteria for admission to the practicum.

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

3. Criteria for evaluation of students enrolled in the practicum.

(c) The institution shall ensure that at least one member of the faculty has assigned time to function as the designated administrator and coordinator of all practicum experiences which occur in school settings.

(d) Assistance shall be provided to students enrolled in the practicum by supervisors with experience and expertise in the advanced program areas.

(e) The advanced program shall have written evidence that faculty teaching the methods or procedures courses in the advanced program have direct involvement each year in elementary, middle or secondary level programs which may include participation in the supervision of students in the practicum.

(f) A primary supervisor from the advanced program shall be assigned to each student enrolled in the practicum which occurs in the school setting. The primary supervisor shall have paid elementary, middle, or secondary level experience in a school setting in the advanced program area or other paid experience working in the advanced program area as approved by the state superintendent.

(g) The college or university supervisor shall spend a minimum of 6 hours, consisting of at least 2 on-site supervisory visits, with each student during the practicum which occurs in the school setting.

(h) The cooperating teacher participating in the student's practicum shall be selected by personnel from the cooperating school and from the advanced program.

(i) At least 4 written evaluations based upon observation by the cooperating teacher and by the college or university supervisor shall be required during each student's practicum. At least one of the 4 evaluations shall be written by the primary supervisor. The other evaluations may be written by the cooperating teacher, primary supervisor or collaboratively. Evaluation procedures shall include at least 2 conferences involving the practicum student, the cooperating teacher and the primary supervisor. The cooperating teacher's evaluation of the practicum shall become part of the student's permanent record. Other evaluations by elementary, middle and secondary level professional school personnel

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; renun. 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

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. Effective July 1, 1996, such preparation shall include demonstrated competency in all of the following:

(a) Resolving conflicts between pupils and between pupils and school staff;

(b) Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils;

(c) Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations, that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and 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. The study of American Indians under this subsection shall include specific instruction related to Wisconsin's federally recognized American Indian tribes and bands and shall include instruction specific to their tribal sovereignty.

(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.

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.14, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (1), (6) and (8), cr. (5m), Register, April, 1988, No. 388, eff. 5-1-88; am. (3), Register, November, 1992, No. 443, eff. 12-1-92; am. (2), Register, December, 1994, No. 468, eff. 1-1-95.

### Subchapter V — Professional Education Sequences

**PI 4.12 Early childhood level education: specific rules.** A professional education program leading to licensure to teach prekindergarten through grade 3 shall meet the following standards:

(1) The program shall require study of the principles and theories of child growth and development and learning theory as appropriate to children birth through age 8.

(2) The program shall require study of the characteristics of play and its contribution to the cognitive, social, and emotional development and learning of children birth through age 8.

(3) The program shall require study of theories and principles of classroom organization and management based upon child development and learning theory for children birth through age 8.

(4) The program shall require the study and evaluation of early childhood curriculum models.

(5) The program shall require study and experiences in curriculum development, implementation, and evaluation based upon child development and learning theory and educational research and practice in the areas of children's literature, creative arts, environmental education, mathematics, motor development, physical and mental health, science, and social science. The program shall require study of the interrelationships among fields of knowledge and the implementation of a balanced and integrated curriculum for the early childhood level.

(6) The program shall require study and experiences designed to develop skills in promoting parent education and family involvement in the early childhood level program.

(7) The program shall require study of professionalism, program and staff development, supervision and evaluation of support staff, advisory groups, community agencies and resources, and pupil services personnel as related to early childhood programs.

(8) The program shall require study to develop knowledge of and the abilities to apply developmentally appropriate assessment tools with children birth through age 8.

(9) The program shall require study designed to develop knowledge and skills to identify and teach children birth through age 8 with exceptional educational needs and talents.

(10) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for

work including career exploration, practical application of the basic skills, and employability skills and attitudes.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.09, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (6) and (7), Register, April, 1988, No. 388, eff. 5-1-88; r. and recr. Register, February, 1989, No. 398, eff. 3-1-89; am. (5), Register, December, 1994, No. 468, eff. 1-1-95.

**PI 4.13 Elementary level education: specific rules.** All professional education programs leading to licensure to teach grades 1 through 6 shall meet the following standards:

(1) The program shall require completion of a minor approved by the state superintendent.

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

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

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

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

(6) The program shall require study of educational research and practice related to curriculum development, implementation, and evaluation in art; children's literature; environmental education; health education; guidance; language arts including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies. The program shall require study of the interrelationships among fields of knowledge and the implementation of a balanced and integrated curriculum for the elementary school level.

(7) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for work including career exploration, practical application of the basic skills, economics and American economic institutions, and employability skills and attitudes.

(8) The program shall provide study and experiences designed to develop skills in working with other school personnel and skills in promoting family and community involvement in the elementary school program.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.11, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.) and (1), Register, April, 1988, No. 388, eff. 5-1-88; am. (6), Register, December, 1994, No. 468, eff. 1-1-95.

**PI 4.135 Elementary/middle level education: specific rules.** All professional education programs leading to licensure to teach grades 1 through 9 shall meet the following standards:

(1) The program shall require completion of a minor approved by the state superintendent.

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

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

(4) The program shall require study of the content of subjects taught at the elementary and middle levels, including art; child and young adolescent literature; environmental education; health education; language arts, including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies.

(5) The program shall require study of the teaching methods, instructional materials, and evaluation techniques for the developmental needs of elementary and middle level pupils in each of the subjects taught at the elementary and middle levels, including art; child and young adolescent literature; environmental education; health education; language arts, including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies.

(6) The program shall require study of educational research and practice related to elementary and middle level curriculum development, implementation, and evaluation in art; child and young adolescent literature; environmental education; health education; guidance; language arts, including reading, writing, speaking, and listening; mathematics; music; physical education; science; and social studies. The program shall require the study of the interrelationships among fields of knowledge and the implementation of a balanced and integrated curriculum for the elementary and middle school level.

(7) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for work, including career exploration, practical application of the basic skills, economics and American economic institutions, and employability skills and attitudes.

(8) The program shall require study and experiences designed to develop skills in working with other school personnel and skills in promoting family and community involvement in the elementary and middle level programs.

(9) The program shall require study of affective pupil development through group guidance activities, including decision making and problem solving; group process; interpersonal relations; self-concept; and verbal and nonverbal communication.

(10) The program shall require study of the history, purpose, organization, and programs of middle schools.

**History:** Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. (6), Register, December, 1994, No. 468, eff. 1-1-95.

**PI 4.14 Middle level education: specific rules.** All professional education programs leading to licensure to teach grades 5 through 9 shall meet the following standards:

(1) The program shall require completion of 2 minors approved by the state superintendent.

(2) The program shall require study of the principles and theories of young adolescent growth and development, including cognitive, emotional, physiological, psychological, and social development and their relationship to learning.

(3) The program shall require study to develop knowledge and skills for identifying and teaching pupils with exceptional needs.

(4) The program shall require study of teaching methods, instructional materials, and evaluation techniques for the developmental needs of middle level pupils in each of the specializations in which the student will seek a license.

(5) The program shall require study of the teaching of reading, study skills, and writing in the content areas.

(6) The program shall require study of educational research and practice related to middle level curriculum development, implementation, and evaluation.

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

(8) The program shall require study of and experiences to develop skills in working with other school personnel and in promoting family and community involvement in middle level programs.

(9) The program shall require study of affective pupil development, through group guidance activities, including decision making and problem solving; group process; interpersonal relations; self-concept; and verbal and nonverbal communication.

(10) The program shall require study of the history, purpose, organization, and programs of middle schools.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.15 Middle/secondary level education: specific rules.** All professional education programs leading to licensure to teach grades 6 through 12 shall meet the following standards:

(1) The program shall require completion of a major approved by the state superintendent.

(2) The program shall require study of the principles and theories of young adolescent and adolescent psychology, including cognitive, emotional, physiological, psychological, and social development and their relationship to learning.

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

(4) The program shall require study of teaching methods, instructional materials, and evaluation techniques for the developmental needs of middle and secondary level pupils in each of the specializations in which the student will seek licensure.

(5) The program shall require study of the teaching of reading, study skills, and writing in the content areas.

(6) The program shall require study of educational research and practice related to middle and secondary level curriculum development, implementation, and evaluation.

(7) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for work, including career exploration and planning; practical application of

the basic skills; employability skills and attitudes; knowledge of economic and American economic institutions, including business operations, agriculture, and labor; entrepreneurship; and the development of specific occupational skills.

(8) The program shall require study and experiences to develop skills in working with other school personnel and in promoting family and community involvement in middle and secondary level programs.

(9) The program shall require study of affective pupil development through group guidance activities, including decision making and problem solving; group process; interpersonal relations; self-concept; and verbal and nonverbal communication.

(10) The program shall require study of the history, purpose, organization, and programs of middle schools.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.155 Middle/secondary level education: alternative education programs.** All professional education programs leading to licensure to teach alternative education programs in grades 6 through 12 shall require the demonstration of all of the following:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

(2) The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

(3) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

(4) The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

(5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(6) The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

(7) The teacher plans and delivers instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

(9) The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others, such as students, parents, and other professionals in the learning community and who actively seeks out opportunities to grow professionally.

(10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

History: Cr. Register, December, 1994, No. 468, eff. 1-1-95.

**PI 4.16 Secondary level education: specific rules.** All professional education programs leading to licensure to teach grades 9 through 12 shall meet the following standards:

(1) The program shall require completion of a major approved by the state superintendent.

(2) The program shall require study of the principles and theories of preadolescent and adolescent psychology including cognitive, emotional, psychological, and social development and their relationship to learning.

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

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

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

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.12, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), renum. (1) to (7) to be (2) to (8), cr. (1), Register, April, 1988, No. 368, eff. 5-1-88.

### Subchapter VI — Subject Area Majors, Minors and Concentrations

**PI 4.17 Applicability.** Sections PI 4.18 through 4.59 contain the specific standards for programs in areas in which professional education students may complete a major, minor, or a concentration and receive certification. Each program shall meet the requirements of subch. IV and the applicable professional education sequence or sequences in subch. V. Chapter PI 3 contains the specific certification requirements for each type of certification.

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.15 and am. Register, February, 1987, No. 374, eff. 3-1-87.

**PI 4.18 Anthropology.** A professional education program leading to licensure in anthropology shall meet the following standards:

(1) The program shall require study in each of the major subdivisions recognized in American anthropology as follows:

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

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

(c) Physical or biological anthropology including primate and human evolution and hominid fossils, human genetics and populations, the human skeleton, and ecological factors including nutrition and disease vectors that affect human individual and societal development and health.

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

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

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

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

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

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.16, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.19 Art.** A professional education program leading to licensure in art shall meet the following standards:

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

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

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

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

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

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

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.17, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.20 Bilingual and bicultural education.** A professional education program leading to licensure in bilingual and bicultural education shall meet the following standards:

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

(2) The program shall require study for elementary and elementary/middle level bilingual and bicultural students to develop the ability to

instruct pupils both in English and in the language of the target pupil population in all basic subject matter content.

(3) The program shall require study for middle, middle/secondary, and secondary level bilingual and bicultural students to develop the ability to instruct pupils both in English and in the language of the target pupil population in the teacher's field or fields of specialization.

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

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

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

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

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.18, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.) and (9), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.21 Coaching athletics.** A professional education program leading to licensure for coaching athletics shall meet the following standards:

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

(2) The program shall require study of the psychology of sports, principles and problems of athletic coaching including the educational implications of athletics, organization of athletic programs, and ethics of coaching, and personal, professional, and public relationships.

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

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

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.19, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.22 Computer science.** A professional education program leading to licensure in computer science shall meet the following standards:

(1) The program shall require the study of problem solving techniques including the following:

(a) Structured system analysis, design, implementation, and evaluation.

(b) Structured algorithm design, coding, documentation, and testing.

(c) At least 2 high level languages, one of which shall be block structured.

(d) Data structures and their application, including arrays, linked lists, searching, sorting, stacks, queues, and binary trees.

(e) Emerging alternate tools such as non-procedural or application languages, expert systems, natural language processing, and artificial intelligence.

(2) The program shall require the study of computer organization and system software, including the following:

(a) Digital logic, internal representation of information, fundamental computer architecture, machine instructions, and assembly language.

(b) Experience with a variety of operating environments, such as single-user, multi-user, and multi-task.

(c) Experience with techniques of data-flow and exchange.

(3) The program shall require study of the effects and applications of computers and computing in all areas of society and especially in industry, commerce, and business; ethics; school instruction; and leisure.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.20, Register, February, 1987, No. 374, eff. 3-1-87; r. and recr. Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.23 Dance.** A professional education program leading to licensure in dance shall meet the following standards:

(1) The program shall require study of the structure and function of the human body.

(2) The program shall require study of and experience in the various types of dance including ballet, ballroom, ethnic, folk, jazz, and modern.

(3) The program shall require study of dance history and philosophy including geographic and cultural influences.

(4) The program shall require study of the minimum essentials of stagecraft, dance accompaniment, and music.

(5) The program shall require study of basic dance writing and notation.

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(6) The program shall require study of technique to acquire mastery of at least one style as well as experience in performing and staging.

(7) The program shall require experiences in performance in at least one style of dance for an audience.

(8) The program shall require experiences in improvisation, choreography, and stage production.

(9) The program shall require experiences in the directing of performing and recreational groups.

(10) The program shall require study of the relationship of dance to the other arts.

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.21, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.25 Driver education.** A professional education program leading to licensure in driver education shall meet the following standards:

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

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

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

(4) The program shall provide study of group dynamics and group instructional techniques in formal and informal settings.

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

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.23, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.) and (3), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.26 Economics.** A professional education program leading to licensure in economics shall meet the following standards:

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

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

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

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

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

(2) The program shall require study of the American economic system and institutions, including business, agriculture and labor, and alternative economic systems.

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

(4) The program shall require experience in the practical application of the methodologies appropriate to the discipline of economics.

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.24, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.27 English.** A professional education program leading to licensure in English shall meet the following standards:

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

(a) The interrelatedness of the language arts, recognizing the complementary features of listening, reading, responding to and creating media, speaking, and writing.

(b) Various personal, social, and communicative purposes of language, including attention to social and regional language variations.

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

(d) The structure and history of the English language, including traditional and modern grammars.

(e) A variety of effective instructional strategies to integrate the forms and functions of language study, converting concepts to pupil experiences and activities.

(2) The program shall require study of literature, including the following:

(a) A representative body of American, English, and world literature, both classic and contemporary, including non-Western literature, young adult literature, and the literature of minority groups of the United States.

(b) Representative works of one or more major writers, including Shakespeare.

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

(d) Approaches to analyzing, interpreting, evaluating, and appreciating literary works, reflecting considerations of the reader and the text.

(e) Techniques for responding orally, in writing, and through media to various forms of literature.

(3) The program shall require modeling and study of and practice in written and oral communication, including the following:

(a) Writing as a process, including prewriting, drafting, revision, editing, and publishing.

(b) Writing and speaking for a variety of purposes, including expressive, imaginative, informational, formulaic, and persuasive; and writing and speaking for a variety of audiences.

(c) Various approaches to evaluating writing, such as analytical, holistic, and primary trait scoring, peer evaluation, and conferencing.

(d) Historic and recent rhetorical theories regarding aims and modes of written and oral discourse, cultural and situational, and considerations of audience.

(e) Concepts and skills associated with effective listening.

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.25, Register, February, 1987, No. 374, eff. 3-1-87; r. and recr. Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.28 English as a second language.** A professional education program leading to licensure in English as a second language shall meet the following standards:

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

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

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

(c) Reading the language with immediate comprehension.

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

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

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

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

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

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

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

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

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

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

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

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

(b) Understanding culturally determined lifestyles and learning styles and their effect on second language learning.

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.26, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (3) (a), (b) and (d), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.29 Environmental studies.** A professional education program leading to licensure in environmental studies shall meet the following standards:

(1) The program shall require study to develop an understanding of the supplies of and demand for natural resources, principles of their management, and the role of natural resources in economic systems.

(2) The program shall require study to develop knowledge of ecological principles and their application to the solution of environmental issues and problems.

(3) The program shall require study to develop an understanding of the concept of energy, its transformations in physical and biological systems, the environmental consequences of energy use, and the role of energy in economic systems.

(4) The program shall require study of the history and philosophy of interactions among people and the natural and built environments.

(5) The program shall require study of the implications of continued growth of the human population.

(6) The program shall require study of the positive and negative impacts of technology on the environment.

(7) The program shall require study of how people and environment interactions affect physical and mental health.

(8) The program shall require study to develop the ability to use both cognitive and affective methods in the study of environmental issues and problems.

(9) The program shall require study of ways in which citizens can actively participate in the resolution of environmental issues and problems.

(10) The program shall require study to develop the ability to incorporate the study of the environment and environmental issues and problems into other disciplines.

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

**PI 4.30 Foreign languages.** A professional education program leading to licensure in a foreign language shall meet the following standards:

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

(a) Understanding the target language as spoken by an educated native speaker at a normal conversational tempo.

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

(c) Reading the target language with ease and comprehension.

(d) Writing the target language at a level that is comprehensible to native speakers.

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

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

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

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

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

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

(c) Developing an appreciation of the literature, art, and music of the target culture.

(4) The program shall require study designed to provide for the development of instructional strategies necessary to teach the target language and culture, including:

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



(b) Devising drills and exercises that develop pupil control of the phonology and structure of the target language.

(c) Planning activities that help pupils to understand, converse, read, and write in the target language.

(d) Planning experiences that develop an awareness and appreciation of the literature, art, and music of the target culture.

(e) Developing activities to teach the geography, history, and contemporary ways of life of the target culture.

(5) The program shall require a measurement of oral proficiency in the target language.

(6) The program shall require one of the following:

(a) Participation in a foreign language immersion program approved by the department.

(b) Participation in an experimental program approved by the department.

(c) A period of residence in a country in which the foreign language is spoken.

(7) The program for classical languages shall follow the standards in subs. (1) to (4), except that less emphasis shall be placed on spoken language; more emphasis shall be placed on mastering the sounds, structures, and vocabulary of the language to foster its study and use in reading about and understanding the classical heritage. Programs relating to classical language are not required to meet the standards in subs. (5) and (6).

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.27, Register, February, 1987, No. 374, eff. 3-1-87; r. and recr. Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.31 Geography.** A professional education program leading to licensure in geography shall meet the following standards:

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

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

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

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

(5) The program shall require study of world regions including a synthesis of the major social, economic, political, historical, and physical

factors that provides a global perspective as well as an understanding of the diversity among the main cultural areas of the world.

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

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

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

(9) The program shall require experience in the practical application of the methodology appropriate to the discipline of geography.

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.28, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.32 Health education.** A professional education program leading to licensure in health education shall meet the following standards:

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

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

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

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

(a) Personal health promotion and wellness.

(b) Mental and emotional health.

(c) Prevention and control of disease.

(d) Nutrition and diet.

(e) Substance use and abuse.

(f) Accident prevention and safety.

(g) Community health.

(h) Consumer health.

(i) Environmental health.

(j) Family life education.

(5) The program shall require study to develop teaching competence in planning, promoting, and implementing a school health instruction program at the elementary, middle and secondary levels, including learning experiences in needs assessment; program evaluation; curriculum devel-

opment and coordination; resource identification and assessment; public relations; and the development of cooperative relationships with private business and with voluntary and community health agencies.

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.29, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (5) and (6), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.33 History.** A professional education program leading to licensure in history shall meet the following standards:

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

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

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

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

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.30, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.34 Instructional library media specialist: initial program.** A professional education program leading to initial instructional library media specialist licensure shall meet the following standards:

(1) The program shall require study of the standards, concepts, principles, and ethics of the library media profession, their application to elementary, middle and secondary education, and the role of professional library media organizations.

(2) The program shall require study of the history, development, and content of children's and young adult literature, and the study of instructional media and equipment, communication technology, and information services to develop the ability to:

(a) Evaluate, select, and utilize media and equipment to meet learning activity needs.

(b) Provide reading, listening, and viewing guidance.

(4) The program shall require study designed to develop understanding of mathematical concepts at different levels of abstraction, including:

(a) The relationship of advanced mathematics to elementary mathematics.

(b) The ability to select and use concrete examples or manipulative materials, or both, to illustrate mathematical concepts.

(5) The program shall require study of the mathematics curriculum, including a background for curriculum planning and revision, the content and history of contemporary school mathematics curricula, and current issues in curriculum revision.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.31, Register, February, 1987, No. 374, eff. 3-1-87; r. and rec. Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.37 Music; common rules.** A professional education program leading to licensure in choral, general, or instrumental music shall meet the following common standards:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) The ability to state a philosophy of music education and plan instruction consistent with that philosophy.

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

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

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

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

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

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

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

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.32, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (5) (c), (f), (g) and (j), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.38 Choral music: specific rules.** A professional education program leading to licensure in choral music shall meet the following standards:

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

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

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

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

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

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

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

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

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

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

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

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renun. from PI 4.33, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.) and (2) (a), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.39 General music: specific rules.** A professional education program leading to licensure in general music shall meet the following standards:

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

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

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

(c) The ability to perform music at sight.

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

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

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

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

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

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

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

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

- (d) An understanding of the principles of form, design, and style in related art forms.
- (e) An understanding of the relationship between musical perception and aesthetic response.
- (f) The ability to transpose and improvise instrumental accompaniments.
- (g) The ability to perform on various fretted instruments, folk instruments, and rhythmic and melodic percussion instruments in order to employ those instruments as teaching tools.
- (h) The ability to describe the basic techniques of vocal tone production and to demonstrate them in singing.
- (i) An understanding of the physical growth and educational development of the human voice.
- (j) The understanding necessary to plan instruction with other school staff for classroom general music and interdisciplinary experiences.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.34, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), and (2) (a), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.40 Instrumental music; specific rules.** A professional education program leading to licensure in instrumental music shall meet the following standards:

- (1) The program shall require study to develop performance skills including:
  - (a) The skill necessary to perform music from all styles represented in the repertory of a major instrument.
  - (b) The technical skills needed for artistic self-expression in instrumental music.
  - (c) The ability to perform instrumental music at sight.
  - (d) The ability to perform instrumental music with musical sensitivity and technical proficiency in a solo setting, in small ensembles, and in large ensembles.
- (2) The program shall require study to develop conducting skills including:
  - (a) The ability to use conducting techniques appropriate to the musical forms and styles performed by pupil instrumental ensembles.
  - (b) The ability to analyze performance and, through rehearsal techniques, assist performers in achieving an accurate and artistic interpretation of instrumental music.
- (3) The program shall require study to develop the following ability in instrumental music:
  - (a) A technical knowledge of and ability to perform on a variety of woodwind, brass, string, and percussion instruments sufficiently well to teach elementary, middle and secondary level pupils effectively.

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

(c) An understanding of the basic acoustical processes of tone production in traditional instruments.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.35, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (2) (a) and (3) (a), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.41 Philosophy.** A professional education program leading to licensure in philosophy shall meet the following standards:

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

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

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

(4) The program shall require study of major philosophical issues including relationships between individuals and the state and the concept of justice.

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.36, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.42 Physical education.** A professional education program leading to licensure in physical education shall meet the following standards:

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

(2) The program shall require study designed to develop the skills and the capability to teach pupils in a wide variety of activities including perceptual motor learning; fundamental motor skills; lifetime and team sports; movement, rhythms, and dance; aquatics; and outdoor recreational activities.

(3) The program shall require study of and experiences in organizing, planning, implementing, administering, and evaluating a total program of physical education including intramural, recreational, and interscholastic activities.

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

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.37, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (2) and (6), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.43 Political science.** A professional education program leading to licensure in political science shall meet the following standards:

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

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

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

(4) The program shall require experience in the practical application of the methodology appropriate to the discipline of political science.

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.38, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.44 Psychology.** A professional education program leading to licensure in psychology shall meet the following standards:

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

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

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

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

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

(6) The program shall provide experience in the practical application of the methodology appropriate to the discipline of psychology.

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.39, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.45 Religious studies.** A professional education program leading to licensure in religious studies shall meet the following standards:

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.42, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.46 Science: common rules.** Professional education programs leading to licensure in science shall meet the following common standards:

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

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

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

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

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.43, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.47 Biology: specific rules.** A professional education program leading to licensure in biology shall meet the following standards:

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

(2) The program shall require study of classification systems, molecular and cellular biology, complementarity of structure and function, genetic continuity, ecological interactions, and origin and development of living things.

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.44, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.48 Chemistry: specific rules.** A professional education program leading to licensure in chemistry shall meet the following standards:

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.45, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.49 Earth science: specific rules.** A professional education program leading to licensure in earth science shall meet the following standards:

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.46, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.50 Physical science: specific rules.** A professional education program leading to licensure in physical science shall require study of analytical chemistry, behavior and structure of organic and inorganic compounds, atomic and molecular structure of matter, electromagnetic phenomena, and interrelationships of matter and energy.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.47, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.51 Physics: specific rules.** A professional education program leading to licensure in physics shall meet the following standards:

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

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

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.48, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.52 Sociology.** A professional education program leading to licensure in sociology shall meet the following standards:

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

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

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

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

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

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

(7) The program shall require study and experiences in the use of various social research methods and their appropriateness in particular situations and shall require work in sociological research to gain familiarity with the process and to further the development of the body of social theory.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.49, Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.53 Speech communication.** A professional education program leading to licensure in speech communication shall meet the following standards:

(1) The program shall require study of classical and modern theories of rhetoric.

(2) The program shall require study of contemporary theories of communication which illumine the importance of purpose, source, setting, audience, subject, and media in the communication process.

(3) The program shall require study of the major purposes of communication; for example, expressing feeling, ritualizing, imagining, informing, and controlling.

(4) The program shall require the study of linguistic, paralinguistic, and nonverbal communication codes.

(5) The program shall require study of interpersonal communication, including such topics as self-disclosure, self-concept, relationship development, and role-taking.

(6) The program shall require study of group communication, including such topics as task roles, social roles, group structure, and group dynamics.

(7) The program shall require study of public communication, including invention, organization, style, and delivery.

(8) The program shall require study of mass communication, including such topics as the nature, effects, and potentials of the various media.

(9) The program shall require study of communication criticism, including its purposes, theories, and styles.

(10) The program shall require study of listening, such as recognizing purposes, discriminating, assigning meaning, evaluating, and responding.

(11) The program shall require study of the ethical use of communication, including rights and responsibilities of expression in a democratic society.

(12) The program shall require study and experience with the development, management, and evaluation of cocurricular activities; including the directing of pupil experiences in debate or forensics.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renunr. from PI 4.50, Register, February, 1987, No. 374, eff. 3-1-87; r. and recr. Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.535 Theater.** A professional education program leading to licensure in theater shall meet the following standards:

(1) The program shall require study of theater as a social and aesthetic experience and as a reflection of culture including a broad view of the history of theater and acquaintance with representative plays of the past and present.

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

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

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

(5) The program shall require study and experiences to develop the ability to evaluate productions or activities.

(6) The program shall require study of personal, aesthetic, and utilitarian functions of theater and drama in school and community setting for persons of all ages.

(7) The program shall require study and experiences designed to develop the skills needed to provide environments conducive to the deve

**PI 4.61 Early childhood exceptional educational needs: specific rules.** All professional education programs leading to licensure in early childhood exceptional educational needs shall meet the following standards:

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

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

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

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

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

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

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

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

(9) The early childhood exceptional educational needs program is not required to meet the common standards in s. PI 4.60.

History: Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.10, cr. (9), Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-

**PI 4.62 Emotional disturbance: specific rules.** A professional education program leading to licensure in emotional disturbance shall meet the following standards:

1) The program shall require study of conceptual models of emotionally disturbed including biological, ecological, psychological, behavioral, educational and sociological perspectives in relation to definitions, characteristics, classification systems, incidence, assessment techniques, intervention strategies and efficacy studies.

2) The program shall require study of the historical and legal perspectives of emotional disturbance.

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(3) The program shall require study of and exposure to the range of services and delivery systems serving emotionally disturbed pupils.

(4) The program shall require study of federal and state definitions and eligibility criteria for identifying and placing pupils in programs for the emotionally disturbed.

(5) The program shall require study and application of procedures for diagnosis of emotionally disturbed pupils in school, home and community settings. These procedures shall include, but not be limited to, norm-referenced tests, criterion-referenced tests, behavior rating scales, observation, record review and interviews.

(6) The program shall require study and application of continuous assessment procedures for development, evaluation and modification of goals, objectives and instructional programs in academic, behavioral, social, cognitive and vocational areas.

(7) The program shall require study of and experience in written and verbal communication of assessment data. This shall include developing skills in analysis and consolidation of all relevant data for the purpose of diagnosis and instructional planning.

(8) The program shall require study of and experience in the development, implementation, and evaluation of instructional approaches to learning for emotionally disturbed pupils that address academic, cognitive, behavioral, social and vocational areas.

(9) The program shall require study of and exposure to the roles of the teacher of emotionally disturbed pupils as a child advocate, consultant and liaison to community agencies.

(10) The program shall require experience at the elementary or secondary level in developing individualized education programs which identify a variety of measurable goals, strategies, materials, settings, and responsible personnel for meeting the needs of the emotionally disturbed pupil. This experience shall be at both the elementary and secondary levels if the program leads to certification to teach grades kindergarten through 12.

(11) The program shall require the development of skills in selecting and applying the least restrictive behavior management strategies relating to legal, ethical, safety and training issues.

(12) The program shall require study of medical, psychiatric and social service interventions in relation to alcohol and other drug abuse, eating disorders, sexual abuse, assaultive behavior, suicidal behavior and multiple handicaps.

(13) The program shall require study of related services including transportation, aides, counseling, parent education and program support services as they pertain to emotionally disturbed pupils.

(14) The program shall require a minimum of 50 clock hours of prestudent teaching experience in emotionally disturbed classrooms in accordance with s. 115.77 (4) (b), Stats.

**PI 4.63 Hearing impaired: specific rules.** A professional education program leading to licensure for the hearing impaired shall meet the following standards:

- (1) The program shall require study of hearing impairment to develop an understanding of historical, social and psychological aspects.
- (2) The program shall require study of education aspects of hearing impairment to develop an understanding of the anatomy, physiology, etiology, the presence of secondary handicapping conditions and the transition from school.
- (3) The program shall require study of hearing impairment to develop an understanding of family dynamics, including bilingual considerations, and professional organizations as resource providers.
- (4) The program shall require study of the problems of language development for hearing impaired pupils to develop an understanding of cognitive development, the diagnostic process, and strategies for instruction to include both historical and current methodologies.
- (5) The program shall require study of the impact of hearing impairment to develop an understanding of how semantics, morphology, syntax, pragmatics and biculturalism impact on the communication process.
- (6) The program shall require study of speech and speech reading theory for hearing impaired pupils to develop an understanding of the anatomy and physiology of speech, phonetic analysis, the normal versus deviant speech development, and the diagnostic process and strategies for instruction to include both historical and current methodologies.
- (7) The program shall require study of both audiological assessment and interpretation plus auditory training theory and practice to develop an understanding of factors relating to successful use of residual hearing, methods of developing and improving use of residual hearing, and the optimizing of the acoustic environment and management of amplification devices.
- (8) The program shall require study of manual communication theory and practice to develop an understanding of the methods of instruction utilizing manual communication in the classroom, its sociocultural aspects, the role and function of interpreters, and the criteria or strategies for selection of appropriate sign systems.
- (9) The program shall require demonstration of expressive and receptive manual communication skills.
- (10) The program shall require study of selection, modification, adaptation and development of curriculum for use with hearing impaired pupils.
- (11) The program shall require knowledge and skill in use of instructional media and materials, including current technology and devices for use by hearing impaired pupils.
- (12) The program shall require study of methods of instructing hearing impaired pupils in specific content areas.



(13) The program shall require that students demonstrate assimilation of the theoretical knowledge and skills by their application in a variety of educational settings with hearing impaired pupils.

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

**PI 4.64 Learning disabilities: specific rules.** A professional [education] program leading to licensure in learning disabilities shall meet the following standards:

(1) The program shall require study of curriculum development, including scope and sequence, and evaluation and modification of curricular materials in the areas of reading, mathematics, written expression, and spelling to be differentiated at the elementary and secondary levels.

(2) The program shall require study and application of effective teaching techniques to maximize academic engaged time in small group, large group, and one-to-one instruction in reading, mathematics, written expression, spelling, social skills, and study skills.

(3) The program shall require study and application of the methods and skills needed for the organization and operation of a learning disabilities classroom to include such things as scheduling, rule posting, and arranging the physical environment.

(4) The program shall require study and application of techniques and communication skills for facilitating the learning disabled pupil's success in the regular classroom.

(5) The program shall require study and application of techniques and instruments for assessing specific learning disabilities such as formal and informal tests, observation, diagnostic teaching and curriculum-based assessment.

(6) The program shall require experience in summarizing, interpreting, and reporting assessment findings as they relate to educational programs.

(7) The program shall require study of the development and implementation of individualized education programs and lesson plans including on-going evaluation of pupil progress in both academic and social behaviors.

(8) The program shall require study of the history and current status of the field of learning disabilities, as it relates to theories and definitions of learning disabilities, etiology, methodology, and programming options.

(9) The program shall require study of the inter and intra individual difference of learning disabled persons throughout the lifespan including social, academic, and vocational needs and programming options to address those needs.

(10) The program shall require study and application of remedial techniques to teach reading to learning disabled pupils, including word recognition, fluency, reading comprehension, and reading in the content areas.

(11) The program shall require study and application of techniques to teach mathematics to learning disabled pupils, including problem solv-

ing skills, computational skills, and application of mathematics skills for everyday living.

(12) The program shall require study and application of techniques to teach language arts skills to learning disabled pupils, including listening, speaking, writing, and spelling.

(13) The program shall require knowledge of and skills in the application of various secondary learning disabilities program options for all grades 7 through 12 and kindergarten through 12 certified learning disabilities teachers. This includes tutorial, basic skills, compensatory skills, learning strategies, vocational and life skills, and team teaching in the content area models.

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

**PI 4.65 Mild or moderate mental retardation: specific rules.** A professional education program leading to licensure in mild or moderate mental retardation shall meet the following standards:

(1) The program shall require study of the definition, classification, etiology, characteristics, cultural and social factors and medical implications of mental retardation.

(2) The program shall require study of significant historical trends, current issues, and the impact of state and federal laws and regulations upon pupils with mental retardation.

(3) The program shall require study of the impact of mental retardation on the family structure.

(4) The program shall require study of methods to assist pupils with mental retardation to develop and attain life goals utilizing the school and community agencies.

(5) The program shall require study of standardized and informal measurements of adaptive behavior.

(6) The program shall require study of methods for collecting data including observations, background information, learning styles, interviews, case studies, and anecdotal records.

(7) The program shall require study of appropriate assessment instruments, including selection, administration, interpretation, reporting, and application of assessment data for pupils with mental retardation.

(8) The program shall require study of the multidisciplinary team process and techniques for interpreting and presenting data to provide oral and written reports.

(9) The program shall require study of the methods for developing, monitoring, and revising appropriate individual educational plans for pupils with mental retardation.

(10) The program shall require study of the principles of learning and techniques of teaching to meet the needs of pupils with mental retardation.

(11) The program shall require study of the methods for instructional organization including, but not limited to, daily scheduling, physical environment, classroom management, and application of task analysis.

(12) The program shall require study of behavior management for pupils with mental retardation.

(13) The program shall require study of instructional approaches in the areas of career awareness, prevocational skills, job exploration, and job training skills as they relate to pupils with mental retardation.

(14) The program shall require study of instructional approaches in human development and personal protective coping skills.

(15) The program shall require study of instructional approaches for dealing with such practical life situations as self-care, health, safety, home maintenance, transportation, and leisure activities.

(16) The program shall require study of instructional approaches in the area of basic functional academic skills.

(17) The program shall require an understanding of a variety of curriculum models used with pupils with mental retardation.

(18) The program shall require study of the utilization of community and school resources and techniques to develop community sites for job training.

(19) The program shall require study of techniques which facilitate interpersonal relationships with parents, teachers, aides, support staff, and others.

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

**PI 4.66 Severely handicapped: specific rules.** A professional education program leading to licensure in severely handicapped shall meet the following standards:

(1) The program shall require study of definitions, technical terminology, etiology, and characteristics of pupils with severe mental retardation who may or may not have concomitant physical, behavioral, or sensory handicaps.

(2) The program shall require study of strategies and methods for determining instructional priorities for individual pupils.

(3) The program shall require study of curriculum and methods for teaching basic motor, communication, and academic skills as related to increasing functional responses in areas of living, working, and playing in integrated community environments, including the following:

(a) Facilitation of normal motor development and inhibition of abnormal muscle tone.

(b) Development of vocal and nonvocal communication skills.

(c) Development of self-care skills.

(d) Development of social skills, including dealing with human sexuality.

(4) The program shall require study of the methods for arranging learning environments to maximize acquisition of instructional priorities through appropriate use of instructional techniques, materials, and specially designed and adapted equipment for use with pupils with severe handicaps.

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(2) The program shall require study of pupil services and programs including the organization, development, management and content of such programs within educational settings.

(3) The program shall require study of community support systems providing assistance to and interacting with pupils, parents, and schools

such as juvenile justice, public health, mental health, social services, adult education, and employers.

(4) The program shall require study of federal and state laws and programs designed to assist schools in working with various pupil populations needing special assistance or attention or in addressing other educational priorities including children at risk programs, education for employment, programs for gifted and talented, Wisconsin educational opportunities program, vocational education, Wisconsin youth initiatives program, migrant education, school age parents programs, suicide prevention, alcohol and drug abuse, child abuse and sexual assault, human growth and development, handicapped children, and non-discrimination issues.

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

**PI 4.72 School counseling: specific rules.** A professional education program leading to licensure in school counseling shall meet the following standards:

(1) The program shall require study of the psychological foundations of individual and group behavior, the structure of personality, and human development.

(2) The program shall require study of the changing cultural, economic, and societal conditions which affect pupils' development and learning.

(3) The program shall require study designed to develop the ability to develop, organize, administer, and promote comprehensive school guidance and counseling programs and to develop an understanding of management, consultation, and communication functions; leadership theory; curriculum development and articulation; interstaff relationships; and incorporation of community resources into program development.

(4) The program shall require study of career development theories and practices, the range of career choices, decision-making skills, and the use of this knowledge as it relates to a life-long process of education, training, and work.

(5) The program shall require study of career development as it relates to entry into the work force, to colleges, and to vocational and technical schools.

(6) The program shall require study of professional issues, including pupil and family rights; legal aspects of counseling; codes of ethics; goals and objectives of professional organizations; professional team work; the roles of various pupil service specialists; the standards of preparation, certification, and licensing; and the role identity of counselors.

(7) The program shall require study of referral procedures and cooperative relationships with community support systems such as juvenile justice, health, mental health, and social services.

(8) The program shall require study to develop the ability to generate, analyze, and synthesize data about the behaviors, progress and needs of pupils individually and within groups; and the assessment, interpretation, and utilization of pupil aptitude, interest, and achievement data.

development, vocational and career development, and adaptive functioning. Assessment of systems shall include school and community organizations, family structure, curriculum and instruction.

(4) The program shall require study and experiences designed to develop advanced competencies in prevention, intervention and remediation techniques for individuals, groups, and systems, including behavioral methods, instructional adaptations, counseling, and consultation.

(5) The program shall require study of and experience in various school psychology service delivery models and other human services support systems including coordination of services with community agencies.

(6) The program shall require study and experience designed to develop advanced skills in research techniques, including preparation in design, implementation, and interpretation of psychological and education research and program evaluation.

(7) The program shall require a practicum, under the supervision of a college or university supervisor, of a minimum of 600 clock hours in school related campus agencies, community, and school based programs which serve both normal and exceptional pupils who are referred for psychological services. The majority of the practicum shall be working directly in schools at the elementary, middle, or secondary level under the supervision of a college or university supervisor and a cooperating school psychologist.

(8) The program shall provide the opportunity for a university or college supervised graduate internship of a minimum of 1200 clock hours during which the intern shall perform a wide range of duties, including assessment, consultation, intervention, research, and program evaluation under the supervision of a college or university supervisor and cooperating school psychologist. At least half of the internship shall be working directly in schools at the elementary, middle, or secondary level with regular and special education pupils under the supervision of a licensed cooperating school psychologist. The internship experience in school psychology shall occur on a full-time basis over a period of one academic year or on a half-time basis over a period of 2 consecutive academic years.

**History:** Cr. Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (7) and (8), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.75 School social work: specific rules.** A professional education program leading to licensure in school social work shall meet the following standards:

(1) The program shall require study of the role and function of school social workers, including relationships with other professional school personnel and with community resources.

(2) The program shall require study of social work skills with individuals, families, and groups; of counseling and consultation; of community organizations and social agencies; and of competencies basic to the profession of social work.

(3) The program shall require study of the breadth of child welfare laws and their impact on and interaction among family, school and community.

(4) The program shall require study of principles and theories of child growth and development and the social environment in schools.

(5) The program shall require study of the effects of social forces and cultural changes on learning and human behavior.

(6) The program shall require study of methods of systematic gathering of data for the purpose of assessing the child in social environs including the family, the school, and the community and of the methods of making inferences from that data for the purpose of planning and conducting intervention strategies.

(7) The program shall require study and experience to develop the ability to communicate and cooperate with the home, school, and various community agencies regarding pupils' school attendance, school adjustment, and school achievement.

(8) The program shall require study of the conduct and interpretation of research addressing school, family, community, and pupil problems as dealt with by school social workers.

(9) The program shall require study of the methods of developing performance objectives for school social work services and of the methods of measuring the outcomes of these objectives.

(10) The program shall require a university or college supervised practicum of a minimum of 1000 clock hours working directly with children and youth; at least 250 clock hours shall be working directly in schools at the elementary, middle, or secondary level.

History: Cr. Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.) and (10), Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.76 Reading specialist.** A professional education program leading to licensure as a reading specialist shall meet the following standards:

(1) The program shall require study and experiences in designing, developing, implementing, and evaluating kindergarten through grade 12 developmental, remedial, content area, and enrichment reading programs as they interrelate with other language arts instruction and other curricular areas at the school and district levels.

(2) The program shall require study and experiences in providing leadership and direction at the school and district levels and experiences in working cooperatively with teachers, administrators, pupils, and parents in order to design, implement, coordinate, and evaluate a comprehensive kindergarten through grade 12 reading program.

(3) The program shall require study and experiences with the knowledge of research and practices in the reading and language arts, as follows:

(a) Interpreting, translating, and disseminating research.

(b) Modeling teaching and assessing procedures suggested by the research.

(c) Conducting classroom research.

(4) The program shall require study and experiences in working collaboratively with content area teachers to strengthen reading to learn in the content areas.

(5) The program shall require study and experiences in planning and implementing activities designed to build community support for school reading programs and to increase awareness of the relationship between home and school in developing successful, lifelong reading habits in children and adolescents.

(6) The program shall require study and experiences in planning, conducting, and evaluating staff development programs in the reading and language arts.

(7) The program shall require a field experience in a variety of tasks included in subs. (1) to (6).

*History:* Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.41, Register, February, 1987, No. 374, eff. 3-1-87; r. and recr. Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.77 Reading teacher.** A professional education program leading to licensure as a reading teacher shall meet the following standards:

(1) The program shall require study of the English language and how children develop language from childhood through adolescence, and how such development relates to the acquisition of reading ability, including the following:

(a) Understanding of children's growth in language as a developmental process from infancy through adolescence.

(b) Understanding of how speaking, listening, writing, and reading are interrelated.

(c) Understanding of the influence of environmental contexts on different uses of language.

(2) The program shall require study in the design, development, implementation, and evaluation of kindergarten through grade 12 developmental, remedial, content area, and enrichment reading programs and their interrelationships with other language arts instruction and other curriculum areas.

(3) The program shall require study of reading comprehension and instructional strategies designed to guide pupils' development as self-monitoring readers, including the following:

(a) Understanding of comprehension processes.

(b) Understanding of methods of teaching comprehension strategies.

(c) Understanding of the interrelatedness of word analysis skills and comprehension.

(d) Understanding of the interrelatedness of vocabulary development and comprehension.

(4) The program shall require study and experiences in assessing, selecting, administering, and interpreting reading assessments in order to



develop, implement, and communicate appropriate instructional plans to classroom teachers and parents, including the following:

(a) Understanding of formal and informal assessments.

(b) Understanding of current perspectives, terminology, diagnostic procedures, and instructional approaches in reading and language arts, psychology, special education, and exceptional education.

(c) Communicating appropriate strategies and techniques for individual pupils to parents and classroom teachers.

(5) The program shall require study and experiences in prescribing instructional programs and activities for individual pupils and small and large groups, using time, materials, strategies, learning styles, developmental levels, and interests appropriate to pupils' needs. These activities shall be based upon the analysis and interpretation of diagnostic data.

(6) The program shall require study and experiences in teacher-directed and learner-directed strategies which guide the interaction between pupils and their textual materials in content area studies and in other functional reading contexts.

(7) The program shall require study and experiences in using children's literature, literature for young adults, and standard and classic works to teach reading, including the following:

(a) Instructional practices that encourage wide reading.

(b) Use of materials that are appropriate to the varied interests and reading levels of pupils.

(c) Instructional strategies that guide pupils toward enjoyment, aesthetic appreciation, and critical understanding of an author's message.

(d) Use of literature to teach reading.

(8) The program shall require a supervised practicum in assessing and teaching reading, including experiences as follows:

(a) One-to-one, small group, and large group contexts.

(b) Elementary, middle, and secondary level pupils with a variety of abilities.

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.40, Register, February, 1987, No. 374, eff. 3-1-87; r. and recr. Register, April, 1988, No. 388, eff. 5-1-88.

**PI 4.78 Speech and language pathology.** A professional education program leading to licensure in speech and language pathology shall meet the special education common standards in s. PI 4.60 (1) to (15) and the following standards:

(1) The program shall require a master's degree in speech and language pathology.

(2) The program shall require study of the principles and theories of normal growth and development including cognitive, communicative, emotional, psychological, psychomotoric, and social development and their relationship to learning.

(3) The program shall require study designed to develop an understanding of statistics and research design.

(4) The program shall require study of or practicum with, or both, persons between the ages of birth through 21 who possess a wide range of communication disorders as well as with persons who may have additional handicaps or disabilities.

(5) The program shall require study of methods and procedures in school speech, language and hearing programs designed to develop an understanding of the following:

(a) The organization and structure of education agencies including the budgetary and reporting processes.

(b) The scope and sequence of regular education curriculum and its relationship to communication disorders.

(c) Education agency policies regarding the appropriate use and maintenance of pupil files and records.

(d) Appropriate criteria, processes, and procedures used for pupil identification.

(e) The various delivery models utilized by speech and language pathologists at preschool, elementary and secondary levels.

(f) The importance of disseminating, sharing, and exchanging information with peers, related professionals, parents, and consumers.

(6) The program shall require study of other disabilities and handicapping conditions and differences including cultural and dialectical variants.

(7) The program shall require study of anatomy and physiology of speech and hearing, phonetics, speech and hearing science, and the development of speech, language, and hearing.

(8) The program shall require study designed to develop the following skills:

(a) Administering formal and informal assessment measures including the scoring, analysis and interpretation of data to diagnose communication disorders across pupil populations.

(b) Planning, developing, implementing and evaluating instructional strategies and techniques designed to achieve habilitation, rehabilitation and instructional objectives for all pupils having communication disorders.

(c) Developing, implementing and evaluating screening and identification procedures for the purpose of determining pupils in need of further assessment.

(9) The program shall require study designed to develop skills in:

(a) Writing professional reports.

(b) Determining the adequacy of clinical and instructional performance.

(c) Applying current technology to improve and maintain the quality of service delivery.

(10) The program shall require study designed to develop an understanding of and skills in using the kinds of material, equipment, and instrumentation used with pupils having communication disorders including augmentative and nonverbal communication modes and systems.

(11) The program shall require study designed to develop an understanding of and skills in auditory habilitation, rehabilitation, and assessment techniques used for detecting hearing impairments.

(12) The program shall require a college or university supervised practicum of a minimum of 300 clock hours as described in PI 3.14 (3) (j). These clock hours shall be spent in direct contact with persons with communication disorders. Hours spent planning for instruction, writing reports, consulting with teachers or parents, or conducting other activities that support direct contact may not be counted in the 300 clock hours. The clock hours to be earned in a school setting shall be met through full week, full day placements or full week, half day placements or a combination of the 2.

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

### Subchapter Subchapter IX — Advanced Programs: Administrative Licensure

**PI 4.80 Applicability.** This subchapter contains the specific program approval standards for professional education programs leading to administrative licensure.

History: Cr. Register, November, 1990, No. 419, eff. 12-1-90.

**PI 4.81 Administrative license programs: common rules.** Except as specified in s. PI 4.87 (intro.), all professional education programs leading to administrative licensure under this subchapter shall meet all of the following standards:

(1) (a) Except as specified under par. (b), the program shall require undergraduate or graduate study of child psychology, early adolescent psychology, and adolescent psychology, or in human growth and development from birth to adult.

(b) A professional education program leading to licensure as a school business administrator does not have to meet the requirement under par. (a).

(2) The program shall meet the standards in s. PI 4.11 relating to human relations.

(3) (a) Except as specified under par. (b), the program shall require graduate study of all of the following:

1. Organization and operation of public schools.
2. Governance of education at the national, state and local levels.
3. Supervision of instruction.
4. Evaluation of personnel.
5. School finance and taxation.
6. School business and administration.
7. School law: general.

8. School law: employes contract administration.
9. School law: pupils and special education.
10. School and community relations.
11. Politics of education.
12. Educational leadership including participatory management, long-range strategic planning, and change agent processes.
13. Human relations.
14. Oral and written communications.

(b) A professional education program leading to licensure as a school business administrator does not have to meet the requirement under par. (a) 3.

(4) Each program shall also meet the requirements of s. PI 4.10 (3) and (4) and the specific requirements for each license in subch. XII of ch. PI 3.

**History:** Cr. Register, November, 1990, No. 419, eff. 12-1-90; renum. (1) and (3) to be (1) (a) and (3) (a) and am. (1) (a) and (3) (a) (intro.), cr. (1) (b) and (3) (b), Register, November, 1992, No. 443, eff. 12-1-92.

**PI 4.82 Superintendent: specific standards.** A professional education program leading to licensure as a superintendent shall meet all of the following standards:

(1) The program shall require completion of the requirements under s. PI 4.83 leading to licensure as a principal, if the student has not previously completed them.

(2) The program shall require graduate study of the superintendency.

(3) The program shall require graduate study of the economics of education, public finance, and taxation.

(4) The program shall require graduate study of advanced program planning and evaluation, including theory, research and practice regarding the organization and operation of public schools.

(5) The program shall require graduate study of the advanced politics of education, including local, state and national politics of educational decision-making; and the role of pressure groups in the shaping of educational policy at the local, state and national levels.

(6) The program shall require graduate study of personnel administration.

(7) The program shall require graduate study of collective bargaining.

(8) The program shall require graduate study of employee contract administration.

(9) The program shall require a practicum or graduate internship in the superintendency.

**History:** Cr. Register, November, 1990, No. 419, eff. 12-1-90.

**PI 4.83 Principal: specific standards.** All professional education programs leading to licensure as a principal shall meet all of the following standards:

(1) The program shall require graduate study of the operational tasks of the principalship.

(2) The program shall require graduate study of the instructional leadership of the principalship.

(3) The program shall require graduate study of the coordination of special school programs, including organization structure, program planning, policy formation and curriculum development.

(4) The program shall require graduate study of curriculum development, at the elementary/middle level for the elementary/middle level principal license or at the middle/secondary level for the middle/secondary principal license.

(5) The program shall require a practicum or graduate internship in the principalship.

**History:** Cr. Register, November, 1990, No. 419, eff. 12-1-90; am. (3), Register, November, 1992, No. 443, eff. 12-1-92.

**PI 4.84 Director of instruction: specific standards.** A professional education program leading to licensure as a director of instruction shall meet all of the following standards:

(1) The program shall require graduate study of the coordination of special school programs, including organization structure, program planning, policy formation and curriculum development.

(2) The program shall require graduate study of advanced program planning.

(3) The program shall require graduate study of advanced program evaluation.

(4) The program shall require graduate study of tests and measurements, including norm-referenced and teacher-constructed testing.

(5) The program shall require graduate study of elementary level curriculum development.

(6) The program shall require graduate study of middle level curriculum development.

(7) The program shall require graduate study of secondary level curriculum development.

(8) The program shall require a practicum or graduate internship in the director of instruction.

**History:** Cr. Register, November, 1990, No. 419, eff. 12-1-90; am. (1), Register, November, 1992, No. 443, eff. 12-1-92.

**PI 4.85 Director of special education and pupil services: specific standards.** A professional education program leading to licensure as a director of special education and pupil services shall meet all of the following standards:

(1) The program shall require graduate study of the administration and supervision of special education programs, including the theoretical and practical aspects of special education administration, supervision, financing and staffing.

(2) The program shall require graduate study of the administration and supervision of pupil service programs, including the theoretical and practical aspects of pupil services administration, supervision, financing and staffing.

(3) The program shall require graduate study of school law, as it relates to health, family, social services, juvenile justice and the children's code under ch. 48, Stats.

(4) The program shall require graduate study of tests and measurements, including norm-referenced and teacher constructed testing.

(5) The program shall require a practicum or graduate internship in the director of special education and pupil services.

History: Cr. Register, November, 1990, No. 419, eff. 12-1-90.

**PI 4.86 School business administrator: specific standards.** A professional education program leading to licensure as a school business administrator shall meet all of the following standards:

(1) The program shall require graduate study of accounting.

(2) The program shall require graduate study of data management and processing.

(3) The program shall require graduate study of risk management.

(4) The program shall require graduate study of school facilities.

(5) The program shall require graduate study of collective bargaining, contract administration or support services.

(6) The program shall require a practicum or graduate internship in school business administration.

History: Cr. Register, November, 1990, No. 419, eff. 12-1-90.

**PI 4.87 Instructional library media supervisor.** A professional education program under this section is not required to meet the common rules under s. PI 4.81. A professional education program leading to licensure as an instructional library media supervisor shall meet the standards in s. PI 4.68 and the following standards:

(1) The program shall require study of the general principles of organizing, operating, financing, and administering schools at the elementary, middle, and secondary levels.

(2) The program shall require study of the principles of supervision of instruction at the elementary, middle, and secondary levels.

(3) The program shall require study of the general principles of school personnel management.

(4) The program shall require study of the principles of administering and supervising the library media program at the district level to develop the ability to:

(a) Evaluate and plan program and services.

(b) Manage personnel and financial resources.

(c) Analyze current trends in providing library media services.

(d) Apply research methodologies.

(e) Apply networking, automation, and advanced communication technologies.

(f) Apply appropriate laws and regulations.

History: Cr. Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (1) and (2), Register, April, 1988, No. 388, eff. 5-1-88; reprinted to correct error in (1) and (2), Register, February, 1989, No. 398; renum. from PI 4.69 and am. (intro.), Register, November, 1990, No. 419, eff. 12-1-90.