Chapter PI 3

LICENSES

Note: Chapter PI 3 as it existed on April 30, 1988, was repealed and a new chapter PI 3 was created effective May 1, 1988.

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.

(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 4; 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

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) and (e), 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 4 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 (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.

d. Equivalent clock hours earned in a professional field experience approved under s. PI 3.025 (1) and (3). 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 (4), while employed as a mentor in a department approved program or as a cooperating teacher in a student teaching program approved under s. PI 4.10.

f. Equivalent credit earned in a professional growth experience approved under s. PI 3.025 (5), while employed as an ad hoc faculty member teaching in a program approved under ch. PI 4. 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 (5), 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 subpars. d to g, equivalent to no more than 3 semesters 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 license under s. PI 3.37, 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 - hearing impaired license renewal.* An educational interpreter - hearing impaired 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 6 semester credits or the equivalent may be earned by one or a combination of the following:

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. 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.

4. Semester credits earned at a vocational, technical adult education institution.

(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 provided that the person has completed at least 12 semester credits toward removal of the deficiencies.

(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 teaching 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 - hearing impaired permit. a. A one-year educational interpreter - hearing impaired 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 - hearing impaired but does not meet the license requirements under s. PI 3.392. 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 educational interpreter - hearing impaired and that a fully-licensed educational interpreter - hearing impaired 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 toward completion of the licensing requirements under s. PI 3.392.

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

3. Mathematics and science permit. a. A 2-year permit which authorizes the holder to teach in mathematics and science using a team approach with licensed mathematics or science teachers may be issued to a person under this subdivision to enhance curriculum and instruction in these subjects. A permit under this subpar. may be issued to a person who is eligible under s. 118.192 (2), Stats., and who has successfully completed a 100 hour training program established by the state superintendent.

b. A permit holder under this subdivision shall work under the supervision of a licensed elementary classroom teacher or under the supervision of a middle or secondary teacher licensed in mathematics or science. In this subparagraph, "supervision" means the licensed teacher is available to coordinate, direct, and inspect the practice of the person holding a permit under this subdivision.

c. A permit holder under this subdivision may not be assigned sole responsibility for classroom instruction and may not be hired to fulfill the responsibility of a fully-licensed teacher.

d. A permit holder under this subdivision shall be subject to the personnel evaluation required under s. 121.02 (1) (q), Stats.

e. A permit holder under this subdivision 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 2 semester credits or the equivalent of continuing professional education directly and substantively related to the permit held by the applicant or to the applicant's professional competency. The requirement under this subparagraph may be waived if an extraordinary circumstance exists and if the waiver is approved by the state superintendent.

f. The district administrator of the employing school district or his or her designated official shall submit to the state superintendent, by September 1 annually, an explanation of how the mathematics and science programs will be enhanced by the employment of a person holding a permit under this subdivision.

g. The district administrator of the employing school district or his or her designated official, within 30 days after the end of the school year in which a permit holder was employed, shall submit a report to the state superintendent that explains how the mathematics and science programs were enhanced including an explanation of the role of the permit holder.

h. The district administrator shall ensure that the regularly licensed teacher assigned to supervise persons holding a permit

under this subdivision has at least 3 years of successful teaching experience with at least one year in the district of current employment. The requirements under this subparagraph may be waived, in whole or in part, if an extraordinary circumstance exists and if the waiver is approved by the state superintendent.

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

(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. (a) 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 par. (b).

(b) 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).

(9) SUBSTITUTE EDUCATIONAL INTERPRETER - HEARING IMPAIRED LICENSE. A substitute educational interpreter - hearing impaired license may be issued for a period of 5 years to an applicant who holds or is eligible to hold an educational interpreter - hearing impaired license under s. PI 3.392 or the equivalent license in another state, or to an applicant who is at least 18 years of age, holds a valid department of health and social services quality assurance level 2 certification under ch. HSS 267 or the equivalent. In addition, an applicant shall meet one of the following requirements:

(a) Has at least 2 years of experience in supervision of structured youth activities.

(b) Has completed at least 2 years of college education.

(c) Has a combination of education and experience under pars. (a) and (b) totaling 2 years.

(d) Has completed a 2-year program in child care and development.

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,

Register, November, 1992, No. 443

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.

PI 3.04 License revocation and reinstatement. (1) DEFINITIONS. In this section:

(a) "Immoral conduct" means conduct or behavior which is contrary to commonly accepted moral or ethical standards.

(b) "Incompetency" means a substantial, prolonged pattern of inadequate performance of duties or the lack of ability, legal qualifications or fitness to discharge required duties, affecting the health, welfare, safety or education of pupils.

(c) "Reinstatement" means restoring the rights, privileges and authority previously revoked.

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alent 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, lifestyles, 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, in-

cluding content area reading, 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.

(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.* 1. For a license in a special subject area, except art, music and physical education; or in a pupil services area, except school nursing, the applicant shall have satisfactorily completed at least 6 semester credits in the teaching of reading and language arts, including developmental reading, language arts with an emphasis on writing, speaking and listening, and a clinical experience in the acquisition of reading and language arts skills. The 6 semester credits may be completed within relevant course work such as learning and instruction, curriculum design, or learning disabilities. The clinical experience may be completed within the graduate practicum or internship. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.

2. For a license in special education; in art, music or physical education; or as a school nurse, the applicant shall have completed a discrete course in the teaching of reading and language arts.

(3p) MATHEMATICS, EFFECTIVE AUGUST, 31, 1994. 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, 1994, shall have satisfactorily completed at least 12 semester credits in the integrated study of the content of mathematics, methods of teaching mathematics, and the scope and sequence of mathematics curricula as taught at the early childhood, elementary, and elementary/middle levels. At least 3 semester credits taken under this subsection shall be in the study of mathematics curriculum, including the scope and sequence of the content taught at the early childhood, elementary, and elementary/middle levels.

(3s) SOCIAL STUDIES, EFFECTIVE AUGUST 31, 1994. 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, 1994, shall have satisfactorily completed at least 12 semester credits in the integrated study of the content of social studies, methods of teaching social studies, and the scope and sequence of social studies curricula as taught at the early childhood, elementary, and elementary/middle levels. At least 3 semester credits taken under this subsection shall be in the study of social studies

curriculum, including the scope and sequence of the content taught at the early childhood, elementary, and elementary/middle levels.

(3v) SCIENCE, EFFECTIVE AUGUST 31, 1994. 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, 1994, shall have satisfactorily completed at least 12 semester credits in the integrated study of the content of science, methods of teaching science, and the scope and sequence of science curricula as taught at the early childhood, elementary, and elementary/middle levels. At least 3 semester credits taken under this subsection shall be in the study of science curriculum, including the scope and sequence of the content taught at the early childhood, elementary, and elementary/middle levels. At least 3 semester credits taken under this subsection shall be in the study of science curriculum, including the scope and sequence of the content taught at the early childhood, elementary, and elementary/middle levels.

(4) 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 of conserving these natural resources.

(b) Knowledge of interactions between the living and non-living elements of the natural environment.

(c) Knowledge of the concept of energy and its various transformations in physical and biological systems.

(d) Knowledge of local, national, and global interactions among people and the natural and built environments including 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 resourse 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 passing scores on standardized examinations in mathematics, reading, and writing. The standardized examinations and the passing scores shall be determined by the state superintendent.

(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 s. PI 3.05 (7) (b) 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 competes an initial professional education program on or after August 31, 1992, shall have completed course work 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 completed course work 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 completed course work 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 completed course work 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 completed course work 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 completed course work 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 completed course work 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.

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.

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 appicant 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 educa-

tion 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 (2) (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. A regular license or a renewal of a regular license to teach driver education and traffic safety education may be issued to an applicant who has completed or possesses all of the following:

(1) A Wisconsin teaching license;

(2) At least 3 years driving experience while holding a valid driver's license;

(3) A state driver's license;

(4) An acceptable driving record:

(5) At least 15 semester credits of approved course work in driver and safety education. At least 9 semester credits of the 15 semester credits shall include all of the following:

(a) A basic driver education course.

(b) An advanced drived education course.

(c) A general safety course.

(d) At least 3 semester credits of the 9 semester credits shall be in driver education which includes at least 10 class periods of experience in teaching practice driving.

(e) At least 6 semester credits of the 15 semester credits shall include specific courses in driver and traffic safety education that place emphasis upon critical factors that influence driver behavior in the driving task, including course work which develops teacher compe-

tencies in alcohol education and sociological and psychological behavioral factors related to traffic safety.

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

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; renum. 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 com-

pleted 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, and at least 8 semester credits in other science subjects. A middle/secondary or secondary level license on the basis of completion of a minor, as specified in ss. PI 3.10 (2) and 3.115 (2), in a science subject may be obtained only if the applicant has completed the broad field science major or a major in another science subject under subs. (1) to (6), except that with a major in mathematics and a minor in physics, a license in physics may be issued. Any additional requirements are noted as follows:

(1) BIOLOGY, LIFE SCIENCE - 605.

(2) CHEMISTRY - 610.

(3) RESOURCE MANAGEMENT - 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.

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university supervised on-the-job practicum with emotionally disturbed pupils may have the student teaching requirement waived.

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

PI 3.30 Hearing impaired - 805, K-9, 6-12, K-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 18 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.

PI 3.305 Educational interpreter - hearing impaired - 884, PK-12. (1) Effective July 1, 1992, any person employed by a school system to interpret for hearing impaired pupils 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 - hearing impaired - 884 license shall complete or possess at least 56 semester credits as follows:

(a) At least 9 semester credits in general professional education which includes course work in each of the following areas:

1. Oral communication theories, techniques and processes.

2. Written communication theories, techniques and processes.

3. Child and adolescent development.

(b) At least 13 semester credits in special education which includes course work in each of the following areas:

1. The exceptional individual.

2. Behavioral management.

3. Psychological and social aspects of deafness.

4. Orientation to deafness.

5. Language development and reading for the hearing impaired child.

(c) 1. Except as specified under subd. 2 or 3, the applicant shall have completed at least 18 semester credits of course work in the area of interpreting for hearing impaired pupils which includes at least 6 semester credits in each of the following areas:

a. Expressive interpreting which is the process of changing spoken English into American sign language.

b. Expressive transliterating which is the process of changing spoken English into a form of manually coded English.

c. Sign to voice which is the process of changing a signed text such as American sign language or manually coded English into spoken English.

2. Applicants holding a valid registry of interpreting for the deaf certification, as specified under subpars. a through c or the equivalent, issued by the national registry of interpreters for the deaf, shall provide the department with evidence of such certification which the department shall apply as follows:

a. A certificate of interpreting may be applied as 6 semester credits towards the completion of the course work under subd. 1a and 6 semester credits towards the completion of the course work under subd. 1c.

b. A certificate of transliterating may be applied as 6 semester credits towards the completion of the course work under subd. 1b and 6 semester credits towards the completion of the course work under subd. 1c.

c. Certificates under subpars. a and b may be applied as 18 semester credits to be divided equally among the course work requirements under subd. 1.

3. Applicants holding a valid department of health and social services quality assurance level 2 certification under ch. HSS 267 shall provide the department with evidence of such certification which the department shall apply as 6 semester credits to be divided equally among the course work requirements of subd. 1.

(d) At least 16 semester credits in the area of interpreting for hearing impaired pupils which includes all of the following:

1. Oral interpreting.

2. American sign language theory and practice.

3. Instructional support services.

4. Ethical and professional practices.

5. Interpreting in the educational setting.

6. A practicum of at least 250 hours, with at least 180 of those hours completed in an educational setting.

(2) 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 the hearing impaired 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.

(3) A person who has completed a 2 year educational interpreter training program prior to July 1, 1992, may be issued a regular license under this section.

(4) A person completing an educational interpreter training program after July 1, 1992, shall meet the requirements under this section.

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.

PI 3.31 Visually impaired - 825, K-9, 6-12, K-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 18 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. A teacher who holds a regular license in at least one category of special education, who has completed at least 3 years of successful teaching experience, including at least one year of successful experience teaching visually impaired pupils in a special education class, and who hs completed an approved college or university supervised on-the-job practicum with visually impaired pupils may have the student teaching requirement waived.

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

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.

(2) Remedial reading.

(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 meets the following requirements:

(1) Has completed the general requirements in s. PI 3.05 and an approved program.

(2) Has earned a master's degree in communicative disorders, including speech pathology, audiology and language disorders, with training including a minimum of 60 semester credits of which at least 24 semester credits are graduate credits, and which are selected in accordance with the following:

(a) *Professional education.* Eighteen semester credits in professional education, as follows:

1. At least 9 semester credits in basic and related areas, which include learning theory, and child and adolescent development. Additional course work may be selected from the following content areas:

a. Child and adolescent psychology.

b. Clinical psychology.

c. Developmental and remedial reading.

d. Educational psychology or psychology of learning.

e. Interprofessional relationships.

f. Personality adjustment.

g. Physiological psychology.

h. Statistics.

2. At least 6 semester credits in supervised student practicum which includes at least 300 clock hours. At least 200 clock hours shall be earned in working with preschool and school aged children and, of this, at least 100 clock hours shall be earned in a school setting under the supervision of a licensed speech and language pathologist. The practicum shall include experience with a wide range of speech and language pathologies, as well as auditory testing and hearing rehabilitation. A minimum of 150 of the total clock hours earned shall be at the graduate level. The practicum under this subdivision is completed in lieu of the student teaching under s. PI 3.05 (6).

3. At least 3 semester credits in methods or procedures in school speech and language programs.

(b) *Supportive content areas.* At least 6 semester credits selected from the following content areas, including at least one of the areas under subds. 1 to 3:

1. Nature of the exceptional child.

2. Psychology of the exceptional child.

3. Guidance of the exceptional child.

4. Abnormal or clinical psychology.

5. Guidance and counseling.

6. Learning disabilities.

7. Psychological appraisal of the orthopedically disabled.

8. Psychological testing.

(c) *Normal development and use of oral communication.* At least 12 semester credits in normal development and use of oral communication and hearing, as follows:

1. Course work shall include all of the following:

a. Anatomy and physiology of speech and hearing.

b. Development of speech, language and hearing.

c. Phonetics.

2. Additional course work may be selected from the following:

a. Acoustics.

b. Communication theory.

c. Language theory.

d. Linguistics.

e. Psychology of speech and hearing.

f. Social and cultural aspects of oral communication.

g. Speech and hearing science.

h. Theory of hearing.

(d) *Diagnostic and evaluative techniques.* At least 15 semester credits in diagnostic and evaluative techniques and in clinical procedures and management beyond survey courses, including all of the following:

1. Impairments of articulation.

2. Impairments of fluency.

3. Impairments of voice.

4. Language disorders.

5. Neuromuscular impairments of speech.

6. Orofacial disorders.

(e) *Auditory rehabilitation.* At least 9 semester credits in diagnostic and evaluative techniques and in auditory rehabilitation, such as:

1. Auditory disorders.

2. Hearing conservation.

3. Speech and language for the hearing impaired.

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

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 occupa-

tional 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 and adaptive physical education - 860. (1) ADAPTIVE EDUCATION - 859. (a) A regular license in adaptive education - 859 may be issued to an applicant who holds a regular license, and who has completed 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.

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

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 meets one of the following requirements:

(1) Has at least 3 years of experience in supervision of structured youth activities.

(2) Has completed at least 3 years of college education.

(3) Has a combination of education and experience under subs. (1) and (2) totaling 3 years.

(4) Has completed a 2-year program in child care and development approved by the department.

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

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:

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(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.

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 a 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.

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