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Revisor of Statutes
Bureau

CERTIFICATE

STATE OF WISCONSIN)
) SS
DEPARTMENT OF PUBLIC INSTRUCTION)

I, State Superintendent of the Department of Public Instruction and custodian of the official records of said Department, do hereby certify that the annexed amendment and creation of rules concerning certification of teachers of special education was duly adopted by this Department on July 1, 1986.

I further certify that said copy has been compared by me with the original on file in this Department and the same is a true copy thereof, and of the whole of such original.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the official seal of the Department of Public Instruction at 125 South Webster Street, in the City of Madison, this 7th day of September, 1983.

B. Dean Bowler
Herbert J. Grover
Deputy State Superintendent
State Department of Public Instruction

STATE OF WISCONSIN
RECEIVED AND FILED

SEP 8 1983

DOUGLAS LA FOLLETTE
SECRETARY OF STATE

11-1-83

ORDER OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
REPEALING AND RECREATING RULES

1 To repeal and recreate PI 3.07(8)(a) and PI 3.07(8)(b) relating to certification
2 of special education teachers.

Analysis Prepared by the Department of Public Instruction

The proposed repeal and recreation of the special education certification code reorganizes this entire section of the code. Requirements in the areas of mental retardation, severely handicapped, learning disabilities, emotional disturbance, hearing disability, and visual disability have been changed. Two categories have been established for the licensing of teachers of the mentally retarded. These two new categories are based upon level of severity - mild/moderate and severely handicapped. A new license for orientation and mobility teachers of the visually impaired has been created. Although licensure requirements for early childhood, speech and language disability, occupational therapist, physical therapist, exceptional education - special fields and special education program aide have not been changed, their placement in the code has been changed. The requirements for certification in the area of orthopedic disability have changed only in that persons receiving licensure in this area will be required to meet the new general requirements outlined in proposed PI 3.07(8)(a); the specific requirements have not changed.

Since the first special education certification rules were adopted in the 1960's and early 1970's, there has been a tremendous growth of knowledge regarding the needs of handicapped students. Obsolete requirements have been deleted and a greater emphasis is placed on knowledge in the areas of instructional methods and strategies, language development, reading, diagnosis and assessment, behavior and management concerns, and vocational opportunities. A core curriculum for exceptional educational needs categories of mental retardation, severely handicapped, learning disabilities, emotional disturbance, hearing impaired, and visually impaired has been created. This will enable prospective teachers who plan carefully to obtain licenses in more than one special education category thereby providing more flexibility for school districts in serving the needs of handicapped students.

These changes will not affect teachers holding life licenses and will not mandate that teachers holding regular licenses earn additional credits.

3 Pursuant to the authority vested in the State Superintendent of Public Instruc-
4 tion by s. 115.28(7), Stats., and interpreting s. 115.28(7), Stats., the State Super-
5 intendent hereby repeals and recreates administrative rules as follows:

1 SECTION 1. PI 3.07(8)(a) is repealed and recreated to read:

2 PI 3.07(8) SPECIAL EDUCATION. (a) Effective July 1, 1986, a regular license
3 to teach in any area of special education may be issued to an applicant who has com-
4 pleted the general requirements, PI 3.07(1), (a), (b), and (c), and an Approved
5 Program and who has received the institutional endorsement. The Approved Program
6 shall include the requirements listed in subd. 1 and 2 below where specifically
7 cited and in the areas of specialization listed in par. (b).

8 1. A minimum of 18 semester credits in professional education including:

9 a. Child or adolescent psychology;

10 b. Psychology of learning or educational psychology;

11 c. Measurement and evaluation;

12 d. Methods of instruction;

13 e. Practicum with non-exceptional children in a regular classroom at the
14 elementary, secondary, or elementary and secondary level. Special
15 consideration will be given to individuals who are hearing impaired
16 in lieu of a practicum;

17 f. Normal language development;

18 g. Principles of career and vocational education.

19 2. A minimum of 12 semester credits in general special education including:

20 a. Psychology or nature of the exceptional child;

21 b. Individual diagnostic assessment;

22 c. Behavior and personal management for exceptional children;

23 d. Language disorders of the exceptional child;

24 e. Methods for working with parents of exceptional children and
25 community agencies.

26 SECTION 2. PI 3.07(8)(b) is repealed and recreated to read:

27 PI 3.07(8)(b) Areas of specialization and specific requirements.

- 1 1. 806 Mild or Moderate Mental Retardation - K-8 or 7-12 or K-12
- 2 a. Completion of requirements listed in par. (a) 1 and 2.
- 3 b. A minimum of 12 semester credits including:
- 4 1) Introduction to mental retardation;
- 5 2) Educational diagnosis and assessment of mental retardation; and
- 6 3) Curriculum and methods in mental retardation at the elementary
- 7 level, secondary level, or both.
- 8 c. Student teaching in mental retardation at the elementary level,
- 9 secondary level, or both. A teacher who holds a regular Wisconsin
- 10 license in at least one category of special education, who has com-
- 11 pleted at least three years of successful teaching experience including
- 12 at least one year of successful teaching experience in mental retarda-
- 13 tion, and who has completed an approved university supervised on-the-job
- 14 practicum in mental retardation may have the student teaching require-
- 15 ment waived.
- 16 2. 807 Severely Handicapped - K-12
- 17 a. Completion of requirements listed in par. (a) 1 and 2.
- 18 b. A minimum of 18 semester credits including:
- 19 1) A minimum of 6 credits in the characteristics of children with
- 20 severe mental retardation and developmental disabilities, severe
- 21 communication deficits, severe physical disabilities, and behavioral
- 22 disorders;
- 23 2) Educational diagnosis and assessment of the severely handicapped;
- 24 3) Curriculum and methods in severely handicapped; and
- 25 4) Cooperative programming with community, health, and social
- 26 services.

1 c. Student teaching in severely handicapped. A teacher who holds a regular
2 Wisconsin license in at least one category of special education, who
3 has completed at least three years of successful teaching experience
4 including at least one year of successful teaching experience in
5 severely handicapped, and who has completed an approved university super-
6 vised on-the-job practicum in severely handicapped may have the student
7 teaching requirement waived.

8 3. 811 Learning disabilities - K-8 or 7-12 or K-12

9 a. Completion of requirements listed in par. (a) 1 and 2.

10 b. A minimum of 12 semester credits including:

11 1) Introduction to learning disabilities;

12 2) Educational diagnosis and assessment of learning disabilities;

13 3) Curriculum and methods in learning disabilities at the elementary
14 level, secondary level, or both; and

15 4) Remedial reading.

16 c. Student teaching in learning disabilities at the elementary level,
17 secondary level, or both. A teacher who holds a regular Wisconsin
18 license in at least one category of special education, who has com-
19 pleted at least three years of successful teaching experience including
20 at least one year of successful teaching experience in learning dis-
21 abilities, and who has completed an approved university supervised on-
22 the-job practicum in learning disabilities may have the student
23 teaching requirement waived.

24 4. 830 Emotional Disturbance - K-8 or 7-12 or K-12

25 a. Completion of requirements listed in par. (a) 1 and 2.

26 b. A minimum of 12 semester credits including:
27

- 1) Introduction to emotional disturbance;
 - 2) Educational diagnosis and assessment of emotional disturbance including special attention to remedial reading;
 - 3) Curriculum and methods in emotional disturbance at the elementary level, secondary level, or both; and
 - 4) Management of the emotionally disturbed.
- c. Student teaching in emotional disturbance at the elementary level, secondary level, or both. A teacher who holds a regular Wisconsin license in at least one category of special education, who has completed at least three years of successful teaching experience including at least one year of successful teaching experience in emotional disturbance, and who has completed an approved university supervised on-the-job practicum in emotional disturbance may have the student teaching requirement waived.
5. 805 Hearing Impaired - K-8 or 7-12 or K-12
- a. Completion of requirements listed in par. (a) 1 and 2.
 - b. A minimum of 18 semester credits including:
 - 1) Introduction to hearing impairment;
 - 2) Curriculum, media and methods in hearing impairment at the elementary level, secondary level, or both;
 - 3) Language problems and development for the hearing impaired;
 - 4) Speech for the hearing impaired;
 - 5) Speech reading and auditory training for the hearing impaired; and
 - 6) Manual communication.
 - c. Student teaching in hearing impairment at the elementary level, secondary level, or both.
 - d. For a regular license at the secondary level, the applicant must complete the general requirements in PI 3.07(4)(a) relating to a teaching minor.

- 1 6. 825 Visually Impaired - K-8 or 7-12 or K-12
- 2 a. Completion of requirements listed in par. (a) 1 and 2.
- 3 b. A minimum of 18 semester credits including:
- 4 1) Introduction to visual impairment;
- 5 2) Teaching methods in reading and writing of braille, optacon, and
- 6 in other communication skills;
- 7 3) Teaching methods in orientation and mobility;
- 8 4) Structure, function, and pathological implications of the eye;
- 9 5) Instructional aids and materials for the visually impaired; and
- 10 6) Teaching activities of daily living skills.
- 11 c. Student teaching in visually impaired at the elementary level,
- 12 secondary level, or both. A teacher who holds a regular Wisconsin
- 13 license in at least one category of special education, who has com-
- 14 pleted at least 3 years of successful teaching experience including
- 15 at least one year of successful teaching experience in visually
- 16 impaired, and who has completed an approved university supervised on-
- 17 the-job practicum in visually impaired may have the student teaching
- 18 requirement waived.
- 19 d. For a regular license at the secondary level, the applicant must com-
- 20 plete the general requirements in PI 3.07(4)(a) relating to a teaching
- 21 minor.
- 22 7. 826 Orientation and Mobility - K-12. Effective July 1, 1986, a regular
- 23 license shall be issued to an applicant who has completed:
- 24 a. A minimum of 12 semester credits in general professional education
- 25 course work, including:

- 1) Child or adolescent psychology;
 - 2) Measurement and evaluation;
 - 3) Psychology of education or educational psychology; and
 - 4) Curriculum and methods of instruction.
- b. An orientation and mobility program approved by the American Association of Workers for the Blind/Association for Education of the Visually Handicapped.
8. 815 Orthopedic Disability - K-12. In addition to the requirements in par. (a) 1 and 2, a minimum of 12 semester credits is required including:
- a. Required:
 - 1) Methods of teaching the orthopedically disabled; and
 - 2) Student teaching the orthopedically disabled.
 - b. Electives:
 - 1) Kinesiology or physical reconstruction;
 - 2) Remedial reading;
 - 3) Survey of pathology of orthopedic conditions;
 - 4) Survey of speech correction techniques; and
 - 5) Techniques of teaching mentally retarded.
9. 808 Early childhood - exceptional educational needs. All persons employed as teachers of early childhood - exceptional educational needs must hold a license to teach in this area.
- a. A regular license may be issued to an applicant to teach early childhood - exceptional educational needs who has completed an Approved Program and who has received the institutional endorsement for a license to teach in this area. The applicant for this license must have completed a minimum of 34 semester credits including:

- 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 to 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; and
 - 13) Parent training and family involvement of the young exceptional child.
10. 820 Speech or Language Disability - K-12. A regular license as a speech therapist may be issued to an applicant who has completed an Approved Program and who has received the institutional endorsement and who has completed or possesses:
- a. A master's degree in communicative disorders (speech pathology, audiology, and language disorders) with undergraduate training including a minimum of 60 semester credits of which a minimum of 24 semester credits are graduate credit. Courses are to be selected from the suggested content areas which follow:
 - b. 18 semester credits in professional education including:

- 1) A minimum of 9 semester credits in basic and related areas
selected from such content areas as:
- a) Required:
 - i. Child/adolescent development; and
 - ii. Learning theory.
 - b) Electives:
 - i. Child/adolescent psychology;
 - ii. Clinical psychology;
 - iii. Developmental/remedial reading;
 - iv. Educational psychology or psychology of learning;
 - v. Interprofessional relationships;
 - vi. Personality adjustment;
 - vii. Physiological psychology; and
 - viii. Statistics.
- 2) A minimum of 6 semester credits in practicum to include a minimum of 300 clock hours of supervised student practicum; of this, a minimum of 200 clock hours must be earned in working with pre-school and school age children; of this, a minimum of 100 clock hours must be earned in a school setting under the supervision of a Wisconsin licensed speech and hearing therapist. A minimum of 150 of the total clock hours earned must be at the graduate level. Such practicum should include experience with a wide range of speech and language pathologies as well as auditory testing and hearing rehabilitation.
- 3) A minimum of 3 semester credits in methods or procedures in school speech and hearing programs.

- 1 c. A minimum of 6 semester credits in supportive content areas selected
2 from:
- 3 1) Required (at least one):
- 4 a) Nature of the exceptional child;
- 5 b) Psychology of the exceptional child;
- 6 c) Guidance of the exceptional child.
- 7 2) Electives:
- 8 a) Abnormal or clinical psychology;
- 9 b) Guidance and counseling;
- 10 c) Learning disabilities;
- 11 d) Psychological appraisal of the orthopedically disabled;
- 12 e) Psychological testing.
- 13 d. A minimum of 36 semester credits as follows:
- 14 1) A minimum of 12 semester credits in fundamental information
15 applicable to the normal development and use of oral communication
16 and hearing selected from such content areas as:
- 17 a) Required:
- 18 i. Anatomy and physiology of speech and hearing;
- 19 ii. Phonetics;
- 20 iii. Development of speech, language, and hearing.
- 21 b) Electives:
- 22 i. Acoustics;
- 23 ii. Communication theory;
- 24 iii. Language theory;
- 25 iv. Linguistics;
- 26 v. Psychology of speech and hearing;
- 27 vi. Social/cultural aspects of oral communication;

- 1 vii. Speech and hearing science;
- 2 viii. Theory of hearing.
- 3 2) A minimum of 15 semester credits in diagnostic and evaluative
- 4 techniques and in clinical procedures and management beyond
- 5 survey courses, including:
- 6 a) Impairments of articulation;
- 7 b) Impairments of fluency;
- 8 c) Impairments of voice;
- 9 d) Language disorders;
- 10 e) Neuromuscular impairments of speech;
- 11 f) Orofacial disorders.
- 12 3) A minimum of 9 semester credits in diagnostic evaluative techniques
- 13 and in auditory rehabilitation, including:
- 14 a) Auditory disorders;
- 15 b) Hearing conservation;
- 16 c) Speech and language for the hearing impaired.
- 17 11. 812 Occupational Therapist - K-12. Any person employed by a school system as
- 18 a school occupational therapist must hold a license issued by the department.
- 19 a. Effective July 1, 1978, a school occupational therapist must complete
- 20 or possess:
- 21 1) A license to serve as an occupational therapist issued by the
- 22 appropriate professional licensing authority.
- 23 2) A minimum of 9 semester credits in professional special educa-
- 24 tion such as:

- 1 a) Adaptive physical education;
- 2 b) Behavior modification for the exceptional child;
- 3 c) Early childhood special education;
- 4 d) Educational assessment/diagnosis of the exceptional child;
- 5 e) Elective(s) in special education;
- 6 f) Guidance of exceptional children;
- 7 g) Introductory course to a specific area of exceptionality;
- 8 h) Language development for the exceptional child;
- 9 i) Language disorders.

10 12. 817 Physical Therapist - K-12.

- 11 a. A regular license as a school physical therapist may be issued to an
- 12 applicant who is licensed as a physical therapist by the Wisconsin
- 13 department of regulation and licensing, medical examining board.

14 13. Exceptional Education - Special Fields - K-8, 7-12, or K-12.

- 15 a. A person licensed in any of the special fields listed below who has a
- 16 specific assignment to teach exceptional children in that field, must
- 17 hold a license in exceptional education if program reimbursement is
- 18 to be approved. Those special fields are:

- 19 1) 860 Physical Education - special education;
- 20 2) 861 Music - special education;
- 21 3) 862 Art - special education;
- 22 4) 863 Home Economics - special education;
- 23 5) 864 Industrial Arts - special education;
- 24 6) 865 Business Education - special education;
- 25 7) 866 Agriculture - special education.

- 1 b. A regular license may be issued to an applicant who has completed or
2 possesses:
- 3 1) Eligibility for a license in one of the special fields named above.
4 2) A minimum of 9 semester credits in:
- 5 a) Psychology or nature of exceptional children;
6 b) Practicum in the area of specialization with exceptional
7 children;
8 c) Elective in special education.
- 9 3) A statement from the institution at which the above course work
10 was completed attesting to the competence of the applicant in
11 the area of specialization with exceptional children.
- 12 14. 883 Special Education Program Aide. A regular license to serve as a special
13 education program aide may be issued to an applicant who has completed or
14 possesses:
- 15 a. A minimum of 18 years of age;
16 b. A minimum of 3 years of experience in supervision of structured youth
17 activities; or
18 c. A minimum of 3 years of college education; or
19 d. A combination of b and c totaling 3 years; or
20 e. A planned 2-year program in child care and development approved by the
21 department.

The rules in this order shall take effect on July 1, 1986.

Dated this 29th of August, 1983.


Herbert J. Grover Deputy
State Superintendent

Administrative Rule
FISCAL NOTE

Agency Department of Public Instruction	Rule No. PI 3
Subsection	

Subject (Title) of Rule This rule will affect requirements for obtaining special education licenses in mental retardation, severely handicapped, learning disabilities, emotional disturbance, hearing disability, visual disability, and orientation and mobility of the visually impaired.

Local Fiscal Effect

- Local: Increase/decrease Existing Fiscal Liability No Local Fiscal Effect
 Create New Fiscal Liability
 Increase/Decrease Existing Revenues

Types of Local Governmental Units Affected:

- () Towns () Villages () Cities () Counties () Others _____

Is Fiscal Effect: () Permissive () Mandatory

Assumptions and methodology used in arriving at local fiscal impact or rationale for concluding that there is no fiscal impact.

The changes provide opportunities for teachers to become more broadly qualified in special education areas. This could improve schools' abilities to provide necessary services with fewer staff. For certain special education licenses, however, the new rule requires increased specialization - so this could increase schools' hiring needs. The future fiscal effect of these changes cannot be estimated accurately.

These changes will not affect permanently licensed teachers and will not mandate that regularly licensed teachers earn additional credits at a cost to them or their employers. Current teachers working to obtain new licenses or choosing to meet new certification requirements may incur additional costs.

These changes would affect a teacher training institution inadequately staffed to handle course requirements. Such an institution could adjust to the new certification rules by reallocating resources.

Long-Range Fiscal Implications

B. Dean Broules, Deputy 3/15/83

 Agency Head Signature Date



THE STATE OF WISCONSIN • DEPARTMENT OF PUBLIC INSTRUCTION

125 South Webster Street • Box 7841 • Madison, Wisconsin 53707

Herbert J. Grover, State Superintendent / B. Dean Bowles, Deputy State Superintendent

September 13, 1983

Gary Poulson, Assistant Revisor
Revisor of Statutes Bureau
411 West, State Capitol
Madison, WI 53702

Dear Mr. Poulson:

Enclosed are copies of rules recently filed by the Department with the Secretary of State's office. These rules affect teacher certification requirements in the following areas: instructional library media, school counseling, and special education.

Would it be possible to publish these in the code now? Please note pages from the enclosed 1979 code which included both present and pending certification requirements for school administrators. Please let me know if this is possible.

Sincerely,

A handwritten signature in cursive script that reads "Dianne E. Reynolds".

Dianne E. Reynolds
Administrative Rules Coordinator

Enclosures

cc: Jack Lawrence, Program Administrator
Certification Section