

Chapter PI 3

LICENSES

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Note: Chapter PI 3 as it existed on April 30, 1988, was repealed and a new chapter PI 3 was created effective May 1, 1988. Chapter PI 3 as it existed on June 30, 2004 will be repealed effective July 1, 2004.

Note: See Chapter PI 34 for replacement rules.

Subchapter I — General Provisions

PI 3.01 Definitions. In this chapter:

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

(2) “Administrator” means a person who manages, supervises or evaluates professional staff and who has district-wide or multiple program management or supervisory responsibilities in any area affecting educational programs, curriculum, instruction, pupil services or business administration.

(3) “Advanced program” means a professional education program leading to licensure offered at the post-baccalaureate level.

(3m) “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.

(4) “Alternative school” has the meaning defined in s. 115.71 (1), Stats.

(5) “American Indian parent advisory committee” means the committee appointed by a school board under s. 115.735, Stats.

(6) “Approved program” means a professional education program developed and offered by a higher education institution in Wisconsin and approved by the state superintendent under s. 115.28 (7), Stats., and chs. PI 3 and 34; or in another state and approved in accordance with the statutes and administrative rules of that state.

(7) "Classroom" means an area or space designated for instructing pupils.

(8) "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.

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

(9m) "Contact hour" means a 50-minute class period.

(10) "Cooperating teacher" means a licensed school professional who supervises students during their clinical program in cooperation with the college or university supervising staff and who meets criteria described in s. PI 34.15 (6).

(11) "Course" means organized subject matter in which instruction is offered within a period of time, and for which credit is usually granted by an accredited college or university.

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

(13) "Department" means the Wisconsin department of public instruction.

(14) "Director of instruction" means a member of the professional staff of a school system responsible for any or all of the activities of coordination, supervision and evaluation of various curricular offerings and staff members within either one or more schools in a school system.

(14m) "Director of special education and pupil services" means the person who is the administrator of the special education or pupil services program or of both programs.

(15) "Early childhood level," for purposes of licensing, means prekindergarten through grade 3.

(16) "Elementary level," for purposes of licensing, means grades 1 through 6.

(17) "Elementary/middle level," for purposes of licensing, means grades 1 through 9.

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

(18m) "Full-time teaching" means employment under contract as a classroom teacher for at least 180 days.

(19) "Initial license" means the first regular license which verifies that the holder has satisfied the minimum requirements prescribed in this chapter.

(20) "Institution" means an independent or public college or university engaged in the preparation of professional school personnel.

(21) "Institutional endorsement" means written verification from the certifying officer at an institution which prepares professional school personnel that the applicant has satisfactorily completed the approved program and is recommended for a specific license.

(22) "License" means a document issued under this chapter granting authority or permission to serve as a professional school employee in Wisconsin public schools.

(23) "Long-term substitute" means a substitute teacher employed for 21 or more consecutive days in the same teaching assignment.

(24) "Major" means a field of study in which a student completes at least 34 semester credits, unless more credits are specified, as part of an approved program leading to licensure.

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

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

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

(27m) "Off-campus course" means any course offered for credit for which the regular meeting place is outside the community in which the college or university is located.

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

(28m) "Principal" means the person who serves as the administrator of a school, such as an elementary, middle, or secondary level school.

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

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

(31) "Qualified" means the holding of the appropriate license.

(32) "Regular license" means a license issued under s. PI 3.03 (2) to a person who fully meets the licensing requirements for serving in a given position in education.

(33) "Regularly employed" means employment as a professional school employee, at fixed or uniform intervals, for the equivalent of at least one hour per day for at least one semester.

(33m) "School business administrator" means the person who generally reports to the superintendent and who has primary budget and fiscal responsibility in the school district.

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

(35) "Short-term substitute" means a substitute teacher employed for no more than 20 consecutive days in the same teaching assignment.

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

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

(37m) "Specialist degree or the equivalent" means a specialist degree earned at an accredited college or university or at least 60 graduate semester credits completed as part of an approved program leading to licensure.

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

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

(40) "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.

(41) "Substitute teacher" means a licensed teacher who occupies temporarily the position of an absent teacher.

(42) "Superintendent" means district administrator as defined in s. 115.001 (8), Stats., and is the person who is the administrative head of a school district.

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

(44) “Teacher” means a licensed professional school employee whose work includes the exercise of any educational function for compensation including instructing pupils or administering, directing, or supervising any educational activity.

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

(46) “Teaching experience” means experience in which the licensed teacher as a regular professional school employee is actually conducting learning experiences of pupils in a classroom setting on a continuing basis.

(46m) “Third-party vendor” means any individual, organization or agency which contracts as a proprietorship, partnership or corporation with a college or university to provide off-campus courses.

(47) “Tribal council” includes the governing body of an Indian tribe regardless of how denominated.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; cr. (9m), (27m) and (46m), am. (15), Register, February, 1989, No. 398, eff. 9–1–89, except (15), eff. 3–1–89; r. and rec. (2), r. (42), renum. (12) and (14) to be (14) and (42) and am., cr. (14n), (18n), (28n), (33n) and (37n), Register, November, 1990, No. 419, eff. 12–1–90; cr. (3m), Register, December, 1994, No. 468, eff. 1–1–95; **corrections in (6) and (10) made under s. 13.93 (2m) (b) 7., Stats., Register October 2001 No. 550.**

PI 3.02 Approval of professional education programs leading to licensure. (1) Each professional education program offered by an institution in Wisconsin shall meet all of the requirements of chs. PI 3 and 4, but may exceed these minimums as determined by the institution.

(2) The state superintendent shall conduct a site review at each institution in Wisconsin at least once every 5 years for the purpose of approving programs under s. 115.28 (7), Stats., and chs. PI 3 and 4.

(3) The state superintendent does not approve programs outside the state of Wisconsin. The state superintendent shall accept the institutional endorsement from an out-of-state institution which has been approved under the statutes and administrative rules of that state. An applicant from an out-of-state institution under this subsection shall meet all of the requirements of this chapter in addition to having the institutional endorsement.

(4) An institution may accept proficiency examinations in lieu of course work. These examinations shall be administered by an institution offering an approved program and the credits earned by examinations shall be included on the official transcript issued by the examining institution.

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

PI 3.023 Acceptance of off-campus courses for continuing professional education credit. Credit earned in off-campus courses may be accepted toward meeting the continuing professional education requirement under s. PI 3.03 (2) (b) only if the course is offered by a Wisconsin college or university which has a program approved under ch. PI 4 or by an accredited baccalaureate or graduate degree granting college or university, and only as follows:

(1) OFF-CAMPUS COURSES OFFERED BY WISCONSIN COLLEGES OR UNIVERSITIES WITH APPROVED PROFESSIONAL EDUCATION PROGRAMS. (a) Off-campus courses offered by a Wisconsin college or university with a professional education program approved under ch. PI 34 shall be accepted toward meeting the continuing professional education requirement under s. PI 3.03 (2) (b), if the off-campus course meets all of the following requirements:

1. The off-campus course shall include at least 15 contact hours of direct contact instruction per semester credit.

2. The off-campus course shall include an evaluation of each student’s comprehension and mastery of the course content.

(b) If the off-campus course is directly designed and sponsored by the college or university which has the approved professional education program, the college or university is not required to submit the course under sub. (2), but the college or university shall make any information required under this subsection available to the department during program approval site reviews under s. PI 34.06, or at the request of the department. If the off-campus course is offered through a third-party vendor, the college or university shall meet all of the requirements of sub. (2).

(2) OFF-CAMPUS COURSES OFFERED BY WISCONSIN COLLEGES OR UNIVERSITIES WHICH DO NOT HAVE APPROVED PROFESSIONAL EDUCATION PROGRAMS OR BY OUT-OF-STATE COLLEGES OR UNIVERSITIES. Off-campus courses offered by a Wisconsin college or university which does not have a professional education program approved under ch. PI 34, or by any out-of-state college or university shall be accepted toward meeting the continuing professional education requirement under s. PI 3.03 (2) (b), if all of the following requirements are met:

(a) *Registration.* A college or university offering off-campus courses under this subsection shall register with the department each year at least 30 days before the first meeting of the first course. The college or university shall submit all of the following to the department:

1. The current catalog or bulletin from the college or university.

2. Verification of accreditation.

3. A listing of all off-campus courses previously accepted under this section which the college or university intends to offer during the year. The listing shall include each site and the dates on which the off-campus course will be offered. If dates or sites are added, the college or university shall notify the department. If a previously accepted course has been amended, the changes shall be submitted under par. (b).

(b) *Course approval.* 1. At least 30 days before the first meeting of the off-campus course, the college or university shall submit all of the following information to the department, for determination of whether the off-campus course will be accepted by the department under par. (c):

a. The name and course number of the off-campus course as it will appear on the students’ transcripts.

b. A course syllabus with a detailed description of course content for each new off-campus course or of changes in each previously accepted off-campus course.

c. A vita for each faculty member teaching in each off-campus course.

d. A description of resources and facilities provided or available to support each off-campus course.

e. A description of the evaluation required under par. (c) 4.

f. Whether the college or university accepts the off-campus course toward a degree or program from the college or university and, if yes, the name of all degrees or programs for which the off-campus course is accepted.

g. Whether the off-campus course is offered through a third-party vendor and, if yes, the identity of the third-party vendor.

h. Each site and the dates on which the off-campus course will be offered. If dates or sites are added, the college or university shall notify the department.

2. The department shall mail notification of acceptance or denial of acceptance of the off-campus course not later than 10 days following receipt of the information required under subd. 1. If the information is not complete, the department shall request that the additional information be submitted and the notification shall be mailed not later than 10 days following receipt of the additional materials.

(c) *Course requirements.* The off-campus course shall meet all of the following requirements:

1. The off-campus course shall include at least 15 contact hours of direct contact instruction per semester credit.

2. The off-campus course shall include an evaluation of each student's comprehension and mastery of the course content.

3. Faculty for the off-campus course shall hold a faculty appointment at the sponsoring college or university or shall hold at least a master's degree from an accredited college or university. Faculty's educational preparation or equivalent experience shall be in the area related to the specific course assignment.

4. There shall be a systematic process of evaluation for each off-campus course offered.

(d) *Course advertisements.* All advertising of the off-campus course shall comply with s. 100.18 (1), Stats., which prohibits untrue, deceptive or misleading advertising. After the department has notified the college or university that the off-campus course has been accepted toward meeting the continuing professional education requirement, the following statement may be included on the advertisement for the off-campus course: "Successful completion of this off-campus course will be accepted by the Wisconsin department of public instruction for meeting the continuing professional education requirement under ch. PI 3."

(3) OFF-CAMPUS COURSES OFFERED THROUGH THIRD-PARTY VENDORS. If the college or university contracts with a third-party vendor to offer the off-campus course, the college or university shall maintain responsibility for meeting all requirements of this section and for the quality of the course.

(4) REGISTRATION OF THIRD-PARTY VENDORS. A third-party vendor which contracts with a college or university to offer off-campus courses shall register with the department each year at least 30 days before the first meeting of the first off-campus course. The third-party vendor shall provide all of the following information to the department:

(a) A statement of the business purpose or purposes of the corporation, proprietorship or partnership.

(b) Copies of all contracts signed with any colleges or universities to provide off-campus courses. If additional contracts are entered into, the third-party vendor shall send copies to the department.

History: Cr. Register, February, 1989, No. 398, eff. 9-1-89; **corrections in (1) (a) (intro.), (b) and (2) (intro.) made under s. 13.93 (2m) (b) 7., Stats., Register October 2001 No. 550.**

PI 3.025 Approval of programs for equivalent clock hours. (1) To meet the continuing professional educational requirement under s. PI 3.03 (2) (b), an applicant may earn equivalent clock hours for a program or other professional experience if the agency, institution or organization which offers the program or experience submits an application for approval of the program or experience to the department at least 30 days prior to the commencement of the program or experience. An individual may not submit a program for approval under this section; however, an agency, institution or organization may submit a program on behalf of one individual. The following agencies, institutions and organizations may submit proposals to the department:

(a) Accredited colleges and universities.

(b) Cooperative educational service agencies under ch. 116, Stats.

(c) Divisions and bureaus within the department.

(d) Local public and private education agencies and schools in Wisconsin.

(e) Local, state, regional and national professional education organizations; and unions.

(f) Technical college system districts established under s. 38.02, Stats.

(g) Other agencies, institutions and organizations approved by the state superintendent.

(2) To be approved by the department, a program or experience shall meet one of the following requirements:

(a) Workshops, seminars or conferences may be approved if all of the following requirements are met:

1. A workshop or seminar shall be in clock hour increments and shall include a minimum of 5 clock hours related to a specific theme. The entire approved program shall be accomplished within a 12-month period.

2. A regional, state, or national convention or conference with a broad common theme may be approved and shall be limited to a minimum of 5 clock hours and a maximum of 10 clock hours for each convention or conference.

(b) A professional field experience may be approved if all of the following requirements are met:

1. The formal job description shall include individual professional growth objectives; a plan for student documentation of the field experience; and a plan for the ongoing monitoring and supervision of the field experience.

2. A supervisor shall be designated in the agency which submits an application for the professional field experience and an onsite supervisor shall be designated in the agency in which the field experience takes place.

(c) A professional growth experience completed while serving as a mentor in a department-approved program or as a cooperating teacher in a student teaching program approved under s. PI 34.15 (5) may be approved if all of the following requirements are met:

1. The formal description shall include individual professional growth objectives; a plan for the completion of a professional development project evolving from the individual professional growth objectives; a plan for documentation of the professional development project; and a plan for the self-assessment of an individual's supervisory activities as related to his or her professional growth objectives.

2. A college or university official shall be designated to serve as coordinator of the professional growth experience and provide ongoing guidance and assistance to the mentor or cooperating teacher throughout the experience. The individual shall be enrolled in a concurrent college or university seminar of a minimum of 12 clock hours.

(d) 1. A professional growth experience completed while employed as an ad hoc faculty member in a program approved under ch. PI 34 may be approved for a person who is not regularly employed at the post-secondary level if all of the requirements under subd. 3. are met.

2. A professional growth experience completed while on a special assignment within grade levels prekindergarten to 12 in a public or private school or a public school district may be approved for a faculty member who is regularly employed at the post-secondary level, except that approval may not be granted if the assignment is part of the faculty member's regular or contracted responsibilities. The professional growth experience in this subdivision shall meet all of the requirements under subd. 3.

3. A professional growth experience completed under subs. 1. and 2. may be approved if all of the following requirements are met:

a. The formal description shall include the individual's professional growth objectives and a plan for the documentation and evaluation of the professional growth experience.

b. A staff member in the approved program or in the school or school district shall be designated to coordinate the experience.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. (intro.), Register, February, 1989, No. 398, eff. 9-1-89; r. and recr. Register, November, 1990, No. 419, eff. 12-1-90; correction in (1) (f) made under s. 13.93 (2m) (b) 6., Stats., Register, March, 1996, No. 483; **corrections in (2) (c) (intro.) and (d) 1. made under s. 13.93 (2m) (b) 7., Stats., Register October 2001 No. 550.**

PI 3.03 Types of licenses and renewal requirements. (1) LICENSE CODES AND LICENSING YEAR. (a) *License codes.* In this chapter, the code number following the name of

each specific license designates the subject, grade level or position for which the license is issued.

(b) *Licensing year.* Except as provided under sub. (6), a license is effective on July 1 of the year of issuance and expires on June 30 of the year of expiration.

(2) **REGULAR LICENSE.** A regular license is issued or renewed for 5 years, as follows:

(a) *Issuance.* 1. Completion of an approved program. A regular license may be issued to an applicant who meets all of the requirements of this chapter, including an approved program, and who has received an institutional endorsement. A regular license is issued for 5 years.

2. License based on equivalency. A regular license may be issued to an applicant who has not completed an approved program, if the applicant has obtained a statement from a college or university offering an approved program that the applicant has completed the equivalent of an approved program, and if the applicant meets all of the requirements of this chapter for the license, except completion of an approved program.

3. License based on experience. A regular license may be issued to an applicant who presents evidence of having completed an approved program from another state, except student teaching, if the applicant verifies eligibility for acceptance into student teaching from the institution, meets all applicable requirements of this chapter, except student teaching, and verifies 3 or more years of successful teaching experience in the subject and grade level of preparation.

(b) *Renewal.* 1. Except as provided under pars. (c), (e) and (f) a regular license may be renewed if the applicant satisfactorily completes 6 semester credits or the equivalent of continuing professional education during the 5 years immediately preceding his or her application for renewal. The 6 semester credits or the equivalent shall be directly and substantively related to one or more of the licenses held by the applicant or to the applicant's professional competency.

2. Except as provided under subd. 3., the 6 semester credits or the equivalent may be earned by one or a combination of the following:

a. Semester or equivalent quarter credits earned at an institution with a program approved under ch. PI 34 or at an accredited baccalaureate or graduate degree-granting college or university.

b. Semester or equivalent quarter credits earned in an off-campus course which has been accepted under s. PI 3.023.

c. Equivalent clock hours earned in a workshop, seminar or conference approved under s. PI 3.025 (2) (a). Thirty clock hours earned at a workshop, seminar, or conference shall be equivalent to one semester credit earned at an accredited college or university.

d. Equivalent clock hours earned in a professional field experience approved under s. PI 3.025 (2) (b). Eighty clock hours earned in a professional field experience shall be equivalent to one semester credit earned at an accredited college or university.

e. Equivalent credit earned in a professional growth experience approved under s. PI 3.025 (2) (c), while employed as a mentor in a department approved program or as a cooperating teacher in a student teaching program approved under s. PI 34.15 (5).

f. Equivalent credit earned in a professional growth experience approved under s. PI 3.025 (2) (d), while employed as an ad hoc faculty member teaching in a program approved under ch. PI 34. A person who is regularly employed at the post-secondary level may not earn equivalent credit under this subparagraph.

g. For persons regularly employed as faculty at the post-secondary level, equivalent credit earned in a professional growth experience approved under s. PI 3.025 (2) (d), while on special assignment within grade levels prekindergarten to 12 in a public or private school or public school district. Equivalent credit may

not be earned for an assignment which is part of the faculty member's regular or contracted responsibilities.

3. No more than one experience under subd. 2. d. to g., equivalent to no more than 3 semester credits, may be counted in meeting the professional education requirement in a 5-year period.

(c) *Exemption from the continuing professional education requirement.* The continuing professional education requirement under par. (b) is not required for renewal for the school occupational therapist license under s. PI 3.36, the school occupational therapy assistant license under s. PI 3.365, the school physical therapist assistant license under s. PI 3.375, the substitute teacher license under sub. (8), the substitute educational interpreter – hearing impaired license under sub. (9), or the special education program aide license under s. PI 3.39.

(d) *Refresher work.* An applicant who meets the license requirements under this chapter, but who has not been regularly employed in the teaching profession within the 5 consecutive years immediately prior to application for the license or renewal, may be issued a regular license or renewal upon completion of 6 semester credits or the equivalent of continuing professional education as described under par. (b) during these 5 years.

(e) *Educational interpreter – deaf or hard of hearing license renewal.* An educational interpreter – deaf or hard of hearing license may be renewed if the applicant satisfactorily completes 6 semester credits or the equivalent of continuing professional education during the 5 years immediately preceding his or her application for renewal. The 6 semester credits or the equivalent shall be directly and substantively related to one or more of the licenses held by the applicant or to the applicant's professional competency. The applicant requesting a renewal under this paragraph shall complete the requirement under subd. 5. and may earn the remaining 6 semester credits or the equivalent by completing one or a combination of the following items listed in subd. 1. to 4.:

1. Semester or equivalent quarter credits earned at an accredited baccalaureate degree-granting college or university.

2. Semester or the equivalent quarter credits earned in an off-campus course which has been accepted under s. PI 3.023.

3. a. Equivalent clock hours earned in a workshop, seminar or conference approved under s. PI 3.025 (1) and (2). Thirty clock hours earned at a workshop, seminar, or conference shall be equivalent to one semester credit earned at an accredited college or university.

b. Two credits or the equivalent clock hours may be earned in a professional growth experience that meets the requirements under s. PI 3.025 (2) (c) 1. and 2. while serving as a mentor in an interpreter training program. No more than 2 semester credits or the equivalent may be counted in meeting the professional education requirement under this paragraph in a 5-year period.

4. Semester credits earned in the technical college system.

5. a. Except as specified under subd. 5. b, successful completion of the educational interpreter performance assessment with a score of 3 or better. Thirty equivalency clock hours shall be granted for each assessment under this subdivision with no more than 60 equivalency clock hours counted for each 5-year renewal period. The 60 equivalency clock hours may be awarded by completing 2 educational interpreter performance assessments under this subdivision, or one educational interpreter performance assessment under this subdivision and one Wisconsin interpreting and transliterating assessment at a level 4 for both interpretation and transliteration, or one educational interpreter performance assessment under this subdivision and proof of maintaining certification or taking an interpretation or transliteration performance test, regardless of the score, through the registry of interpreters for the deaf.

b. Educational interpreters who work as oral interpreters are exempt from meeting the requirement under subd. 5. a. if a letter of verification is submitted to the department from the employing school district stating that the interpreter works as an oral interpreter only.

Note: The Educational Interpreter Performance Assessment is available through the Department of Public Instruction, Division of Learning Support: Equity and Advocacy, 125 South Webster St., Madison, WI 53707-7841.

The Wisconsin Interpreting and Transliterating Assessment is available through the Office for the Deaf and Hard of Hearing, Department of Health and Family Services, 2917 International Lane, Madison, WI 53707-7842.

The National Certification for Interpretation, Transliteration, and Oral Assessments are available through the National Registry of Interpreters for the Deaf Inc., 8630 Fenton St., Suite 324, Silver Spring, MD 20910.

(f) *Visually impaired license renewal.* Effective July 1, 1995, a license to teach the visually impaired may be renewed only if the applicant satisfactorily includes or supplements the requirements under par. (b) with at least one activity in each of the following requirements within the 5 years preceding his or her application:

1. Successful completion of either the national literary braille competency test, or 2 semester credits in reading and writing of braille, or 30 department approved clock hours in reading and writing braille. To meet the requirements under this subdivision, the credits or approved clock hours shall contain a student evaluation component.

2. Experience in teaching braille to school-age children, or one semester credit in methods of teaching braille, or 15 department approved clock hours in methods of teaching braille. To be accepted under this subdivision, teaching experience shall be based on documentary evidence to be approved by the department and may include a practicum or student teaching.

3. Successful completion of the national literary braille competency test under subd. 1. and successful completion of one of the activities under subd. 2. may be accepted as the equivalent of the requirements under par. (b) one time only.

Note: Any applicant who applies for or renews a license to teach visually impaired pupils with an effective date on or after July 1, 1995, shall meet the requirements under s. PI 3.03 (2) (f) or 3.31 (3) one time only.

Note: The National Literary Braille Competency Test is available from The Library of Congress, NLS/BPH, 1291 Taylor Street, N.W., Washington, D.C., 20542.

(3) LIFE LICENSE. (a) *Issuance.* Effective July 1, 1983, life licenses are no longer issued.

(b) *Validity.* 1. A life license issued prior to July 1, 1962, is valid for the lifetime of the holder unless revoked by the state superintendent.

2. A life license issued on or after July 1, 1962, is valid as long as the holder is active in the teaching profession, unless revoked by the state superintendent. Employment in the teaching profession for at least 90 days in a given school year shall be sufficient to maintain the validity of this license. This license shall become invalid if, for 5 or more consecutive years, the holder is not actively employed in the teaching profession. The invalidated license may be revalidated if the applicant satisfactorily completes 6 semester credits or the equivalent as described in sub. (2) (b) during the 5-years immediately preceding his or her application for revalidation.

(4) MINOR DEFICIENCIES LICENSE. An initial two-year license may be issued to an applicant who has completed an approved program in another state but who has minor course work deficiencies under this chapter. This license may be renewed until the deficiencies have been removed provided the person is making significant progress toward completing the requirements.

(5) ONE-YEAR LICENSE. A one year license may be issued as follows:

(a) To an applicant who has not met the continuing education requirement for renewal of a regular license under sub. (2) (b). This one-year license may not be renewed. For renewal of the regular license, the applicant shall meet the requirements under sub. (2) (b).

(b) To an applicant who meets the license requirements under this chapter, but who has not been regularly employed in the teach-

ing profession within the 5 consecutive years immediately preceding application for the license or renewal, upon the written request of an employing school district administrator. For issuance or renewal of the regular license, the applicant shall meet the refresher work requirement under sub. (2) (d).

(c) To an applicant who has not met the regular license requirements under subch. XII, but who meets the requirements for an administrator's license as specified under s. PI 3.55 (2).

(6) SPECIAL LICENSES AND PERMITS. (a) *Special license.* 1. A special license which authorizes a licensed teacher to teach in an assignment other than that for which he or she holds a license may be issued for one specific assignment. A special license issued under this section is valid for a period not to exceed one year and expires on June 30, unless an earlier expiration date is specified in the special license.

2. The district administrator or designated official of the employing school district shall request a special license in writing with full explanation and justification of the need. The request shall state that a search was conducted for a fully-licensed teacher and an explanation of why any fully-licensed candidates were not acceptable for employment.

3. The district administrator or designated official of the employing school district may request that a special license be renewed. The special license may be renewed if, between the date of issuance and the proposed renewal date, the applicant satisfactorily completes at least 6 semester credits toward completion of an approved program. The request for renewal shall be in writing and shall include a full explanation of the need for renewal.

4. The state superintendent may issue or deny a special license. The state superintendent shall deny a special license to an applicant who has not met the requirements in s. PI 3.05 (7), if the applicant completed the initial professional education program on or after August 31, 1992.

5. A special administrator license may only be issued as specified in s. PI 3.55 (2).

(b) *Permit.* A permit which authorizes the holder to be employed for one specific assignment may be issued as follows:

1. *Teacher permit.* a. A one-year teacher permit which authorizes the holder to be employed as a teacher may be issued to a person who has a bachelor's degree but does not meet the license requirements under this chapter. A permit issued under this subdivision is valid for a period not to exceed one year and expires on June 30, unless an earlier expiration is stated in the permit.

b. The district administrator or designated official of the employing school district shall request a permit in writing with full explanation and justification of the need. The request shall state that a search was conducted for a fully-licensed teacher and that a fully-licensed teacher is not available.

c. The district administrator or designated official of the employing school district may request that a permit be renewed. The permit may be renewed if, between the date of issuance and the proposed renewal date, the applicant satisfactorily completes at least 6 semester credits toward completion of an approved program. The request for renewal shall be in writing, shall include a full explanation of the need for renewal and shall state that a search was conducted for a fully-licensed teacher and that a fully-licensed teacher is not available.

d. The state superintendent may issue or deny a permit under this subdivision.

2. *Educational interpreter - deaf or hard of hearing permit.* a. A one-year educational interpreter - deaf or hard of hearing permit which authorizes the holder to be employed as an educational interpreter may be issued to a person who seeks a license as an educational interpreter for pupils who are deaf or hard of hearing but does not meet the license requirements under s. PI 3.305. A permit issued under this subparagraph is valid for a period not to exceed one year and expires on June 30, unless an earlier expiration is stated on the permit.

b. The district administrator or designated official of the employing school district shall request a permit in writing with full explanation and justification of the need. The request shall state that a search was conducted for a fully–licensed educational interpreter for pupils who are deaf or hard of hearing and that a fully–licensed educational interpreter is not available.

c. The district administrator or designated official of the employing school district may request that a permit be renewed. The permit may be renewed if, between the date of issuance and the proposed renewal date, the applicant satisfactorily completes at least 6 semester credits toward completion of the licensing requirements under s. PI 3.305.

d. The state superintendent may issue or deny a permit under this subdivision.

3. Alternative teacher permits. a. A permit, which authorizes the holder to teach mathematics, science, music, art, foreign language or computer science may be issued to a person who meets all of the qualifications under this subdivision. The initial permit shall be issued for a 2–year period and may be renewed for a 5–year period as specified under subd. 3.f. and g.

b. An applicant who holds a bachelor’s degree in engineering, music, art, foreign language, computer science, mathematics or science and meets the requirements under s. 118.192 (2), Stats., may be issued a permit to teach in the subject area corresponding to the applicant’s degree. Under this subdivision, a certificate issued by the American sign language teachers association, which verifies teacher competency in instructing American sign language, shall be considered the equivalent of a bachelor’s degree. A person holding a certificate issued by the American sign language teachers association may be issued a permit to teach the content in s. 118.017 (2), Stats. A person holding a bachelor’s degree in engineering may be issued a permit to teach the subject areas of mathematics, science, or technology education. An applicant for a permit under this subdivision is subject to a background investigation required under s. 118.19 (10), Stats. To receive a permit under this subdivision, an applicant shall satisfactorily complete an alternative teacher training program consisting of approximately 100 hours of formal instruction in the application of modern curricula in the subject area in which he or she holds a degree. An applicant may be charged a fee sufficient to cover the costs of the program.

c. Successful completion of the 100–hour alternative teacher training program under subd. 3. b. shall be measured by receiving a passing score on a standardized examination as determined by the state superintendent in the major that certifies the applicant’s competence to teach in the subject area in which he or she will receive a permit.

d. Upon satisfactory completion of the alternative teacher training program under subd. 3. c., an initial 2–year permit shall be issued which authorizes the holder to teach the subject area in which he or she holds a permit. The initial 2–year permit holder shall be supervised by a teacher who holds a regular Wisconsin license. In this subparagraph, “supervised” means the licensed teacher is available to coordinate, direct, and inspect the practice of the person holding the initial permit. An initial permit holder may not be hired to remove a regularly licensed teacher from his or her position.

e. The state superintendent may contract with qualified providers for the 100–hour alternative teacher training program under subd. 3. b.

f. An initial permit issued under this subdivision may be renewed for 5 year periods upon successful completion of the 2–year permit period. Successful completion of the 2–year initial permit period under this subparagraph shall be measured by positive testimony from the supervising teacher and building administrator that the initial permit holder has achieved basic competence in the commonly accepted standards of teaching under s. PI 34.02. Successful completion of the initial 2–year permit period may be

interpreted as equivalent to the requirements under s. 118.19 (3) (a), Stats.

g. The requirements in s. PI 3.03 (1) (b) apply to subsequent renewals of the permit.

4. School audiologist permit. a. A one–year school audiologist permit which authorizes the holder to be employed as a school audiologist may be issued to a person who meets the requirements under s. PI 3.355 (1) (b) and who seeks a license as a school audiologist but does not meet the license requirements under s. PI 3.355. A permit issued under this subparagraph is valid for a period not to exceed one year and expires on June 30, unless an earlier expiration is stated in the permit.

b. The district administrator or designated official of the employing school district shall request a permit in writing with full explanation and justification of the need. The request shall state that a search was conducted for a fully–licensed school audiologist and that a fully–licensed audiologist is not available.

c. The district administrator or designated official of the employing school district may request that a permit be renewed. This permit may be renewed if, between the date of issuance and the proposed renewal date, the applicant satisfactorily completes at least 6 semester credits towards completion of the requirements under s. PI 3.355 (1) (a).

d. The state superintendent may issue or deny a permit under this subdivision.

(c) *Special three–year license.* 1. Effective July 1, 1993, a special three–year, non–renewable license which authorizes a licensed teacher to teach in the areas of emotional disturbance or learning disabilities may be issued if all of the following conditions are met:

a. A request for a license is made as specified under par. (a) 2.

b. The applicant is enrolled in an approved program leading to a regular license under s. PI 3.28 or 3.29 and the enrolling institution certifies that the program can be completed within the three–year time period of the special license.

2. The applicant under subd. 1. b. may submit a portfolio for review by an institution to determine if any of the requirements under s. PI 3.28 or 3.29 may be waived by the institution under s. PI 4.07 (June 2000).

3. The applicant under subd. 1. b. shall student teach on the job for a maximum of 2 semester credits. The requirement under this subdivision may be waived by the institution based on the portfolio review under subd. 2.

4. The applicant under subd. 1. b. shall complete 1/3 of the regular license requirements under s. PI 3.28 or 3.29 each year and shall submit evidence of successful teaching experiences by the employing school district to the state superintendent. If the applicant does not meet the requirements under this subdivision, the special license may be rescinded by the state superintendent.

5. A special license issued under this paragraph will remain in effect no later than June 30, 1998.

6. A special license under this paragraph will not be issued after June 30, 1995.

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

(8) SUBSTITUTE TEACHER LICENSE AND PERMIT. (a) *Substitute teacher license.* 1. A substitute teacher license may be issued for a period of 5 years to an applicant who has held or is eligible to hold a regular Wisconsin license or the equivalent license in another state. Any teacher who holds a regular license may substitute teach as specified in subd. 2.

2. A short-term substitute shall be a licensed teacher or a licensed substitute teacher; however, a short-term substitute may be employed to teach any subject at any grade level. A long-term substitute shall be a licensed teacher or a licensed substitute teacher; however, a long-term substitute may be employed only in the subject and grade level in which the teacher is licensed. An emergency license may be granted to a long-term substitute under sub. (6).

(b) *Substitute teacher permit.* 1. A substitute teacher permit may be issued to a person who holds a bachelor's degree from an accredited college but does not meet the substitute teacher license requirements under par. (a) 1. A permit issued under this paragraph is valid for a period of 3 years and may be renewed for additional 3 year periods if the requirements under this paragraph are met. A permit issued under this paragraph is valid only in districts with a declared emergency as required under subd. 2. a.

2. A permit under this paragraph may be issued if all of the following conditions are met:

a. The district administrator or designated official of an employing school district declares that an emergency exists in the district due to the lack of qualified substitute teachers and requests that a permit be issued by the department.

b. The district designs selection criteria and training for potential substitute teachers and the potential substitute teachers complete the training.

(9) SUBSTITUTE EDUCATIONAL INTERPRETER - DEAF OR HARD OF HEARING LICENSE. A substitute educational interpreter - deaf or hard of hearing license may be issued for a period of 5 years to an applicant who meets one of the following:

(a) Holds or is eligible to hold an educational interpreter license under s. PI 3.305.

(b) Holds the equivalent license in another state.

(c) Is at least 18 years of age, holds a valid certificate from the national registry of interpreters for the deaf or department of health and family services quality assurance verification under ch. HFS 77 or the equivalent.

(d) Proof of completion of an interpreter training program.

(10) CHARTER SCHOOL INSTRUCTIONAL STAFF LICENSE AND PERMIT. (a) *Charter school instructional staff license.* 1. A charter school instructional staff license may be issued to an individual who holds a valid license issued by the department and shall have the same renewal interval as the existing license. A license issued under this paragraph authorizes the holder to perform any instructional duty in a charter school established under s. 118.40, Stats.

2. The district administrator or a designated official of the employing school district may request that a license be issued under this paragraph on behalf of the individual receiving the license.

(b) *Charter school instructional staff permit.* 1. An individual who does not hold a current license or permit issued by the department to teach in a specific subject area or grade level or does not hold a charter school instructional staff license under par. (a) may be employed as a member of the instructional staff in a charter school if he or she obtains a charter school instructional staff permit from the department. A 1-year permit under this paragraph may be issued if all of the following apply:

a. A district administrator or designated official of the employing school district requests the permit following a search for a qualified, licensed individual.

b. The individual receiving the permit has a bachelor's degree in the subject that he or she is assigned to teach or in a related field,

or has formal proof of mastery in a trade that he or she is assigned to teach.

c. Except as specified under subd. 1. d., the individual receiving the permit receives 6 credits of training or the equivalent each school year that he or she is employed in a charter school. These credits shall be part of an approved license program in the assigned teaching area.

d. An individual who holds a terminal degree in his or her field and who is a full-time employee of an approved teacher preparation institution in Wisconsin or an individual who has formal proof of mastery in a trade and who is a full-time employee of a Wisconsin technical college district board is exempt from the requirement under subd. 1. c.

e. A permit holder's practice shall be coordinated, directed, and inspected by a person who is licensed by the department to teach the subject or trade that the permit holder is teaching.

2. An individual may renew a permit under this paragraph if he or she meets the requirements under subd. 1.

(11) ALTERNATIVE EDUCATION PROGRAM LICENSE. (a) Effective July 1, 1996, any person employed in an alternative education program shall hold an appropriate license issued by the department or an alternative education program license.

(b) An appropriate license held by a person employed in an alternative education program shall be in the grade level or subject which he or she is teaching except as follows:

1. A person holding a regular elementary education license may teach the basic skills of reading, language arts, and mathematics to secondary students for high school credit if the grade level of the curriculum taught does not exceed the grade level of the teacher's license.

2. A person holding a regular license to teach may teach outside his or her area of licensing if the instruction is in collaboration with a properly licensed teacher. Under this paragraph, a properly licensed teacher shall be licensed at the grade level and in the subject area being taught and shall diagnose the pupils' educational needs, prescribe teaching and learning procedures, and evaluate the effects of the instruction.

(c) 1. Except as specified in subd. 2., an applicant for an alternative education program license shall possess a regular license to teach and shall receive an endorsement from a Wisconsin approved program verifying the applicant has met the competencies specified in s. PI 34.02. An alternative education program license may be issued for a period of 5 years and allows the holder to teach any subject specified under ss. PI 8.01 (2) (L) 3. and 18.03 in grades 6-12 if the holder volunteers for that assignment.

2. A licensed teacher who has been successfully employed in an alternative education program for at least 50% time for 2 semesters or the equivalent prior to July 1, 1996, may be issued an alternative education program license.

(12) URBAN EDUCATION LICENSE. (a) Effective July 1, 1998, any person employed in a school district organized under ch. 119, Stats., who holds a regular license to teach may apply for an urban education license. In order to qualify for the urban education license, a teacher shall provide evidence to the department of meeting the following competencies:

1. The ability to promote and ensure academic success for all pupils.

2. The ability to create and teach a rigorous academic, integrated, and multicultural curriculum including thematic units to meet the needs of diverse learners.

3. The ability to function as an effective teacher in an urban school.

4. The ability to organize and manage a positive learning environment.

5. The ability to work as an effective member of a teaching team utilizing community-based learning and hands-on projects.

6. The ability to communicate effectively and collaborate with all interested persons, including parents, guardians and caregivers as equal partners in the learning enterprise.

7. The ability to use modern technologies and information systems effectively to enhance learning by pupils.

8. The ability to adhere to a professional code of conduct as an urban teacher.

9. The ability to engage in a system of inquiry that leads to professional growth based on a continual evaluation of pupils' progress.

(b) The urban education license authorizes the holder to practice the competencies under par. (a) as a teacher in his or her licensed field in a school district organized under ch. 119, Stats.

(c) Evidence of successfully meeting the competencies in par. (a) shall be verified by one of the following:

1. A Wisconsin approved program.
2. A school district organized under ch. 119, Stats.
3. An independent agency recognized by the state superintendent.

(d) Successful completion of the requirements for the urban teacher license shall meet the license renewal requirements under sub. (2) (b).

(e) This license is not required to teach in public elementary or secondary school.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (2) (b) 2. a., renum. (2) (b) 2. b. and c. to be 2. c. and d., cr. (2) (b) 2. b., Register, February, 1989, No. 398, eff. 9–1–89; am. (2) (b) 2. intro. and d., cr. (2) (b) 2. e. to g. and 3., (5) (a) 5., Register, November, 1990, No. 419, eff. 12–1–90; am. (2) (b) 1. and (c), r. (4) (b) 1., renum. (4) to (7) to be (5) to (8) and am. (6) (b), cr. (2) (e), (4), (6) (b) 2. and (9), Register, August, 1991, No. 428, eff. 9–1–91, except (2) (b) 1., (c) and (e), (6) (b) and (9), eff. 7–1–92; am. (2) (c), cr. (5) (c), Register, March, 1992, No. 435, eff. 4–1–92; except (2) (c), eff. 7–1–92; am. (2) (c) and (e) 3., cr. (6) (b) 3., Register, November, 1992, No. 443, eff. 12–1–92; cr. (6) (b) 4. and (c), Register, July, 1993, No. 451, eff. 8–1–93; emerg. am. (4), eff. 7–1–94; am. (2) (b) 1., cr. (2) (f), Register, August, 1994, No. 464, eff. 9–1–94; cr. (10), Register, October, 1994, No. 466, eff. 11–1–94; emerg. am. (4), eff. 7–1–94; r. and recr. (2) (e), (6) (b) 2. and (9), am. (4), cr. (11), Register, December, 1994, No. 468, eff. 1–1–95; emer. am. (8), eff. 8–21–95; am. (8), Register, May, 1996, No. 485, eff. 6–1–96; corrections in (2) (b) 2. made under s. 13.93 (2m) (b) 7., Stats., Register, December, 1996, No. 492; emerg. am. (2) (e) (intro.), r. and recr. (2) (e) 3. b., cr. (2) (e) 5., eff. 7–1–97; am. (2) (e) (intro.), r. and recr. (2) (e) 3. b., cr. (2) (e) 5. a. and b., Register, November, 1997, No. 503, eff. 12–1–97; cr. (12), Register, October, 1998, No. 514, eff. 11–1–98; emerg. r. and recr. (6) (b) 3., eff. 11–1–98; r. and recr. (6) (b) 3., Register, June, 1999, No. 522, eff. 7–1–99; **corrections in (2) (b) 2., (6) (b) 3. f., (9) (c) and (11) (c) 1. made under s. 13.93 (2m) (b) 6. and 7., Stats., Register October 2001 No. 550.**

Subchapter II — General Requirements for a License

PI 3.05 General requirements for a license. A license may be issued in Wisconsin to an applicant who has satisfactorily completed an approved program, who has received the institutional endorsement and who has completed the following requirements:

(1) **SPECIAL EDUCATION EFFECTIVE JULY 1, 1981.** An applicant who completed an initial professional education program on or after July 1, 1981, shall have completed at least 3 semester credits or the equivalent in special education. The equivalent may be accomplished in part or in full by including study of the handicapped child in other course work. Course work shall provide the student with all of the following:

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

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

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

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

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

(2) **HUMAN RELATIONS PRIOR TO AUGUST 31, 1992.** Preparation in human relations, including intergroup relations, shall be included in professional education programs for all professional school personnel completing initial professional education programs prior to August 31, 1992. Institutions shall provide evidence that preparation in human relations, including intergroup relations, is an integral part of programs leading to the initial license and that members of various racial, cultural, and economic groups have participated in the development of the programs.

(a) Preparation shall include all of the following:

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

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

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

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

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

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

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

(2m) **HUMAN RELATIONS, EFFECTIVE AUGUST 31, 1992.** An applicant who completes an initial professional education program on or after August 31, 1992, shall have completed human relations preparation, which includes all of the following:

(a) Theory and application of human relations practices, including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons.

(b) History, culture, customs, social institutions, values, life-styles, and contributions of women and various racial, cultural, and economic groups in the United States, with specific attention to the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.

(c) Constitutional and legal bases related to the status of women and various racial and cultural groups in the United States.

(d) 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 the United States.

(e) Philosophical and psychological bases of the development and change of attitudes.

(f) Evaluation of 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; and assessment and if necessary, modifications of curriculum to assure multicultural and nonsexist content.

(g) Professionally-related 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 and foreign persons of color; and with disabled persons; and with various economic groups, including low income.

(3) **READING PRIOR TO AUGUST 31, 1992.** (a) An applicant who completes an initial professional education program for licensure to teach in an elementary or middle school on or after July 1, 1975,

and prior to August 31, 1992, shall have satisfactorily completed at least one discrete course in the teaching of reading. The course shall include information about the nature of the reading process and how to teach reading at the classroom level and shall focus upon the objectives, approaches, instructional materials, and practices and evaluation procedures involved in the teaching of reading in the elementary schools.

(b) An applicant who completes an initial professional education program for licensure to teach in a secondary school on or after July 1, 1977, and prior to August 31, 1992, shall have satisfactorily completed at least one discrete course in the teaching of reading. The course for secondary teachers shall be concerned with providing continued reading instruction for all pupils enrolled in secondary schools.

(c) To be licensed to teach in both elementary and secondary schools in Wisconsin, an applicant shall have completed either par. (a) or (b).

(3m) READING AND LANGUAGE ARTS, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial professional education program on or after August 31, 1992, shall have completed course work in the teaching of reading and language arts appropriate to his or her level of licensure as follows:

(a) *Early childhood level education.* For an early childhood level license, the applicant shall have satisfactorily completed at least 12 semester credits in the teaching of reading and language arts, including all of the following:

1. A developmental reading course focusing on the emergent reader.
2. A developmental reading course focusing on the elementary level reading program.
3. Children's literature.
4. Language arts with an emphasis on writing, speaking, and listening.
5. A clinical experience in teaching reading. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.

(b) *Elementary level education.* For an elementary level license, the applicant shall have satisfactorily completed at least 12 semester credits in the teaching of reading and language arts, including developmental reading at the elementary level, children's literature, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.

(c) *Elementary/middle level education.* For an elementary/middle level license the applicant shall have satisfactorily completed at least 12 semester credits in the teaching of reading and language arts, including developmental reading at the elementary level, content area reading, children's and early adolescent literature, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.

(d) *Middle level education.* For a middle level license, the applicant shall have satisfactorily completed at least 6 semester credits in the teaching of reading and language arts, including developmental reading, content area reading, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading. If an applicant has at least one year of successful teaching experience, the clinical experience requirement may be waived.

(e) *Middle/secondary level education.* For a middle/secondary level license, the applicant shall have satisfactorily completed at least 6 semester credits in the teaching of reading and language arts, including content area reading, language arts with an emphasis on writing, speaking and listening and a clinical experi-

ence in teaching reading. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.

(f) *Secondary level education.* For a secondary level license, the applicant shall have satisfactorily completed at least 6 semester credits in the teaching of reading and language arts, including content area reading, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading in the content area. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.

(g) *Special subject areas, special education and pupil services.* For a license in a special subject area and vocational education, in special education, or in a pupil services area, the applicant shall have completed a discrete course in the teaching of reading and language arts.

(3p) MATHEMATICS, SOCIAL STUDIES, AND SCIENCE, EFFECTIVE AUGUST 31, 1996. Except for applicants who entered a Wisconsin institution before July 1, 1993, an applicant for an early childhood, elementary, or elementary/middle level license who completes an initial professional education program on or after August 31, 1996, shall have satisfactorily completed a course of study which includes 12 semester credits in each of the areas of mathematics, social studies and science and which incorporates the content, the methods of teaching, and the curricula as taught at the early childhood, elementary, and elementary/middle levels in each of those areas.

(4) ENVIRONMENTAL EDUCATION PRIOR TO JULY 1, 1985. For a person who completed a program prior to July 1, 1985, adequate preparation in conservation of natural resources is required for a license to teach agriculture, science or social science, except psychology.

(4m) ENVIRONMENTAL EDUCATION EFFECTIVE JULY 1, 1985. Adequate preparation in conservation of natural resources is required for a license to teach agriculture; early childhood, elementary, and elementary/middle level education; and for middle, middle/secondary, and secondary level education licenses in science and social science, except psychology. An applicant who completed an initial professional education program for these licenses on or after July 1, 1985, shall have completed an approved program which provides students with all of the following:

- (a) Knowledge of the wide variety of natural resources and methods
- (b) Knowledge of interactions between the living and non-living elements of the natural environment.
- (c) Knowledge of the concept of energy and its various transformations in physical and biological systems.
- (d) Knowledge of local, national, and global interactions among people and the natural and built environments including all of the following:
 1. Historic and philosophical review of the interactions between people and the environment.
 2. The social, economic, and political implications of continued growth of the human population.
 3. The concept of renewable and non-renewable resources and the principles of resource management.
 4. The impact of technology on the environment.
 5. The manner in which physical and mental well-being are affected by interaction among people and their environments.

(e) Ability to use affective education methods to examine attitudes and values inherent in environmental problems.

(f) Ability to incorporate the study of environmental problems in whatever subjects or grade level programs the teacher is licensed to teach through the use of all the following methodologies:

1. Outdoor teaching strategies.

2. Simulation.
3. Case studies.
4. Community resource use.
5. Environmental issue investigation, evaluation, and action planning.

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

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

(6) STUDENT TEACHING, EFFECTIVE AUGUST 31, 1990. (a) An applicant who completes an initial professional education program on or after August 31, 1990, shall have completed a student teaching experience consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school or the equivalent, if the applicant completed an initial professional education program outside the state, as required under s. 118.19 (3) (a), Stats. Completion of a college or university approved student teaching experience of less than full days for a full semester, plus 2 consecutive semesters of successful regular classroom teaching experience under the supervision of the employing school district administration shall be considered equivalent.

(b) A two-year minor deficiencies license under s. PI 3.03 (4) may be issued to an applicant who has completed an out-of-state college or university approved student teaching experience of less than full days for a full semester, but who lacks the 2 semesters of regular classroom teaching. Issuance of a regular license shall require successful completion of 2 consecutive semesters of full-time classroom teaching experience under the supervision of the employing school district administration.

(7) PROFICIENCY IN MATHEMATICS, READING, WRITING, AND IN EACH MAJOR, MINOR AND CONCENTRATION, EFFECTIVE AUGUST 31, 1992. Except as provided in par. (b) 2., an applicant, who completes an initial professional education program on or after August 31, 1992, shall meet the requirements of the subsection.

(a) The applicant shall have received a passing score on standardized examinations in mathematics, reading, and writing. The standardized examinations and the passing scores shall be determined by the state superintendent. Exceptions to this paragraph may be granted by the state superintendent to applicants for an initial license in each licensing year beginning July 1 and ending June 30 the following year based on rationale provided by the school district.

(b) 1. The applicant shall have received a passing score on a standardized examination in each major, minor, concentration, and advanced program in which licensure will be sought. The passing score shall be determined by the state superintendent. The state superintendent may exempt a specific license area from the requirements of this paragraph or may modify the administration and format of the examination if a valid and reliable examination is not commercially available or if the number of licensures in a specific area does not justify the development of a valid, reliable examination.

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

(8) CHILDREN AT RISK, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial professional education program on or after August 31, 1992, shall have preparation in issues relating to children at risk, including the pertinent laws concerning child abuse and neglect; suicide; alcohol and other drug abuse; school age parents; delinquency and truancy; developmental disabilities;

and the child welfare system, including the children's code, juvenile justice, public health, and social services.

(9) HISTORY, PHILOSOPHY AND SOCIAL FOUNDATIONS OF EDUCATION, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial professional education program on or after August 31, 1992, shall have preparation in 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.

(10) LEGAL, POLITICAL, ECONOMIC AND GOVERNMENTAL FOUNDATIONS OF EDUCATION, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial professional education program on or after August 31, 1992, shall have preparation in the legal, political, and economic aspects and governance of education and the organization, operation, policy making, and administration of schools and educational programs in the United States.

(11) MINIMUM GRADE POINT AVERAGE, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial professional education program on or after August 31, 1992, shall have earned a grade point average of at least 2.75 on a 4.0 scale based on course work in the major, minor and concentration and in professional education course work, except student teaching; or standing in the upper 50% of the class as determined by the policy of the institution. Exceptions to this subsection may be granted by the state superintendent to no more than 20% of the applicants for an initial license in each licensing year beginning July 1 and ending June 30 the following year.

(12) GENERAL EDUCATION, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial professional education program on or after August 31, 1992, shall have completed a general education component which constitutes 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 education sequence and major, minor or concentration may not be included in the general education component.

(13) EDUCATION FOR EMPLOYMENT, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial professional education program on or after August 31, 1992, shall meet the requirements in either par. (a) or (b).

(a) For an early childhood level license, the applicant shall have preparation in program, curriculum, and instructional approaches which contribute to the preparation of pupils for work, including career explorations, practical application of the basic skills, and employability skills and attitudes.

(b) For an elementary, elementary/middle, or middle level license, the applicant shall have preparation in program, curriculum, and instructional approaches which contribute to the preparation of pupils for work, including career explorations, practical application of the basic skills, economics and American economic institutions, and employability skills and attitudes.

(c) For a middle/secondary, secondary level, or kindergarten through grade 12 license, the applicant shall have preparation in 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.

(14) GIFTED AND TALENTED CHILDREN, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial professional education program on or after August 31, 1992, shall have preparation in identifying pupils 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 continuous learning opportunities appropriate to pupils identified as gifted or talented.

(15) CONFLICT RESOLUTION. Except as specified under s. 118.19 (9) (b), Stats., effective July 1, 1996, an applicant who applies for an initial regular license shall demonstrate competency, as verified by a professional education program or school district supervisor, 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.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. (3m) (intro.) and (a) (intro.), renum. (13) (a) and (b) to be (b) and (c), cr. (13) (a), Register, February, 1989, No. 398, eff. 3-1-89; am. (7), Register, November, 1990, No. 419, eff. 12-1-90; cr. (3p), (3s) and (3v), am. (6) (b), Register, March, 1992, No. 435, eff. 4-1-92; am. (2) (intro.), (2m) (intro.), (b), (3) (a), (b), (3m) (intro.), (3p), (3s) and (3v), Register, November, 1992, No. 443, eff. 12-1-92; r. and recr. (3p), (3s) and (3v), cr. (15), Register, December, 1994, No. 468, eff. 1-1-95; am. (7) (b) 2., (8) to (10), (13) (a) to (14), Register, September, 1996, No. 489, eff. 10-1-96; emerg. am. (2m) (a), (7) (a), (b) 2., r. and recr. (3m) (g), eff. 7-1-97; r. and recr. (3m) (g), am. (7) (a) and (b) 2., Register, November, 1997, No. 503, eff. 12-1-97; renum. (4) to be (4m), cr. (4), Register, October, 1998, No. 514, eff. 11-1-98.

Subchapter III — Early Childhood, Elementary, Middle and Secondary Level Education

PI 3.06 Early childhood education: N-K, prior to August 31, 1992. An applicant who completes an initial professional education program prior to August 31, 1992, may be issued a regular license to teach nursery school or kindergarten or both. The applicant shall have satisfactorily completed the general requirements in s. PI 3.05 and an approved program including at least 26 semester credits of professional education which include all of the following:

(1) Child growth and development.

(2) Educational psychology or psychology of learning.

(3) Methods and curriculum in early childhood education.

(4) Student teaching, some of which shall be in nursery school and some in kindergarten, as follows:

(a) An applicant who completes an initial professional education program prior to August 31, 1990, shall complete at least 5 semester credits of student teaching.

(b) An applicant who completes an initial professional education program on or after August 31, 1990, shall complete student teaching as specified in s. PI 3.05 (6).

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. (intro.), Register, February, 1989, No. 398, eff. 3-1-89; am. (intro.), Register, November, 1992, No. 443, eff. 12-1-92.

PI 3.065 Early childhood level education: PK-3, effective August 31, 1992. (1) An applicant who completes an initial professional education program on or after August 31, 1992, may be issued a regular license under this section to teach prekindergarten through grade 3. The applicant shall have completed the general requirements in s. PI 3.05 and an approved program which includes all of the following:

(a) At least 22 semester credits of professional education including all of the following:

1. Growth and development of children from birth through age 8.

2. Educational psychology or psychology of learning.

3. Methods and curriculum in early childhood education.

4. Assessment of children from birth through age 8.

5. Language development.

6. Parent involvement in early childhood education.

7. Function and guidance of play.

8. Models of early childhood education programs.

(b) Student teaching in prekindergarten, in kindergarten, and in at least one of grades 1 through 3.

(2) To be issued a license to teach both early childhood and elementary level education, an applicant shall have completed an approved program under s. PI 3.075 (1) and an approved program under this section. The approved program under this section may be completed as the minor required under s. PI 3.075 (1) (b). The applicant shall have completed student teaching in prekindergarten, in kindergarten and in at least one of grades 1 through 6.

(3) To be issued a license to teach both early childhood and elementary/middle level education, an applicant shall have completed an approved program under s. PI 3.08 and an approved program under this section. The approved program under this section shall be completed in addition to the minor required under s. PI 3.075 (1) (b). The applicant shall have completed student teaching in prekindergarten, in kindergarten, in at least one of grades 1 through 6, and in another of grades 6 through 9.

History: Cr. Register, February, 1989, No. 398, eff. 3-1-89; am. (1) (intro.), Register, November, 1992, No. 443, eff. 12-1-92.

PI 3.07 Elementary education: grades 1-8, prior to August 31, 1992. (1) An applicant who completes an initial professional education program prior to August 31, 1992, may be issued a regular license under this section to teach grades 1 through 8. The applicant shall have completed the general requirements in s. PI 3.05 and an approved program including at least 26 semester credits of professional education which include all of the following:

(a) Child development, including education psychology or psychology of learning.

(b) Methods of teaching.

(c) Student teaching in at least one of grades 1 through 8 as follows:

1. An applicant who completes an initial professional education program prior to August 31, 1990, shall complete at least 5 semester credits of student teaching.

2. An applicant who completes an initial professional education program on or after August 31, 1990, shall complete student teaching as specified in s. PI 3.05 (6).

(2) An elementary or middle school teacher who is eligible for a license to teach grade 8 may be issued a license to teach grade 9 in a subject under subch. IV in which the applicant completed a minor.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. (1) (intro.), Register, November, 1992, No. 443, eff. 12-1-92.

PI 3.075 Elementary level education: grades 1-6, effective August 31, 1992. (1) An applicant who completes an initial professional education program on or after August 31, 1992 may be issued a regular license under this section to teach grades 1 through 6. The applicant shall have completed the general requirements in s. PI 3.05 and an approved program which includes all of the following:

(a) At least 26 semester credits of professional education which include all of the following:

1. Development of elementary school aged children, including educational psychology or the psychology of learning.

2. Methods of teaching.

3. Student teaching in at least one of grades 1 through 6.

(b) A minor approved by the state superintendent.

(2) A license under this section permits the holder to teach any subject, except a foreign language, in a self-contained class in any of grades 1 through 6; and the following subjects in grades 1 through 6 in a departmentalized or other school organization pattern: language arts, mathematics, science, social science and health. A license to teach a specific subject under subch. IV in

grades 1 through 6 may be issued in a subject in which the applicant completed a minor.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (2), Register, March, 1992, No. 435, eff. 4–1–92; am. (1) (intro.), Register, November, 1992, No. 443, eff. 12–1–92.

PI 3.08 Elementary/middle level education: grades 1–9, effective August 31, 1992. (1) An applicant who completes an initial professional education program on or after August 31, 1992, may be issued a regular license under this section to teach grades 1 through 9. The applicant shall have completed an approved program which includes all of the requirements under s. PI 3.075 and all of the following:

(a) Development of the young adolescent, including educational psychology or psychology of learning.

(b) Methods of teaching, including organization and management of instruction for young adolescent learners.

(c) 1. Except as specified under subd. 2., student teaching, as required under s. PI 3.075 (1) (a) 3., and in another of grades 6 through 9.

2. An applicant who seeks an internship under s. PI 3.03 (7) shall student teach in at least one of grades 1 through 9.

(2) A license under this section permits the holder to teach any subject, except a foreign language, in a self-contained class in any of grades 1 through 8; and the following subjects in grades 1 through 8 in a departmentalized or other school organization pattern: language arts, mathematics, science, social science and health. A license to teach a specific subject under subch. IV in grades 1 through 9 may be issued in a subject in which the applicant completed a minor.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (2), Register, March, 1992, No. 435, eff. 4–1–92; am. (1) (intro.), renum. (1) (c) to be (1) (c) 1. and am., cr. (1) (c) 2., Register, November, 1992, No. 443, eff. 12–1–92.

PI 3.09 Middle level education: grades 5–9, effective August 31, 1992. (1) An applicant who completes an initial professional education program on or after August 31, 1992, may be issued a regular license under this section to teach a specific subject in grades 5 through 9. The applicant shall complete all of the requirements in s. PI 3.05, at least 2 minors, and an approved program which includes all of the following:

(a) Development of the young adolescent, including educational psychology or psychology of learning.

(b) Methods of teaching in both of the minor subjects, including organization and management of instruction for young adolescent learners.

(c) Student teaching in at least one of grades 5 through 9 which includes student teaching in at least one of the subject areas in which licensure will be sought.

(2) A license may be issued only in a subject in which a minor has been completed.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (1) (intro.), Register, November, 1992, No. 443, eff. 12–1–92.

PI 3.10 Middle/secondary level education: grades 6–12, effective August 31, 1992. (1) An applicant who completes an initial professional education program on or after August 31, 1992, may be issued a regular license under this section to teach a specific subject in grades 6 through 12. The applicant shall have completed an approved program which includes all of the requirements in s. PI 3.115 and all of the following:

(a) Development of the young adolescent, including educational psychology or psychology of learning.

(b) Methods of teaching, including organization and management of instruction for young adolescent learners.

(c) 1. Except as specified under subd. 2., student teaching as specified in s. PI 3.115 (1) (c), and in another of grades 6 through 9.

2. An applicant who seeks an internship under s. PI 3.03 (7) shall student teach in at least one of grades 6 through 12 and in the major subject.

(2) A regular license may be issued in the subject area in which the applicant completed a major. A license in a subject in which the applicant completed a minor may only be issued if the applicant also completed a major.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (1) (intro.), renum. (1) (c) to be (1) (c) 1. and am., cr. (1) (c) 2., Register, November, 1992, No. 443, eff. 12–1–92.

PI 3.11 Secondary education: grades 7–12, prior to August 31, 1992. An applicant who completes an initial professional education program prior to August 31, 1992, may be issued a regular license under this section to teach a specific subject in grades 7 through 12. The applicant shall have completed the general requirements under s. PI 3.05 and an approved program which includes all of the following:

(1) A major in a subject under subch. IV, or a minor if the applicant is already licensed in a different subject area based on completion of a major.

(2) At least 18 semester credits of professional education, including all of the following:

(a) Educational psychology or psychology of learning.

(b) Methods of teaching, at least in the major subject.

(c) Student teaching in at least one of grades 7 through 12, as follows:

1. An applicant who completes an initial professional education program prior to August 31, 1990, shall complete at least 5 semester credits of student teaching.

2. An applicant who completes an initial professional education program on or after August 31, 1990, shall complete student teaching as specified in s. PI 3.05 (6).

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (intro.), Register, November, 1992, No. 443, eff. 12–1–92.

PI 3.115 Secondary level education: grades 9–12, effective August 31, 1992. (1) An applicant who completes an initial professional education program on or after August 31, 1992, may be issued a regular license under this section to teach a specific subject in grades 9 through 12. The applicant shall have completed the general requirements in s. PI 3.05, a major in a subject area under subch. IV, and an approved program including at least 18 semester credits of professional education, which include all of the following:

(a) Development of the adolescent, including educational psychology or psychology of learning.

(b) Methods of teaching, at least in the major subject.

(c) Student teaching in at least one of grades 9 through 12 and in the major subject.

(2) A regular license may be issued in the subject area in which the applicant completed a major. A license in a subject in which the applicant completed a minor may only be issued if the applicant also completed a major.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (1) (intro.), Register, November, 1992, No. 443, eff. 12–1–92.

Subchapter IV — Subject Area Licenses

PI 3.12 Communication arts subject areas. A regular license to teach one of the following subjects may be issued to an applicant who has completed the general requirements in s. PI 3.05 and who has completed a professional education sequence in subch. III, including an approved program and the institutional endorsement:

(1) English – 300.

(2) Journalism – 310.

(3) Speech Communication – 320.

(4) Theater – 325.**History:** Cr. Register, April, 1988, No. 388, eff. 5-1-88.

PI 3.13 Driver education – 450. (1) A regular license or a renewal of a regular license to teach driver education and traffic safety education may be issued to an applicant who has completed or possess all of the following:

- (a) A Wisconsin teacher or pupil service license.
- (b) A valid driver's license.
- (c) At least 3 years driving experience while holding a valid driver's license.
- (d) An acceptable driving record. In this paragraph, "acceptable" means an individual may not have more than 6 demerit points or a major violation charged by the Wisconsin department of transportation or the equivalent authority from another state in one twelve month period.

(e) At least 15 semester credits of approved coursework in driver and safety education which shall include all of the following:

1. A basic driver education course.
2. An advanced driver education course.
3. A general safety course.
4. Behavioral aspects of accident prevention.
5. Alcohol and drugs and their relationship to traffic safety.

(f) At least 10 hours of experience in teaching practice driving.

(2) A two-year nonrenewable license may be issued to an applicant as follows:

(a) The applicant meets the requirements under sub. (1)(a) to (d).

(b) The applicant has completed at least 6 of the credits required under sub. (1) (e) 1. and 2. and experience required under sub. (1) (f).

(c) The applicant has a Wisconsin license and has been employed by the school district for at least 3 years as described under s. 118.21, Stats.

(d) The employing school district requests, in writing, that the department grant the applicant a license under this section.

(3) Individuals who hold a Wisconsin life license under s. PI 3.03 (3) and who held an initial driver education license with an effective date no later than July 1, 1980, may renew a regular driver education license by meeting the requirement under s. PI 3.03 (2) (b) or by attending 3 annual department approved traffic safety related conferences and 3 traffic safety related workshops within the 5 years immediately preceding renewal of his or her driver education license.

(4) A driver education license under this section may be revoked in accordance with s. PI 34.35 if any of the following occurs:

(a) The license holder does not maintain an acceptable driving record as specified under sub. (1) (d).

(b) The license holder is convicted of operating a motor vehicle while intoxicated under the laws of this state or under the equivalent authority from another state.

(c) The license holder has a driver's license that has been suspended or revoked by the department of transportation or the equivalent agency in another state.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; emerg. r. and recr. eff. 7-1-97; r. and recr. Register, November, 1997, No. 503, eff. 12-1-97; **correction in (4) (intro.) made under s. 13.93 (2m) (b) 7., Stats., Register October 2001 No. 550.**

PI 3.14 Foreign language subject areas. (1) A regular license to teach one of the following subjects may be issued to an applicant who has completed the general requirements in s. PI 3.05 and who has completed a professional education sequence in subch. III, including an approved program and the institutional endorsement:

- (a) French – 355.

- (b) German – 370.

- (c) Latin – 350.

- (d) Russian – 385.

- (e) Spanish – 365.

- (f) English as a Second Language – 395.

- (g) Other Foreign Languages – 390.

(2) A person who holds a middle, middle/secondary or secondary license to teach a foreign language and who has taught a foreign language successfully at the elementary level for at least 2 semesters prior to July 1, 1992, may be issued a regular license to teach the foreign language in grades kindergarten through 12.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; renun. to be (1), cr. (2), Register, November, 1992, No. 443, eff. 12-1-92.

PI 3.15 Health, safety education, recreation and dance. A regular license to teach one of the following subjects may be issued to an applicant who has completed the general requirements in s. PI 3.05, and who has completed a professional education sequence in subch. III, including an approved program and the institutional endorsement:

- (1) Health – 910.

- (2) Safety Education – 455.

- (3) Recreation – 535.

- (4) Dance – 536.

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

PI 3.16 Mathematics and computer science. A regular license to teach one of the following subjects may be issued to an applicant who has completed the general requirements in s. PI 3.05 and who has completed a professional education sequence in subch. III, including an approved program and the institutional endorsement:

- (1) Computer Science – 405.

- (2) Mathematics – 400.

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

PI 3.17 Philosophy and religious studies. A regular license to teach one of the following subjects may be issued to an applicant who has completed the general requirements in s. PI 3.05 and who has completed a professional education sequence in subch. III, including an approved program and the institutional endorsement:

- (1) Philosophy – 730.

- (2) Religious Studies – 755.

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

PI 3.18 Science subject areas. A regular license to teach one of the following subjects may be issued to an applicant who has completed the general requirements in s. PI 3.05, a professional education sequence in subch. III including an approved program and the institutional endorsement. Any additional requirements are noted as follows:

- (1) BIOLOGY, LIFE SCIENCE – 605.

- (2) CHEMISTRY – 610.

- (3) ENVIRONMENTAL SCIENCE – 615.

- (4) EARTH AND SPACE SCIENCE – 635.

(5) PHYSICAL SCIENCE – 637. Effective July 1, 1980, the regular license to teach chemistry – 610, physics – 625 and physical science – 637 may be issued to an applicant who has completed a 44 semester credit major in physical science, including all of the following:

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

- (b) Twenty-two semester credits in physics.

- (6) PHYSICS – 625.

(7) BROAD FIELD SCIENCE – 601. Effective July 1, 1980, the regular license in broad field science which permits the teaching of all sciences, except biology – 650, chemistry – 610, earth and space science – 635, and physics – 625 in grades 10 through 12,

may be issued to the applicant who has completed all of the following:

(a) A 54 semester credit major in science, including all of the following:

1. Fourteen semester credits in each of 2 of the following:
 - a. Biology.
 - b. Chemistry.
 - c. Earth and space science.
 - d. Physics.
2. Eight semester credits in each of the remaining 2 sciences.
3. Ten additional semester credits selected from:
 - a. Biology.
 - b. Chemistry.
 - c. Earth and space science.
 - d. Physics.
 - e. History of science.
 - f. Philosophy of science.
4. Six semester credits in mathematics.

(b) Effective July 1, 1996, a person holding the broad field science – 601 license based upon the requirements under par. (a), may be issued a license in any science subject under par. (a) 1. in which he or she has completed at least 15 semester credits.

(c) Upon the request of a school district administrator, a person holding the broad field science license but not meeting the credit requirement for extending licensure to teach the specific subject in grades 10 through 12, may be issued a 2-year nonrenewable license to teach biology – 605, chemistry – 610, physics – 625, or earth and space science – 635. In such cases the teacher shall complete required course work to be eligible for a regular license.

(8) SCIENCE: GRADES 6–9 – 621. (a) A regular license to teach science in grades 6 to 8 and general science in grade 9 may be issued to an applicant who meets all of the following criteria:

1. Is licensed to teach any subject at the middle or middle/secondary level, or is licensed to teach at the elementary/middle level.
2. Has completed 10 semester credits in one of the following subjects:
 - a. Biology.
 - b. Chemistry
 - c. Earth and space science.
 - d. Physics.
3. Has completed at least 6 semester credits in each of the remaining 3 subjects in subd. 2.

(b) An applicant who holds middle or middle/secondary science licenses based upon at least a major in one science and a minor in another science may be issued a license to teach science in grades 6 through 8 and general science in grade 9.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (intro.) and (3), renum. (7) (b) to be (7) (c), cr. (7) (b), r. and recr. (18) (a), Register, September, 1996, No. 489, eff. 10–1–96.

PI 3.19 Social science subject areas. (1) A regular license to teach one of the following subjects may be issued to an applicant who has completed the general requirements in s. PI 3.05, a professional education sequence in subch. III including an approved program and the institutional endorsement, and any additional requirement noted as follows:

- (a) Anthropology – 702.
- (b) Economics – 710.
- (c) Geography – 715.
- (d) History – 725.
- (e) Political Science – 735.
- (f) Psychology – 740.
- (g) Sociology – 745.
- (h) Other Social Science – 760.

(2) BROAD FIELD SOCIAL SCIENCE – 701. (a) Effective July 1, 1972, a regular broad field social science – 701 license may be issued at the middle/secondary level to teach all social science in grades 6 through 9 and fusion courses in grades 10 through 12. The fusion courses are those courses drawn from several of the social science disciplines, for example, American problems, area studies, civics, social problems, vital issues, and other, which require a composite preparation. The applicant shall have completed the general requirements in an approved program which includes 54 semester credits distributed over anthropology, economics, geography, history, political science, psychology, and sociology as described in subd. 1. or 2.:

1. A major in one of the subjects and at least 20 semester credits distributed over at least 2 of the remaining subjects.

2. A minor in one of the subjects and at least 32 semester credits distributed over at least 3 of the remaining subjects.

(b) Effective July 1, 1984, persons holding the broad field social science – 701 license based upon the requirements in par. (a), shall be issued a license in any social science subject in which they have completed at least 9 semester credits.

(3) SOCIAL SCIENCE – GRADES 6–9 – 703. A regular license to teach all social science in grades 6 through 9 may be issued to an applicant who meets all of the following criteria:

(a) Is licensed to teach any subject at the middle or middle/secondary level, or is licensed to teach at the elementary/middle level.

(b) Has completed 30 semester credits including all of the following:

1. Nine semester credits in history.
2. Six semester credits in geography.

3. At least 3 semester credits in each of the following: anthropology, economics, political science, sociology, and psychology.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (2) (b) and (3) (a), Register, September, 1996, No. 489, eff. 10–1–96.

PI 3.20 Coaching athletics – 540. This license is not required. A regular license to coach athletics may be issued to an applicant who holds a valid Wisconsin license to teach and has obtained the institutional endorsement for the license to coach athletics or an applicant who is eligible for or holds a regular license in physical education based on a physical education major.

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

Subchapter V — Special Subject and Vocational Education Areas

PI 3.21 Special subject areas. Licenses in the special subject areas listed in this section are issued to teach grades kindergarten through 9, grades 6 through 12, or grades kindergarten through 12, unless otherwise noted. Student teaching and methods shall be completed at the elementary/middle level for grades kindergarten through 9 licensure, at the middle/secondary level for grades 6 through 12 licensure, or at both the elementary and middle/secondary levels for grades kindergarten through 12 licensure. A regular license may be issued in one of the following special subject areas to an applicant who has completed the general requirements in s. PI 3.05, including an approved program which includes a major, and a professional education sequence consisting of a minimum of 18 semester credits including: child or adolescent growth and development, educational psychology or psychology of learning, curriculum, methods, and at least 5 semester credits of student teaching for initial programs completed before August 31, 1990, or student teaching as specified in s. PI 3.05 (6) for initial programs completed on or after August 31, 1990:

(1) AGRICULTURE – 200.

(2) ART – 550. A 54 semester credit major is required for the art – 550 license to teach kindergarten through grade 12. A 34

semester credit major is required for the art–550 license to teach grades kindergarten through 9 or grades 6 through 12.

(3) BUSINESS EDUCATION – 250.

(5) HOME ECONOMICS – 210.

(6) TECHNOLOGY EDUCATION – 220.

(7) INSTRUMENTAL MUSIC – 506. A 46 semester credit major is required for the instrumental music – 506 license.

(8) CHORAL MUSIC – 511. The choral music – 511 license is only issued to teach grades 6 through 12. A 46 semester credit major is required.

(9) GENERAL MUSIC – 515. A 46 semester credit major is required for the general music – 515 license.

(10) PHYSICAL EDUCATION – 530. A 54 semester credit major is required for the physical education – 530 license to teach kindergarten through grade 12. A 34 semester credit major is required for the physical education – 530 license to teach grades kindergarten through 9 or grades 6 through 12.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (3) and (4), Register, March, 1992, No. 435, eff. 4–1–92; am. (2) and (10), r. (4), Register, September, 1996, No. 489, eff. 10–1–96.

PI 3.22 Vocational education areas. Effective July 1, 1988, any person who has a specific assignment to teach an advanced level occupational skills course in grades 9 through 12 shall hold a vocational license under this section. A regular license to teach a vocational subject listed under sub. (3) may be issued to an applicant who had a regular assignment to teach an advanced level occupational skills course before July 1, 1988, or who meets all of the following requirements:

(1) Has completed a course in principles, issues or philosophy of vocational education and a course in organization and administration of cooperative education programs.

(2) Has related occupational experience during the 10–year period immediately preceding application for the license. The number of required hours of occupational experience for each vocational license is specified in sub. (3), and the requirement shall be met in one of the following ways:

(a) Paid occupational experience in related occupations.

(b) Paid occupational experience in related occupations for at least 60% of the required clock hours, and up to 40% in either or a combination of the following:

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

2. Attendance at workshops specifically related to the vocational subject for which the license is being sought. One clock hour of workshop experience may equal up to 3 hours of occupational experience. Approval of the state superintendent shall be obtained prior to attendance at the workshop.

(c) Department approved occupational internships completed for college or university credit. One hour of paid occupational internship equals 3 hours of paid occupational experience.

(3) Meets requirements for the specific vocational license, as follows:

(a) *Business – 281.* For a business – 281 license, the applicant shall hold a business education – 250 license under s. PI 3.21 (3) and shall have completed 2,000 clock hours of related occupational experience.

(b) *Marketing education – 285.* A marketing education – 285 license is required to teach marketing education and marketing related courses such as sales, merchandising, retailing, promotion, management, entrepreneurship, enterprise, advertising, distributive and marketing cooperative education. The applicant shall have completed an approved program as specified in s. PI 3.21 (intro.) and 4,000 clock hours of related occupational experience.

(c) *Health occupations – vocational – 911.* For a health occupations – vocational – 911 license, the applicant shall have completed:

1. The general requirements in s. PI 3.05; 34 semester credits in a nationally recognized health occupations field in which the applicant holds current state or national certification; and an approved program which includes the following:

a. Educational psychology or psychology of learning.

b. Curriculum planning.

c. Methods of teaching health occupations.

d. Student teaching as described in s. PI 3.21 (intro.).

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

(d) *Home economics related occupations – 216, home economics/child services – 211, home economics/food services – 213, home economics/family and community services – 215.* For the home economics related occupations – 216 license, the applicant shall hold a home economics – 210 license under s. PI 3.21 (5), and shall have completed 2,000 hours of related occupational experience. For the home economics/child services – 211, home economics/food services – 213 or the home economics/family and community services – 215 license, which shall be required to teach in a specific occupational program, the applicant shall hold a home economics – 210 license under s. PI 3.21 (5), and shall have completed 2,000 hours of related occupational experience, of which 1,000 hours shall be in the specific area in which the license will be sought.

(e) *Technology related occupations – 291, technology occupations/construction – 299, technology occupations/communication – 293, technology occupations/manufacturing – 292 technology occupations/transportation – 295.* For the technology related occupations – 291 license, the applicant shall hold a technology education – 220 license under s. PI 3.21 (6), and shall have completed 2,000 hours of related occupational experience. For the technology occupations/construction – 299, technology occupations/communications – 293, technology occupations/manufacturing – 292, or technology occupations/transportation – 295 license, which shall be required to teach in a specific occupational program, the applicant shall hold a technology education – 220 license under s. PI 3.21 (6) and shall have completed 2,000 hours of related occupational experience, of which 1,000 hours shall be in the specific area in which the license will be sought.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (3) (a), Register, March, 1992, No. 435, eff. 4–1–92; am. (3) (a), Register, September, 1996, No. 489, eff. 10–1–96.

Subchapter VI — Reading

PI 3.23 Reading teacher – 316. Any person who has a specific assignment to teach reading shall hold a reading teacher license. Effective July 1, 1985, a regular reading teacher license to teach kindergarten through grade 12 shall be issued to an applicant who has completed an approved program and who has received the institutional endorsement for the reading teacher license and who meets all of the following requirements:

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

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

(3) At least 18 semester credits with at least 12 of those credits taken beyond the bachelor's degree. The 18 semester credits shall include a practicum in teaching reading at the elementary level and at the middle/secondary level and shall include course work in all of the following:

(a) Developmental reading for grades kindergarten through 12.

(b) Assessment and instructional techniques for readers with special needs.

- (c) Language development.
- (d) Learning disabilities.
- (e) Content area reading.
- (f) Literature for children or adolescents.

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

PI 3.24 Reading specialist – 317. Any person who directs kindergarten through grade 12 reading programs or works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading shall hold a reading specialist license. Effective July 1, 1985, a regular reading specialist license may be issued to an applicant who has completed an approved program and who has received the institutional endorsement for the reading specialist license, and who meets all of the following requirements:

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

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

- (a) Guiding and directing the kindergarten through grade 12 reading program.
- (b) Field experience in kindergarten through grade 12 reading programs.
- (c) Research related to reading.
- (d) Supervision of instruction.
- (e) Content area reading for the reading specialist.

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

Subchapter VII — Special Education

PI 3.25 Special education: applicability and general requirements. (1) Special education licenses are issued to teach early childhood, grades prekindergarten through 9, grades 6 through 12, or grades prekindergarten through 12. In this subchapter, a requirement which is to be completed "at the appropriate level" means that the requirement shall be met at the elementary/middle level for a license to teach in grades prekindergarten through 9, at the middle/secondary level for a license to teach in grades 6 through 12, and at both the elementary level and the middle/secondary level for a license to teach in prekindergarten through grade 12.

(2) Effective July 1, 1986, a regular license to teach a specific area of special education may be issued to an applicant who has satisfactorily completed an approved program, the general requirements in s. PI 3.05, and the requirements for the area of specialization in ss. PI 3.26 to 3.39.

(3) The following are required if specifically cited in the requirements for the area of specialization in ss. PI 3.26 to 3.39:

- (a) *General professional preparation.* At least 14 semester credits in professional education including all of the following:
 1. Child or adolescent psychology.
 2. Psychology of learning or educational psychology.
 3. Measurement and evaluation.
 4. Methods of instruction.
 5. Supervised experience with non-exceptional children in a regular classroom at the appropriate level. This supervised experience may be waived for persons who are hearing impaired.
- (b) *General preparation in special education.* At least 14 semester credits in general special education including all of the following:
 1. Psychology or nature of the exceptional child.
 2. Individual diagnostic assessment.
 3. Behavior and personal management for exceptional children.

4. Normal language development and language disorders of the exceptional child.

5. Methods for working with parents of exceptional children and community agencies.

6. Principles of career and vocational education.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (1) (intro.), (3) (a) (intro.), (b) (intro.) and 4., r. (3) (a) 6., Register, July 1993, No. 451, eff. 8–1–93.

PI 3.26 Cognitive disabilities – 810, PK–9, 6–12, PK – 12. (1) A cognitive disabilities – 810 license may be issued to an applicant who has completed the requirements in s. PI 3.25 (3) and all of the following requirements covering the full range of severity of cognitive disabilities:

- (a) At least 12 semester credits including all of the following:
 1. Introduction to cognitive disabilities.
 2. Educational diagnosis and assessment of cognitive disabilities.
 3. Curriculum, methods, and technology for teaching pupils with cognitive disabilities at the appropriate level.
 4. Cooperative programming with community, health, and social services.
- (b) Student teaching and practicum experiences for a license under this section shall be at the appropriate level.

(2) Persons holding a regular mild or moderate cognitive disabilities – 806 license or a regular severely handicapped – 807 license may be issued a regular license under this section.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. Register, July, 1993, No. 451, eff. 8–1–93; emerg. r. and recr. eff. 7–1–97; r. and recr. Register, November, 1997, No. 503, eff. 12–1–97.

PI 3.28 Learning disabilities – 811, PK–9, 6–12, PK–12. A learning disabilities – 811 license may be issued to an applicant who has completed the requirements listed in s. PI 3.25 (3) and all of the following requirements:

- (1) At least 8 semester credits including all of the following:
 - (a) Introduction to learning disabilities.
 - (b) Educational diagnosis and assessment of learning disabilities.
 - (c) Curriculum and methods in learning disabilities at the appropriate level.
 - (d) Remedial reading.
- (2) Student teaching pupils with learning disabilities at the appropriate level.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (1) (intro.), (2), Register, July, 1993, No. 451, eff. 8–1–93.

PI 3.29 Emotional disturbance – 830, K–9, 6–12, K–12. An emotional disturbance – 830 license may be issued to a person who meets the requirements in s. PI 3.25 (3) and all of the following requirements:

- (1) At least 8 semester credits including all of the following:
 - (a) Introduction to emotional disturbance.
 - (b) Educational diagnosis and assessment of emotional disturbance.
 - (c) Curriculum and methods in emotional disturbance at the appropriate level.
 - (d) Management of the emotionally disturbed.
- (2) Student teaching emotionally disturbed pupils at the appropriate level.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (1) (intro.), (2), Register, July, 1993, No. 451, eff. 8–1–93.

PI 3.30 Hearing impaired – 805, PK–9, 6–12, PK–12. A hearing impaired – 805 license may be issued to an applicant who has completed the requirements in s. PI 3.25 (3) and all of the following requirements:

- (1) At least 12 semester credits including all of the following:
 - (a) Introduction to hearing impairment.

(b) Curriculum and methods for teaching hearing impaired pupils at the appropriate level.

(c) Language problems and development for the hearing impaired.

(d) Speech for the hearing impaired.

(e) Speech reading and auditory training for the hearing impaired.

(f) Manual communication.

(3) Student teaching hearing impaired pupils at the appropriate level.

(4) For a regular license for grades 6 through 12, the applicant shall complete a minor in a subject under subch. IV in addition to the major in hearing impaired.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. (1) (intro.), Register, July, 1993, No. 451, eff. 8-1-93.

PI 3.305 Educational interpreter – deaf or hard of hearing – 884, PK-12. (1) Effective July 1, 1992, any person employed by a school system to interpret for pupils who are deaf or hard of hearing as part of that pupil's special education program shall hold a license under this section. Except as specified in sub. (2) or (3), an applicant for a regular educational interpreter for pupils who are deaf or hard of hearing – 884 license shall complete or possess all of the following:

(a) At least 22 semester credits of course work which shall include all of the following:

1. Public speaking skills.
2. Written English communication.
3. Child and adolescent development.
4. Psychological, social, and cultural aspects of people who are deaf or hard of hearing.
5. Orientation to deafness which shall include terminology related to hearing loss, pathological perspectives, educational programs, and cultural perspectives of people who are deaf.
6. Language development in children who are deaf or hard of hearing.
7. Three credits in special education as required in s. PI 3.05 (1).
8. Theories of the various forms of visual communication used while interpreting, such as American sign language, manually coded English and oral interpreting.
9. Issues in educational settings such as theory, role and function, instructional support services, note-taking and classroom management in the prekindergarten through grade 12 setting.
10. Ethical and professional practices.

(b) A practicum of at least 150 hours in the prekindergarten through grade 12 setting, 2 semesters of successful experience for at least 50% time as an educational interpreter or certification from the national registry of interpreters for the deaf.

(c) A minimum of 1 credit of oral interpreting which is the process of delivering a spoken message in a manner that is most visible via speechreading, or certification from the national registry of interpreters for the deaf as an oral interpreter. In this paragraph, "speechreading" means the practice of communicating using a combination of lipreading, residual hearing, natural gestures and context clues.

(d) 1. Except as specified under subd. 2., the applicant shall have completed at least 18 semester credits of course work in the area of interpreting for individuals who are deaf or hard of hearing which includes at least 6 semester credits in each of the following:

a. Skill development in the use of American sign language and expressive interpreting which is the process of changing spoken English into American sign language.

b. Skill development in the use of signed forms of English and expressive transliterating which is the process of changing spoken English into a signed form of English.

c. Skill development in understanding messages delivered in sign language and in sign to voice which is the process of changing a signed text into spoken English.

2. Applicants holding a valid department of health and family services quality assurance verification under ch. HFS 77 shall provide the department with evidence of such verification which the department shall apply as 6 semester credits to be divided equally among the course work requirements of subd. 1.

(2) (a) A person who has been successfully employed by a school or school district as an educational interpreter as part of a special education program for pupils who are deaf or hard of hearing for at least 50% time for 2 semesters or the equivalent prior to July 1, 1992 may be issued a regular license under this section.

(b) A person who has completed an interpreter training program prior to July 1, 1992, may be issued a regular license under this section.

(c) Interpreters holding certification from the national registry of interpreters for the deaf, including the comprehensive skills certificate, interpretation certificate, transliteration certificate, certificate of interpretation, certificate of transliteration, or reverse skills certification, may be issued a regular license under this section if 6 semester credits of course work selected from one or more of the requirements under sub. (1) (a) 3., 6., 7. or 9. have been completed.

(3) (a) A two-year license may be issued to an applicant who meets the requirements under sub. (1) (d) but lacks requirements under sub. (1) (a), (b), or (c).

(b) A two-year license may be issued to an applicant who meets the requirements under sub. (2) (c) but lacks the specified credits.

(c) A license under this subsection may be renewed, if between the date of issuance and the proposed renewal date, the applicant has made satisfactory progress toward removal of the deficiencies under sub. (1) (a), (b) or (c) or the credit deficiencies under sub. (2) (c).

History: Cr. Register, August, 1991, No. 428, eff. 7-1-92; renum. from PI 3.392 and am. (2), Register, November, 1992, No. 443, eff. 12-1-92; r. and recr. Register, December, 1994, No. 468, eff. 1-1-95; **corrections in (1) (d) 2. made under s. 13.93 (2m) (b) 6. and 7., Stats., Register October 2001 No. 550.**

PI 3.31 Visually impaired – 825, PK-9, 6-12, PK-12.

A visually impaired – 825 license may be issued to an applicant who has completed the requirements in s. PI 3.25 (3) and all of the following requirements:

(1) At least 12 semester credits including all of the following:

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

(2) Student teaching visually impaired pupils at the appropriate level.

(3) Effective July 1, 1995, successful completion of both of the following within the 5 years preceding application:

- (a) The national literary braille competency test.
- (b) Coursework in methods of teaching braille and experience in teaching braille to school-age children. To be accepted under this subdivision, teaching experience shall be based on documentary evidence to be approved by the department and may include a practicum or student teaching.

Note: Any applicant who applies for or renews a license to teach visually impaired pupils with an effective date on or after July 1, 1995, shall meet the requirements under s. PI 3.03 (2) (f) or 3.31 (3) one time only.

Note: The National Literary Braille Competency Test is available from The Library of Congress, NLS/BPH, 1291 Taylor Street, N.W., Washington, D.C., 20542.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (1) (intro.), (2); Register, July, 1993, No. 451, eff. 8–1–93; cr. (3), Register, August, 1994, No. 464, eff. 9–1–94.

PI 3.32 Orientation and mobility – 826, K–12. Effective July 1, 1986, a regular license in orientation and mobility – 826 shall be issued to an applicant who has completed all of the following:

(1) At least 12 semester credits in general professional education course work, including all of the following:

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

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

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

PI 3.33 Orthopedic disability – 815 – K–12. An orthopedic disability – 815 license may be issued to an applicant who has completed the requirements listed in s. PI 3.25 (3) and at least 12 semester credits which include methods of teaching the orthopedically disabled and student teaching orthopedically disabled pupils. Additional course work may be selected from the following:

- (1) Kinesiology or physical reconstruction.
- (3) Survey of pathology of orthopedic condition.
- (4) Survey of speech correction techniques.
- (5) Techniques of teaching mentally retarded pupils.

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

PI 3.34 Early childhood – exceptional educational needs – 808. A license under this section is required for all persons who are employed as teachers of early childhood–exceptional educational needs. An early childhood – exceptional educational needs – 808 license may be issued to an applicant who has completed the general requirements in s. PI 3.05 and an approved program including at least 34 semester credits, which includes all of the following:

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

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

PI 3.35 Speech and language pathology – 820. A regular license as a speech and language pathologist may be issued to an applicant who has completed an approved program and all of the following:

(1) A master's degree in communicative disorders with training including a minimum of 36 semester credits, of which at least 30 semester credits are graduate credits.

(2) Training within the undergraduate and graduate program shall include a minimum of the following:

- (a) Six semester credits in speech disorders.
- (b) Six semester credits in language disorders.
- (c) Three semester credits in hearing disorders and hearing evaluation.
- (d) Three semester credits in hearing habilitative and rehabilitative procedures.

(3) Eighteen semester credits of professional education and training to include course work in the following:

- (a) The general requirements under s. PI 3.05 (1), (2m) and (3m) (g).
- (b) Human growth and development including the psychology of learning.
- (c) Methods or procedures in school speech and language programs.
- (d) Understanding and use of augmentative and nonverbal communication modes and systems.

(e) Three hundred fifty hours of supervised practicum with 100 hours in a school setting to include experiences with a wide range of communicative disorders. The practicum or internship under this paragraph is completed in lieu of the student teaching requirement under s. PI 3.05 (6). Up to 6 semester credits earned in the practicum may be counted toward the 18 semester credits of professional education.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; r. and recr. Register, November, 1997, No. 503, eff. 12–1–97.

PI 3.355 School audiologist – 822, PK–12. (1) Effective July 1, 1994, any person employed by a public school as a school audiologist shall hold a license under this section. Except as specified in sub. (2), an applicant for the school audiologist – 822 license shall complete or possess all of the following:

(a) At least 12 semester credits in professional education course work including all of the following:

1. The requirements in s. PI 3.05 (1), (2m), (8), (9), and (10).
2. Educational psychology including principles and theories of learning.
3. Methods and procedures in school audiology programs including the relationship with, and content of school pupil service programs. This requirement may be met by prior experience upon the recommendation of the accredited institution.
4. Alternative communication systems including signed language systems, their implications for the social, emotional and educational development of children, and methods for effective communication with children who use them.
5. At least 50 hours of supervised practicum providing audiology services in a school setting, or equivalent experience while employed as a school audiologist by a public or private school or school district.

(b) A master's degree in audiology from an institution accredited by the educational standards board of the American speech–language–hearing association.

(2) A person who holds a masters degree in audiology from any accredited institution and who has been successfully employed by a school or school district as a school audiologist prior to July 1, 1994, on a full–time basis for 2 semesters, or the equivalent, may be issued a regular license under this section.

(3) A person who meets the requirement under sub. (1) (b), may be issued a permit under s. PI 3.03 (6) (b) 4.

History: Cr. Register, July, 1993, No. 451, eff. 8–1–93; emerg. r. and recr. eff. 7–1–97.

PI 3.36 School occupational therapist – 812, PK–12. Any person employed by a school system as a school occupational

therapist shall hold a license issued by the department. A regular license as a school occupational therapist may be issued to an applicant who is certified as an occupational therapist by the department of regulation and licensing, medical examining board.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; renum. (intro.), r. (1) and (2), Register, March, 1992, No. 435, eff. 4-1-92.

PI 3.365 School occupational therapy assistant – 885, PK-12. Effective July 1, 1993, any person employed by a school district as a school occupational therapy assistant shall hold a license issued by the department. A regular license as a school occupational therapy assistant may be issued to an applicant who is certified as an occupational therapy assistant by the department of regulation and licensing, medical examining board.

History: Cr. Register, November, 1992, No. 443, eff. 12-1-92.

PI 3.37 School physical therapist – 817, K-12. Any person employed by a school district as a school physical therapist shall hold a license issued by the department. A regular license as a school physical therapist may be issued to an applicant who is licensed as a physical therapist by the department of regulation and licensing, medical examining board.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. Register, March, 1992, No. 435, eff. 4-1-92.

PI 3.375 School physical therapist assistant – 886, PK-12. Effective July 1, 1993, any person employed by a school district as a school physical therapist assistant shall hold a license issued by the department. A regular license as a school physical therapist assistant may be issued to an applicant who has graduated from a physical therapist assistant associate degree program accredited by the American physical therapy association.

History: Cr. Register, November, 1992, No. 443, eff. 12-1-92.

PI 3.38 Adaptive education – 859, adaptive physical education – 860 and assertive technology – 858.

(1) ADAPTIVE EDUCATION – 859. (a) A regular license in adaptive education – 859 may be issued to an applicant who holds a regular license to teach based upon completion of an approved program, including a concentration in adaptive education, which includes course work in all of the following:

1. Psychology and nature of the exceptional child.
2. Modification of content, instructional strategies and learning environment for children with exceptional educational needs and other children with special needs in the regular education setting.
3. Practicum in adaptive education in the area of licensure.

(b) Effective July 1, 1988, this license replaces the music-special education – 861, art-special education – 862, home economics-special education – 863, technology education-special education – 864, business education-special education – 865, and agriculture-special education – 866 licenses.

(2) ADAPTIVE PHYSICAL EDUCATION – 860. A regular license in adaptive physical education — 860 may be issued to a person who holds a regular physical education license, and who has completed an approved program, including a concentration in adaptive physical education, which includes course work in all of the following:

- (a) Psychology and nature of the exceptional child.
- (b) Modification of content, instructional strategies and learning environment in physical education.
- (c) Practicum in adaptive physical education.

(3) ASSISTIVE TECHNOLOGY – 858. A regular license in assistive technology – 858 may be issued to a person who holds a regular license which requires a bachelor's degree under subchapter VII and who has completed a concentration in assistive technology including the following:

- (a) Psychology and nature of the exceptional child.
- (b) Curriculum modification and instructional strategies through use of assistive technology.

(c) Practicum in assistive technology.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; emerg. am. (1) (u) (intro.), cr. (3), eff. 7-1-97; am. (1) (a) (intro.), cr. (3), Register, November, 1997, No. 503, eff. 12-1-97.

PI 3.39 Special education program aide – 883. A regular special education program aide-883 license may be issued to an applicant who is at least 18 years of age and is recommended by the district administrator of the employing school district, the administrator of a CESA or his or her designated official to receive a license under this section.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; emerg. am. (intro.), r. (1) to (4), eff. 8-21-95; am. (intro.), r. (1) to (4), Register, May, 1996, No. 485, eff. 6-1-96.

Subchapter VIII — Instructional Library Media and Technology

PI 3.40 Instructional library media and technology: applicability. Persons holding the regular or life school librarian – 900, audiovisual director – 904, or audiovisual coordinator – 905 licenses prior to July 1, 1986, may continue to serve with these licenses.

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

PI 3.41 Initial instructional library media specialist – 901. Effective July 1, 1986, for the 5-year initial license, the applicant shall either possess a regular or a life license as a school librarian – 900, or audiovisual director – 904 or have completed all of the following:

(1) The general requirements in s. PI 3.05, including the approved program and institutional endorsement.

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

(3) Student teaching in library media services.

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

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

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

(c) Teaching of media, reference, research, and production skills to enable pupil use of media resources;

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

(e) Selection of appropriate resources to meet learning activity needs.

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

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

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

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

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

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

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

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

(5) Renewal to an instructional library media specialist – 902 requires the completion of the requirements listed under s. PI 3.42.

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

PI 3.42 Instructional library media specialist – 902.

Effective July 1, 1986, for the regular license, the applicant shall either possess both a regular or life license as a school librarian – 900 and audiovisual director – 904, or have completed all of the following:

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

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

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

(b) Principles and theories of general elementary, middle, and secondary level curriculum development and educational psychology.

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

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

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

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

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

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

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

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

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

PI 3.43 Instructional technology specialist – 903.

Effective July 1, 1986, for the regular license, the applicant shall either possess a regular or life license as an audiovisual director – 904 or have completed all of the following:

(1) The general requirements in s. PI 3.05 including the approved program and institutional endorsement.

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

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

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

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

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

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

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

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

(g) Application of microcomputer technology in teaching and learning activities.

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

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

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

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

(L) Principles and theories of general elementary, middle, and secondary level curriculum development and educational psychology.

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

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

Subchapter IX — Indian Language, Culture and History

PI 3.44 Indian home-school coordinator – 924, language and culture aide – 925. (1)

A regular license to serve as an aide or home-school coordinator in an American Indian language and culture education program shall be issued under s. 115.28 (1) (b), Stats., to an applicant who is recommended as competent to serve in the position by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee pursuant to s. 115.735, Stats.

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

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

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

PI 3.45 Indian language – 926, history and culture – 927. (1)

A regular license to teach Indian language or to teach Indian history and culture in an American Indian language and culture education program may be issued under s. 115.28 (1) (a), Stats., to an applicant who holds or is eligible for a regular teaching license and who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee as possessing the following competencies and who provides the department with evidence of possessing the following competencies:

(a) Teacher of Indian language.

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

2. Ability to teach the target Indian language.

(b) Teacher of Indian history and culture.

1. Knowledge and understanding of the history and culture of the target pupil population.

2. Ability to teach the history and culture of the target pupil population.

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

(2) (a) A 2-year license to teach Indian language or to teach Indian history and culture in an American Indian language and culture education program shall be issued under s. 115.28 (17) (a), Stats., to an applicant who does not meet the requirements of sub. (1) who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee as possessing the following competencies and who provides the department with evidence of possessing the following competencies:

1. Teacher of Indian language.

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

b. Ability to teach the target Indian language.

2. Teacher of Indian history and culture.

a. Knowledge and understanding of the history and culture of the target pupil population.

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

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

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

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

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

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

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

e. Knowledge of the principles and theories of child, young adolescent, or adolescent growth and development, as appropriate to the level or levels of licensure, and the relationship of that knowledge to teaching the target Indian language at the elementary, middle, or secondary level.

2. Teacher of Indian history and culture. a. Ability to plan and organize instructional materials, units, and lessons designed to instruct pupils in the history and cultural traditions of the target Indian population.

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

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

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

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

f. Knowledge of the principles and theories of child, young adolescent, or adolescent growth and development, as appropriate to the level or levels of licensure, and the relationship of that knowledge to teaching the target Indian history and culture at the elementary, middle, or secondary level.

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

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

PI 3.46 School counselor–Indian language and culture – 963.

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

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

Subchapter X — Bilingual/Bicultural Education

PI 3.47 Bilingual/bicultural education: secondary – 28, middle – 33, elementary – 44. Effective July 1, 1978, any person who has a specific assignment to teach in a bilingual/bicultural educational program shall be licensed as a bilingual/bicultural teacher. A regular license may be issued to an applicant who meets all of the following requirements:

(1) Holds a regular license in subjects or grades to be taught in the bilingual/bicultural teaching assignment.

(2) Is proficient in English and in the target language.

(3) Has completed an approved program in bilingual/bicultural education at the level of the license being sought which includes at least 24 semester credits of course work including all of the following:

(a) At least 9 semester credits of course work in cultural and cross-cultural studies including all of the following:

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

2. Culture of the target group or groups.

3. Contrastive analysis of the target culture or cultures with other cultures.

4. Bilingual/bicultural field experiences in the community of the target group or groups.

(b) At least 12 semester credits of course work including all of the following:

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

2. Theory and methodology of teaching the bilingual/bicultural pupil in both English and in the target language, as follows:

a. In all basic content areas to teach at the elementary or elementary/middle level.

b. In the teacher's field of specialization to teach at the middle, middle/secondary or secondary level.

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

(c) At least 3 semester credits in language study which develop knowledge relating to phonology, morphology, and syntax in the target language as these elements contrast with English. This course work is required for elementary or elementary/middle bilingual/bicultural licensure and for middle, middle/secondary or secondary English bilingual/bicultural licensure.

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

Subchapter XI — Pupil Services

PI 3.48 Pupil services: general requirements. A license in a pupil services area under ss. PI 3.49 to 3.54 may be issued to an applicant who has completed the general requirements in s. PI 3.05, except student teaching, including the approved programs and institutional endorsement and the specific requirements listed for the pupil services area under ss. PI 3.49 to 3.54.

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

PI 3.49 School counselor – 966. (1) Effective July 1, 1984, a person holding a regular or life professional school counselor – 964 license may continue to serve with this license. A person holding the provisional school counselor – 965 license shall meet the school counselor – 966 license requirements for continued licensure when his or her current license expires.

(2) A regular license as a school counselor – 966 may be issued to an applicant who has completed or possesses the following:

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

(b) 1. Eligibility for a license to teach or completion of an approved program and 2 years of successful teaching experience at the elementary, middle, or secondary level, or

2. An approved one-year, full-time internship in school counseling at the elementary, middle, or secondary level, or

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

(c) Demonstrated proficiency in each of the following areas:

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

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

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

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

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

6. Understanding professional issues including pupil rights, the school counselor's relationship to the law, codes of ethics, goals and objectives of professional organizations, standards of preparation and licensing, and role identity of counselors.

7. Understanding child welfare systems such as but not limited to juvenile justice, public health, mental health, developmental disabilities, and county social services; systems which provide services to children identified as juvenile delinquent, mentally ill, developmentally disabled or in need of protection and services.

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

9. Ability to generate, analyze, and synthesize data about the behaviors, progress, and needs of pupils individually and within groups.

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

11. Understanding how to provide counseling and group guidance processes which facilitate pupils' self-awareness, self-understanding and self-acceptance in relation to educational and career development as evidenced by satisfactory completion of a supervised practicum experience in a school setting.

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

PI 3.50 School counselor – bilingual – 967. A regular license as a school counselor – bilingual may be issued to an applicant who holds or is eligible to hold a school counselor – 966 license and also meets the requirements in sub. (1) or (2), as follows:

(1) Holds a regular license as a bilingual teacher.

(2) Is proficient in English and in the target language and has completed additional counseling and guidance practice and field experiences in the community of the target language group.

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

PI 3.51 School nurse – 75. This license is not required. An applicant for a school nurse license shall be a registered nurse in Wisconsin and shall meet the following requirements:

(1) DEGREE REQUIREMENTS. The applicant shall have completed one of the following:

(a) An approved baccalaureate degree program in school nursing which includes the professional education requirements in sub. (2) and a school nursing practicum for at least 6 semester credits.

(b) A baccalaureate degree in nursing or a 3-year nursing diploma earned prior to June 30, 1975; be presently employed by or for a school board; have completed 3 years of experience in school nursing within the 5 years immediately preceding application for the license; and have completed either the 12 semester credits required under sub. (2), or be certified as a public health nurse and have completed at least 6 semester credits from the list of subjects in sub. (2).

(2) PROFESSIONAL EDUCATION REQUIREMENTS. The applicant shall have completed the following professional education requirements as specified in sub. (1);

(a) At least 3 semester credits in human growth and development throughout the life span.

(b) At least 9 semester credits distributed among at least 3 of the following areas:

1. Sociology, which may include social psychology, child welfare, and sociology of education.

2. Philosophy, which may include philosophy of education, philosophical issues in education, philosophical conceptions of teaching and learning, and philosophy of health education.

3. Psychology, which may include human abilities and learning, educational psychology of learning, psychology of the exceptional child, and learning processes in children.

4. Special education, which may include health problems of the exceptional child, psychological appraisal of the physically handicapped, speech correction, and guidance of exceptional children.

5. Other electives, which may include individualizing instruction, general curriculum, problems and materials in health education, principles of health education, and guidance and counseling.

(3) **ACADEMIC SPECIALIZATION.** An emphasis on pediatrics in ambulatory and community settings within the academic program is recommended.

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

PI 3.52 Provisional school psychologist – 61. Effective July 1, 1980, a 3-year nonrenewable license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:

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

(2) Course work in all of the following which shall include a minimum of 48 graduate level semester credits, as specified:

(a) Psychological foundations including course work in all of the following of which a minimum of 6 semester credits, as specified:

1. Developmental psychology or child and adolescent psychology.

2. Measurement theory.

3. Personality theory.

4. Psychology of learning.

5. Psychopathology, abnormal behavior disorder.

6. 'Research theory and methods'. The thesis or dissertation may be used to meet this requirement.

7. Statistics.

(b) Education foundations including at least 9 semester credits as follows, of which at least 6 semester credits shall be at the graduate level:

1. At least 3 semester credits in regular education methods or curriculum.

2. At least 3 semester credits in special education methods.

3. At least 3 semester credits in supervision, administration, school law, or other educational foundations courses.

(c) Core professional program including at least 33 graduate semester credits as follows:

1. At least 6 semester credits in individualized academic and behavioral programming.

2. At least 6 semester credits in psychoeducational interventions including direct and indirect interventions and consultation and therapeutic interventions.

3. At least 9 semester credits in psychological and psychoeducational assessment including intelligence, personality, achievement, adaptive and sensory motor assessment.

4. At least 3 semester credits in school psychological services including role, issues, ethics, laws, and regulations.

5. At least 600 hours of supervised practicum in school psychological services for at least 9 semester credits.

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

PI 3.53 School psychologist – 62. Effective July 1, 1980, a regular license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:

(1) All requirements for the provisional school psychologist license under s. PI 3.52.

(2) An approved program for the preparation of school psychologists, resulting in a Doctor of Philosophy, Doctor of Psychology, Doctor of Education, Education Specialist degree, or consisting of at least 60 graduate semester credits.

(3) Completion of one of the following:

(a) One year of successful experience as a school psychologist under the supervision of a cooperating school psychologist and a written recommendation from the school system administration.

(b) An internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school system administration. The internship shall be part of the approved program and shall be taken for a maximum of 12 graduate semester credits.

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

PI 3.54 School social worker – 50. A regular license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:

(1) A master's degree in social work.

(2) Competencies in all of the following areas:

(a) Family management.

(b) Group dynamics.

(c) Human growth and development.

(d) Organizational theory.

(e) Program planning and coordination.

(f) Research.

(g) Special populations, such as handicapped, aged, delinquent youth and poverty groups.

(h) Systems analysis.

(i) Various treatment modalities, such as behavior modification, transactional analysis and reality therapy.

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

(4) At least 2 years of social work experience dealing with children and youth is required. One year of this experience shall be completed at the elementary, middle or secondary level in a school, or in an agency whose major responsibility is to serve children and youth and whose program is recognized by the institution. Social work experience under this subsection, at a rate of not less than one year of social work experience for each 4 semester credits, may be substituted for not more than 8 semester credits of the 18 semester credits in professional education required under sub. (3).

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

Subchapter XII — School Administration

PI 3.55 School administration: general provisions.

(1) **APPLICABILITY.** (a) Except as provided in sub. (2), a regular license under this subchapter is required for employment as a superintendent, principal, assistant principal, director of instruction, director of special education and pupil services, school business administrator, local vocational education coordinator or instructional library media supervisor. All administrative licenses permit the holder to serve in any elementary, middle, or secondary level school. A regular license under this subchapter requires completion of the general requirements under sub. (3) and the specific requirements for the license in ss. PI 3.56 to 3.63.

(b) Any person who completes an administrative program on or after July 1, 1992, shall meet the requirements of this subchapter, except that persons who are admitted to an approved administrator preparation program in a Wisconsin institution before July 1, 1992, may be issued a license based on the requirements of the approved program in effect at the time of admission.

(2) **ISSUANCE OF ONE YEAR LICENSES FOR ADMINISTRATION.** The department may issue a one-year license to serve as an administrator to a person who does not fully meet the requirements for a regular license, only as follows:

(a) The employing school board shall make the request to the department, in writing.

(b) The applicant shall have been admitted to an approved program under subch. IX of ch. PI 34, leading to a regular license for the administrative position.

(c) The applicant shall submit a written plan to the department for completion of the approved program within 2 years. The written plan shall be approved by the institution offering the approved program and by the employing school board.

(d) For one-year license to serve as a superintendent, the applicant shall possess a master's degree or the equivalent.

(e) A license under this subsection may be renewed one time for one year, upon the written request made by formal action of the school board and with satisfactory evidence from the institution offering the approved program that the applicant can complete the approved program in one year.

(3) GENERAL REQUIREMENTS. An applicant for a license under this subchapter shall meet all of the following requirements:

(a) *Degree.* 1. An applicant for a superintendent license shall have completed an approved specialist degree program or the equivalent. Except as specified under subd. 2., for all other licenses under this subchapter, the applicant shall have completed an approved master's degree program or the equivalent in the area of administration; or a master's degree or the equivalent and an approved program leading to a license under this subchapter.

2. An applicant for a local vocational education coordinator license is not required to meet the requirement under subd. 1.

(b) *Human growth and development.* 1. Except as specified in subd. 2., the applicant shall have completed graduate or undergraduate course work in each of the following:

- a. Child psychology or human growth and development.
- b. Early adolescent psychology or human growth and development.
- c. Adolescent psychology or human growth and development.

2. An applicant for a school business administrator license is not required to meet the requirement in subd. 1.

(c) *Common core.* 1. Except as specified in subd. 2., the applicant shall have completed 21 graduate semester credits including all of the following:

- a. Human relations.
- b. Oral and written communication.
- c. Educational leadership including participatory management, long-range strategic planning and change agent processes.
- d. Organization and operation of public schools, including school and community relations.
- e. Governance of education at the national, state and local levels.
- f. Supervision of instruction, including program planning and evaluation.
- g. Evaluation of personnel.
- h. School law.
- i. School business administration and budgeting, including school finance and taxation.
- j. Politics of education.

2. An applicant for the school business administrator license shall have completed 18 semester credits as described in subd. 1 except the requirement under subd. 1. f. does not have to be met. Applicants for the local vocational education coordinator license and the instructional library media supervisor license are not required to meet the requirements in subd. 1.

(d) *Professional education.* 1. Except as specified in subd. 2, the applicant shall have completed 18 semester credits of professional educational course work not included as part of an approved program leading to a license under this subchapter and shall meet one of the following requirements:

a. The applicant shall hold or be eligible to hold a license to teach at the elementary, elementary/middle, middle, middle/secondary or secondary level or to teach grades kindergarten through 12, or shall have completed an approved program leading to one of these licenses.

b. The applicant shall hold or be eligible to hold a license as a school counselor, a school psychologist, or a school social worker, or shall have completed an approved program leading to one of these licenses.

2. An applicant for school business administrator license is not required to meet the requirements in subd. 1. Applicants for local vocational education coordinator license under s. PI 3.62 and instructional library media supervisor license under s. PI 3.63 shall meet the specific requirements for the license in lieu of the requirements in subd. 1.

(e) *Experience.* 1. Except as specified in subd. 2., the applicant shall have completed one of the following:

a. Three years of successful full-time teaching at the elementary, elementary/middle, middle, middle/secondary, secondary, or grades kindergarten through 12 level.

b. Three years of successful experience as a school counselor, a school psychologist, or a school social worker, which included evidence of at least 540 hours of successful classroom teaching experience.

2. An applicant for school business administrator license is not required to meet the requirement in subd. 1. Applicants for local vocational education coordinator license and instructional library media supervisor license shall meet the specific requirements for the license in lieu of the requirements in subd. 1.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; r. and recr. Register, November, 1990, No. 419, eff. 12–1–90; am. (2) (intro.), Register, March, 1992, No. 435, eff. 4–1–92; renum. (3) (a) to be (3) (a) 1. and am., cr. (3) (a) 2., am. (3) (c) 2., Register, November, 1992, No. 443, eff. 12–1–92; emerg. am. (1) (a) (intro.), eff. 8–21–95; am. (1) (a) (intro.), Register, May, 1996, No. 485, eff. 6–1–96; **correction in (2) (b) made under s. 13.93 (2m) (b) 7., Stats., Register October 2001 No. 550.**

PI 3.56 School district superintendent – 03. The superintendent – 03 license permits the holder to serve as a superintendent or an assistant superintendent. In addition, s. 118.24 (2) (d), Stats., permits the superintendent to designate herself or himself to serve as principal or teacher in any school under her or his supervision while the person is employed and serving as a licensed superintendent. For the initial or regular license, the applicant shall meet the following requirements, in addition to the general requirements under s. PI 3.55:

(1) The applicant shall hold or be eligible to hold the principal license.

(2) The applicant shall have completed an approved program or the equivalent leading to licensure as a superintendent, which includes, 12 graduate semester credits including all of the following:

- (a) Superintendency.
- (b) Advanced program planning and evaluation.
- (c) Economics of education, public finance, and taxation.
- (d) Advanced politics of education.
- (e) Personnel administration.
- (f) Collective bargaining and contract administration.
- (g) Practicum or internship in the superintendency.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; r. and recr. Register, November, 1990, No. 419, eff. 12–1–90; am. (1), Register, September, 1996, No. 489, eff. 10–1–96.

PI 3.57 PK–12 principal – 51. The PK–12 principal – 51 license permits the holder to serve as a principal or an assistant principal in an elementary, middle, or secondary level school. Persons holding an elementary/middle level principal license – 34 license or middle/secondary level principal – 24 license are automatically eligible to receive a license under this paragraph upon application to the department. For an initial or regular license, in addition to the general requirements in s. PI 3.55, the applicant

shall have completed an approved program or the equivalent leading to licensure as a principal, which includes 12 graduate semester credits including all of the following:

- (1) The role of the principal, including instructional leadership and operational tasks.
- (2) Coordination of special school programs.
- (3) Curriculum development at the PK-12 level.
- (4) Practicum or internship as a principal at the elementary, middle, or secondary level.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; r. and recr. Register, November, 1990, No. 419, eff. 12-1-90; emerg. r. and recr. eff. 8-21-95; r. and recr. Register, May, 1996, No. 485, eff. 6-1-96.

PI 3.59 K-12 Director of instruction - 10. (1) Except as provided under sub. (2), a director of instruction -10 license permits the holder to serve as supervisor, curriculum coordinator or director of instruction. For a license under this section, the applicant shall have met all of the following requirements, in addition to the general requirements under s. PI 3.55:

(a) The applicant shall have completed an approved program or the equivalent leading to the director of instruction license, which includes 12 graduate semester credits including all of the following:

1. Coordination of special school programs.
2. Advanced instructional program planning and evaluation.
3. Educational tests and measurements.
4. Kindergarten through grade 12 curriculum development, including elementary, middle and secondary levels.
5. Practicum or internship in the director of instruction.

(2) Persons who hold the supervisor, coordinator or director - 10 license may serve as kindergarten through grade 12 director of instruction. Persons who have at least one year of experience prior to July 1, 1992, under the supervisor, coordinator, or director - 15 or 20 license may be issued a license under this section.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; r. and recr. Register, November, 1990, No. 419, eff. 12-1-90.

PI 3.60 Director of special education and pupil services - 80. (1) A director of special education and pupil services - 80 license permits the holder to administer a special education program or a pupil services program, or both. Except as specified in sub. (2), for a regular license under this section the applicant shall meet the following requirements, in addition to the general requirements under s. PI 3.55:

(a) The applicant shall have completed an approved program leading to licensure as a director of special education and pupil services, which includes 12 semester hours of graduate course work including all of the following:

1. Administration and supervision of special education programs.
2. Administration and supervision of pupil services programs.
3. Educational tests and measurements.
4. Practicum or internship in director of special education and pupil services.

(2) (a) Persons who hold a special education supervisor- level A-81 license may be issued a regular license under this section.

(b) Persons who have served as pupil services director for at least 50% time for at least 5 years prior to July 1, 1991, may be issued a regular license under this section. Persons who have served as pupil services director prior to July 1, 1991, but for less than 5 years, may be issued a one-year license under s. PI 3.55 (2), to enable them to complete the requirements of sub. (1). The one-year license may be renewed if the applicant provides documentation of satisfactory progress toward completion of the requirements of sub. (1).

(c) Persons who have served as a director in a specific pupil services area for at least 50% time for at least 3 years prior to July

1, 1991, may be issued a regular license as a director of that specific area. Persons who have served as a director in a specific pupil services area at least 50% time for less than 3 years may be issued a one-year license under s. PI 3.55 (2), to enable them to complete the requirements of sub. (1). The one-year license may be renewed if the applicant provides documentation of satisfactory progress toward completion of the requirements of sub. (1). A license under this paragraph may only be issued to persons who meet the requirements and apply for the license on or before June 30, 1992.

(d) Until July 1, 1995, persons who hold a special education supervisor - level B - 82 license may be issued a regular license under this section upon completion of a level A approved program under s. PI 3.605.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; r. and recr. Register, November, 1990, No. 419, eff. 12-1-90.

PI 3.605 Special education supervisor - level A - 81. Effective July 1, 1992, the special education supervisor - level A - 81 license is no longer issued. However, until July 1, 1995, persons holding a special education supervisor - level B - 82 license may complete an approved program under this section in order to be issued a regular license under s. PI 3.60 (2) (a). The applicant shall have completed a specialist's degree or the equivalent, one year of graduate work in special education beyond the master's degree or a minimum of 18 semester credits of postmaster's graduate credits in special education of which at least 12 semester credits of this graduate work shall be in areas other than the original area of specialization in special education.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; renum. from PI 3.63 and am. Register, November, 1990, No. 419, eff. 12-1-90.

PI 3.606 Special education supervisor - level B - 82. A regular license to serve as a level B special education supervisor under s. PI 11.14 may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:

- (1) Eligibility for a license or completion of an approved program.
- (2) A license or degree in at least one field of exceptionality.
- (3) A master's degree in any field.
- (4) A minimum of 3 years of elementary, middle, or secondary level teaching experience.
- (5) Graduate courses in all of the following:
 - (a) Child or adolescent psychology, or both.
 - (b) General curriculum.
 - (c) Educational tests and measurements.
 - (d) Introduction to guidance.
 - (e) Supervision of instruction.
- (6) A core of at least 6 graduate semester credits in one of the following:
 - (a) Administration and supervision of special education programs.
 - (b) Field work or internship in the administration and supervision of special education programs.
 - (c) Seminar in the administration and supervision of special education programs.
- (7) The state superintendent may substitute equivalent credit after reviewing verification of the applicant's competence in this area.

History: Cr. Register, April, 1988, No. 388, eff. 5-1-88; renum. under s. 13.93 (2m) (b) 1., Stats., Register, November, 1990, No. 419.

PI 3.61 School business administrator - 08. (1) Except as specified in sub. (2), the school business administrator - 08 license is required for the person who has primary budget and fiscal responsibility in the school district. For a license under this section the applicant shall meet all of the general

requirements under s. PI 3.55 which do not provide an exception for this license, and all of the following requirements:

(2) The applicant shall have successfully completed an approved program leading to licensure as a school business administrator, which includes 18 semester credits of graduate course work, including all of the following:

- (a) Accounting.
- (b) Data management and processing.
- (c) Risk management.
- (d) School facilities.
- (e) One of the following:
 1. Collective bargaining.
 2. Employee contract administration.
 3. Support services
- (f) Practicum or internship in school business administration.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; r. and recr. Register, November, 1990, No. 419, eff. 12–1–90.

PI 3.62 Local vocational education coordinator – 65: The local vocational education coordinator – 65 license permits the holder to serve as supervisor or coordinator in a school district’s vocational education program. A regular license under this section may be issued to an applicant who meets all of the following requirements:

(1) Holds a license in agriculture under s. PI 3.21 (1) or in a vocational subject area under s. PI 3.22 and has completed course work in all of the following areas:

- (a) Curriculum planning and development–general;
- (b) Guidance with an emphasis on career development;
- (c) Issues, principles or philosophy of vocational education;
- (d) Organization and administration of cooperative vocational programs;
- (e) School administration;
- (f) Supervision of instruction.

(2) Has work experience outside of teaching which includes at least 2,000 hours in one or more occupational fields. With the prior approval of the state superintendent, college field experience resulting in college credit or participation in a workshop may be used to satisfy the occupational requirements under this subsection, as follows: one clock hour of approved college field experience or of approved workshop experience counts up to 3 clock hours of occupational experience.

(3) Has completed 3 years of successful classroom teaching experience in agriculture or in a vocational subject area under s. PI 3.22 or 2 years of successful classroom teaching experience in agriculture or in a vocational subject under s. PI 3.22 and an additional 2 years of successful experience in administration and guidance.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; renum. from PI 3.64 and am. (intro.), (1) (intro.), (2) and (3), Register, November, 1990, No. 419, eff. 12–1–90.

PI 3.63 Instructional library media supervisor. The instructional library media supervisor license – 91 permits the holder to provide instructional library media program supervision, leadership, coordination or facilitation. For the regular instructional library media supervisor – 91 license, the applicant shall meet all the following requirements:

(1) Holds or is eligible for the instructional library media specialist – 902 license under s. PI 3.42.

(2) Has 3 years of successful experience as an instructional library media specialist while holding either the instructional library media – 901 license under s. PI 3.41 or initial or regular instructional library media specialist – 902 license under s. PI 3.42.

(3) Has completed a master’s degree from an approved library media services program plus 12 graduate semester credits in educational administration, school personnel management, supervi-

sion of instruction, and district level library media program supervision from an approved program covering all of the following competency areas:

- (a) General principles of organizing, operating, financing, and administering elementary, middle, and secondary level schools.
- (b) Supervision of instruction at the elementary, middle, and secondary levels.
- (c) General principles of school personnel management.
- (d) Administration and supervision of library media programs at the district level, including:
 1. Evaluation and planning of program and services.
 2. Management of personnel and financial resources.
 3. Analysis of current trends in providing library media services.
 4. Application of research methodologies.
 5. Application of networking, automation, and advanced communication technologies.
 6. Application of appropriate laws and regulations.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; renum. from PI 3.65 and am. (intro.), Register, November, 1990, No. 419, eff. 12–1–90.

Subchapter XIV — Obsolete Licenses

PI 3.68 Obsolete licenses. The department no longer issues initial licenses in the following areas, however a person who holds any of these regular licenses may continue to carry out any functions permitted by the license, provided the person holds a life license or continues to renew the 5–year license as required under s. PI 3.03 (2):

- (1) Music (all) – 500, until July 1, 1982.
- (2) Reading Specialist – 2–year nonrenewable, until January 1, 1984.
- (3) Reading Teacher – 2–year nonrenewable, until January 1, 1984.
- (4) Science (all) – 600. Effective January 1, 1964, until July 1, 1980.
- (5) The following science subject licenses were issued until July 1, 1980.
 - (a) Astronomy – 627
 - (b) General Science – 620
 - (c) Geology – 637
 - (d) Physiology – 630
- (6) Provisional School Psychologist – 56, until July 1, 1980.
- (7) School Psychologist I – 57, until July 1, 1980.
- (8) School Psychologist II – 58, until July 1, 1980.
- (9) School administrator until July 1, 1980. Individuals holding unlimited, 3–year, or 5–year administrative licenses based upon pre–1980 administrator license requirements are eligible to serve in the following administrative positions:
 - (a) District administrator – 05 – may serve as a district administrator or assistant district administrator.
 - (b) Assistant district administrator – 06 – may serve as an assistant district administrator.
 - (c) High school principal – 25 – may serve as a high school principal or assistant high school principal.
 - (d) Assistant high school principal – 26 – may serve as an assistant high school principal.
 - (e) Junior high school principal – 30 – may serve as junior high school principal, middle school principal, assistant junior high school principal, or assistant middle school principal.
 - (f) Assistant junior high school principal – 31 – may serve as assistant junior high school principal or assistant middle school principal.
 - (g) Elementary school principal – 35 – may serve as elementary school principal, middle school principal, assistant elementary school principal, or assistant middle school principal.

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

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

(10) Administrator licenses until July 1, 1992. Persons who hold the following administrator licenses based upon administrator license requirements prior to 1992 may continue to serve in the following administrator positions:

(a) District administrator – 04 may serve as district administrator or superintendent, or assistant district administrator or superintendent, elementary/middle level principal or assistant principal, or middle/secondary level principal or assistant principal, or business manager.

(b) Elementary/middle level principal – 34 may serve as principal or assistant principal in an elementary, middle or junior high school.

(c) Middle/secondary level principal – 24 may serve as principal or assistant principal in a middle, junior high or high school.

(d) Supervisor, coordinator or director – 10 may serve as a kindergarten through grade 12 supervisor, curriculum coordinator or director of instruction; supervisor, coordinator or director – 15 may serve as an elementary or elementary/middle level supervisor, curriculum coordinator or director of instruction; supervisor, coordinator or director – 20 may serve as a middle, middle/secondary or secondary level supervisor, curriculum coordinator or director of instruction.

(e) Special education supervisor – level A – 81 may serve as director of special education or director of special education and pupil services.

(f) Supervisor of counseling and guidance – 968 and supervisor of counseling and guidance – bilingual – 969, may continue to serve with these licenses.

(11) School library supervisor – 09–900, until July 1, 1986.

History: Cr. Register, April, 1988, No. 388, eff. 5–1–88; am. (intro.), cr. (10) and (11), Register, November, 1990, No. 419, eff. 12–1–90.

Subchapter XV — Advisory Council

PI 3.69 Advisory council. The state superintendent shall appoint a broadly based, representative advisory council for teacher education and licensure, as described in this section.

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

1. Five practicing teachers.
2. Four school administrators,

3. Four higher education representatives,

4. Four lay citizens,

5. One post–secondary school student.

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

(2) TERMS OF OFFICE. (a) The term of office shall be for 3 consecutive years.

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

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

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

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

(3) DUTIES. (a) Propose to the state superintendent requirements for licensure of school personnel.

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

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

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

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

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

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

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

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

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