

## Chapter PI 4

## TEACHER EDUCATION PROGRAM APPROVAL

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Note: Chapter PI 4 as it existed on April 30, 1986, was repealed and a new chapter PI 4 was created effective May 1, 1986.

### Subchapter I — Definitions

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

(1) "Advanced program" means a professional education program leading to licensure offered at the post baccalaureate level.

(2) "Clinical program" means supervised experiences in a school setting which provide practical experience for the student enrolled in a professional education program including prestudent teaching, student teaching, practicum and graduate internships.

(3) "Concentration" means a field of study in which a student completes at least 12 semester credits as part of an approved program leading to licensure.

(4) "Cooperating teacher" means a departmentally licensed school professional who supervises students during their clinical programs in cooperation with the college or university supervising staff and who meets criteria described in s. PI 4.10 (5).

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

(5h) "Early childhood level," for purposes of licensing, means prekindergarten through grade 3.

(5m) "Elementary level," for purposes of licensing, means grades 1 through 6.

(5r) "Elementary/middle level," for purposes of licensing, means grades 1 through 9.

(6) "General education program" means that component of the institution's baccalaureate degree program, in addition to course work taken in the major, minor, concentration, and the professional education sequence, which emphasizes the study of the behavioral and social sciences, fine arts, humanities, natural sciences, and mathematics.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(d) The reading and language arts requirements under s. PI 4.095, as effective on May 1, 1988, shall be implemented so that all students who enroll at the institution after August 30, 1989, and who also graduate from a professional education program after July 1, 1992, shall have met the requirements.

(e) The elementary and secondary level requirements under ss. PI 4.13 and 4.16, as amended effective May 1, 1988; the elementary/middle, middle, and middle/secondary requirements under ss. PI 4.135 to 4.15, as effective on May 1, 1988; and the early childhood requirements under s. PI 4.12, as effective on March 1, 1989, shall be implemented so that all students who enroll at the institution after August 30, 1989, and who also graduate from the professional education program after July 1, 1992, shall have met the requirements.

(4) **NONCOMPLIANCE WITH RULES.** (a) After reviewing teacher education programs, the state superintendent shall either grant approval  
Register, February, 1989, No. 398

or conditional approval in accordance with s. PI 4.04, or deny approval to each program in writing. In granting conditional approval to a program, the state superintendent shall cite the action needed and time period to accomplish compliance with ch. PI 3 or 4. Failure to comply with the provisions of ch. PI 3 or 4 shall lead the state superintendent to deny or withdraw approval of the program leading to licensure. In denying approval to a program, the state superintendent shall cite the rules in ch. PI 3 or 4 with which the institution or the SCD is in noncompliance.

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

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

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

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

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; am. (1) (c), Register, April, 1988, No. 388, eff. 5-1-88.

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

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

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

(2) An institution shall commence an appeal by sending a written notice of appeal to the state superintendent by certified mail within 30 days after the institution received formal notice of the department's decision. The notice of appeal shall set forth the reasons for the appeal and the grounds upon which the appeal is based and shall be signed by the institution's chief administrator.

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

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

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

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

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

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

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

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

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

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

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

**PI 4.06 Organization and administration of teacher education.** (1) **PURPOSES AND GOALS.** The institution shall include a statement of the pur-

poses and goals of all professional education programs in printed materials used to describe those programs.

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

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

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

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

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

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

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

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

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

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

(b) The institution shall have written evidence that faculty members who teach in an advanced program, a teaching major, minor, concentra-

tion, or in a professional education sequence have preparation related specifically to their assignments.

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

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

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

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

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

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

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

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

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



expertise in the instructional materials and media used in elementary, middle and secondary schools.

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

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

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

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

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

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

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

1. A cumulative grade point average of not less than 2.5 on a 4.0 scale computed on at least 40 semester credits of collegiate level course work for undergraduate programs or a cumulative grade point average in the bachelor's degree of not less than 2.75 on a 4.0 scale for advanced program admission. Standing in the upper 50% of the class as determined by written institutional policy may be accepted for undergraduate or advanced program admission in lieu of grade point average. Exceptions to the established minimum grade point average or the class standing requirement may be granted to no more than 10% of the total number of students admitted to the professional education program for each admission period. The SCD shall adopt written policies and procedures pertaining to exercising exceptions to the established minimum grade point average and the class standing requirement. The written policies and procedures shall include a student appeal process.

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

3. A passing score on a standardized examination in mathematics, in reading, and in writing for admittance to undergraduate professional education programs. The standardized examination and the passing score shall be determined by the state superintendent. The standardized examination may not be taken more than 3 times.

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

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

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

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

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

2. Successful completion of the SCD clinical program requirement.

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

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

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

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

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; am. (2), (3) (a) and (b), (4) (a), (5) (b) and (c), (6) (a) (intro.), 1. and 3., (6) (b), (6) (c), 1. a., b., 2. and 3., cr. (3) (g) and (h), Register, February, 1987, No. 374, eff. 3-1-87; am. (2) (i), (3) (c) and (e), (5) (c), (6) (intro.), (c) (intro.) and 1. c. and 3. and (f), Register, April, 1988, No. 388, eff. 5-1-88.

#### **Subchapter IV — General and Professional Education: Common Rules**

**PI 4.07 Licensure rules.** Each professional education program leading to licensure shall require completion of all requirements for licensure at the specific grade level and in the specific subject area as specified in ch. PI 3.

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

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

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

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

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

- (a) Written and oral communication.
- (b) Mathematics.
- (c) Fine arts.
- (d) Social studies including national, state, and local government.
- (e) Biological and physical sciences.
- (f) Humanities including literature.
- (g) Western and non-Western history or contemporary culture.

**History:** Cr. Register, April, 1986, No. 364, eff. 5-1-86; renum. from PI 4.07 and am. (2), Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), Register, April, 1988, No. 388, eff. 5-1-88.

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

(1) The program shall require study of the historical, philosophical, and social foundations underlying the development and purpose of edu-

cation and current trends, issues, and various approaches in professional education programs in the United States and in Wisconsin.

(2) The program shall require study of the legal, political, and economic aspects and the governance of education and the organization, operation, policy making, and administration of schools and educational programs in the United States and Wisconsin.

(3) The program shall require study to develop an understanding of the diverse family, cultural, and socioeconomic backgrounds of pupils.

(4) The program shall require study and experience specifically designed to develop the competencies needed to teach critical thinking.

(5) The program shall require study of issues relating to children at risk including the pertinent law concerning child abuse and neglect; suicide; alcohol and other drug abuse; school age parents; delinquency and truancy; developmental disabilities; and the child welfare system including the children's code, juvenile justice, public health, and social services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Development of vocal and nonvocal communication skills.

(c) Development of self-care skills.

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

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

(5) The program shall require study of strategies for facilitating generalization of skills through instruction in natural environments.

(6) The program shall require study of strategies for monitoring effectiveness of instruction on the development of functional skills through the use of direct observational systems.

(7) The program shall require study of and development of communication skills enabling teachers to jointly plan, implement, and evaluate educational programs and related educational services with pupils with severe handicaps, parents, and other professionals.

(8) The program shall require study of training and utilization of special education program aides for instruction of pupils with severe handicaps.

(9) The program shall require study of agencies and programs providing services to pupils with severe handicapping conditions.

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

### Subchapter VIII — Advanced Programs

**PI 4.67 Applicability.** Sections PI 4.68 through 4.78 contain the specific program approval standards for professional education programs which require study at the post-baccalaureate degree level. Each program shall also meet the requirements of ss. PI 4.07, 4.10 and 4.11, and the specific requirements for each type of license in ch. PI 3.

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

**PI 4.68 Instructional library/media specialist.** A professional education program leading to regular licensure as an instructional library media specialist shall meet the standards in s. PI 4.34 and the following standards:

(1) The program shall require study to develop the ability to identify instructional objectives and select a variety of media and other resources to meet those objectives.

(2) The program shall require study of the principles and theories of general elementary and secondary curriculum development and educational psychology.

(3) The program shall require study of the principles and methods of teacher inservice education to develop the ability to promote effective use of media, the new technologies, and other resources by providing inservice instruction for teaching staff.

(4) The program shall require study of and experience with instructional and information technologies to develop the ability to select and use microcomputers and appropriate software for educational and bibliographic purposes.

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(5) The program shall require study of and experience with instructional and information technologies to develop the ability to use advanced techniques for producing audiovisual media in graphic, projected, and electronic formats; determine when to use local or commercial production facilities; and to secure information through networks and computerized data bases.

(6) The program shall require study of personnel management to develop the ability to create position descriptions, performance objectives, and evaluation guidelines for building level library media personnel.

(7) The program shall require study to develop the ability to establish and maintain effective interpersonal relationships with the entire educational community, including pupils, administrators, parents, and school personnel.

(8) The program shall require study of the planning and evaluation of library media programs and their facilities, including the concepts of needs assessment, short and long-range goal setting, developing educational specifications for facilities, and writing proposals for new or adapted instructional programs.

(9) The program shall require advanced study of children's and young adult literature in printed and audiovisual forms, including analysis and comparison of the trends, topics, problems, and themes of such literature or aspects of that literature, to develop advanced knowledge of the content and evaluation of children's and young adult literature.

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

**PI 4.69 Instructional library media supervisor.** A professional education program leading to licensure as an instructional library media supervisor shall meet the following standards:

(1) The program shall require study of the general principles of organizing, operating, financing, and administering schools at the elementary, middle, and secondary levels.

(2) The program shall require study of the principles of supervision of instruction at the elementary, middle, and secondary levels.

(3) The program shall require study of the general principles of school personnel management.

(4) The program shall require study of the principles of administering and supervising the library media program at the district level to develop the ability to:

(a) Evaluate and plan program and services.

(b) Manage personnel and financial resources.

(c) Analyze current trends in providing library media services.

(d) Apply research methodologies.

(e) Apply networking, automation, and advanced communication technologies.

(f) Apply appropriate laws and regulations.

**History:** Cr. Register, February, 1987, No. 374, eff. 3-1-87; am. (intro.), (1) and (2), Register, April, 1988, No. 388, eff. 5-1-88; reprinted to correct error in (1) and (2), Register, February, 1989, No. 398.

**PI 4.70 Instructional technology specialist.** A professional education program leading to licensure as an instructional technology specialist shall meet the following standards:

(1) The program shall require study of elementary, middle and secondary level curriculum and instructional development, and shall provide opportunities to apply the concepts learned to develop the ability to:

- (a) Develop instructional objectives and educational specifications.
- (b) Design and produce instructional systems and materials.
- (c) Use computers effectively in teaching and learning.
- (d) Evaluate commercially or locally produced media.
- (e) Determine future instructional technology needs.

(2) The program shall require study of the planning and management of a comprehensive program of instructional technology services for schools and schools districts, including design of facilities, budget development, training and supervision of personnel, selection of instructional equipment, and maintenance and repair of equipment.

(3) The program shall require study of the principles and methods of teacher inservice education to develop the ability to promote effective use of instructional media and technology.

(4) The program shall require study of current and future trends and developments in instructional technology.

(5) The program shall require study to develop the ability to establish and maintain effective interpersonal relationships with the entire educational community, including students, administrators, parents, and school personnel.

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

**PI 4.71 Pupil services programs: common rules.** All professional education programs leading to licensure in pupil services shall meet the following standards:

(1) The program shall require study of the organization, administration, and operation of public schools in Wisconsin, including curriculum development, instructional methods and related laws.

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

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



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

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

(11) The program shall require study designed to develop an understanding of and skills in auditory habilitation, rehabilitation, and assessment techniques used for detecting hearing impairments.

(12) The program shall require a college or university supervised practicum of a minimum of 300 clock hours as described in PI 3.14 (3) (j). These clock hours shall be spent in direct contact with persons with communication disorders. Hours spent planning for instruction, writing reports, consulting with teachers or parents, or conducting other activities that support direct contact may not be counted in the 300 clock hours. The clock hours to be earned in a school setting shall be met through full week, full day placements or full week, half day placements or a combination of the 2.

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