

CR 86-156

CERTIFICATE

STATE OF WISCONSIN )  
DEPARTMENT OF PUBLIC INSTRUCTION ) SS

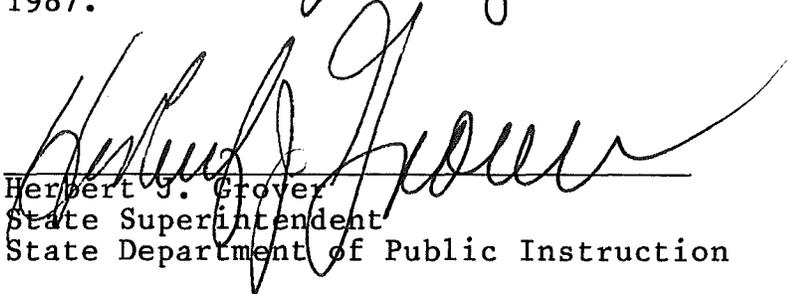
I, State Superintendent of the Department of Public Instruction and custodian of the official records of said department, do hereby certify that the annexed rule relating to teacher education program approval standards was duly approved and adopted by this Department on the first day of the month following publication in the Wisconsin Administrative Register.

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.

RECEIVED

JAN 13 1987  
8:45 am  
Revisor of Statutes  
Bureau

IN TESTIMONY WHEREOF, I hereunto set my hand and affixed the official seal of the Department at General Executive Facility (GEF) 3, 125 South Webster Street, P.O. Box 7841, in the city of Madison, this 9th day of January, 1987.

  
Herbert S. Grover  
State Superintendent  
State Department of Public Instruction

3-1-87

ORDER OF THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
AMENDING RULES

1           To repeal PI 4.01 (15); to renumber PI 4.01 (4), (5), (6), (12) and (14), PI 4.07 to  
2 4.12, PI 4.13(1)(a) to (e), and (2)(a) to (j), PI 4.14 and 4.16 to 4.50; to renumber and  
3 amend PI 4.01(1) to (3), (7) to (11) and (13), PI 4.02(3)(b), PI 4.13(title), (intro.) and  
4 (1) (title) and (intro.), PI 4.15 and the titles to PI 4.32 to 4.35 and 4.44 to 4.48;  
5 to amend the table of contents to PI 4, PI 4.06 (3)(a) and (b), (4)(a) and (f), (5)(b),  
6 (6)(a) (intro.), 1 and 3, (b), (c) 1a and b and 2 and 3, subch. IV (title) and V (title) to  
7 PI 4; and to create PI 4.01(1), (7), (11) and (18), PI 4.02(3)(b)2., PI 4.06 (3)(g) and  
8 and (h), PI 4.07, PI 4.10 (3) (4), subch. VI (title) to PI 4, PI 4.29, PI 4.34, PI 4.35,  
9 PI 4.54 to 4.59, subch. VII (title) to PI 4, PI 4.60, PI 4.61 (9), PI 4.62 to 4.66,  
10 subch. VIII (title) to PI 4, PI 4.67 to 4.75, and PI 4.78, relating to teacher education  
11 program approval standards.

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Analysis by the Department of Public Instruction

Section 115.28 (7), Stats., requires the state superintendent to prescribe by rule standards and procedures for the approval of teacher preparatory programs leading to licensure in Wisconsin. Chapter PI 4, which was effective May 1, 1986, contains the program approval procedures and standards applicable to most undergraduate teacher or school professional license programs.

This proposed amendment to chapter PI 4 contains the program approval standards for undergraduate professional education programs in environmental studies, journalism, special education, vocational education and the undergraduate library/media specialist program.

The proposed rules contain program approval standards for advanced programs leading to certification for pupil services, reading, library/media and instructional technology, and speech and language pathology.

The addition of advanced programs to ch. PI 4 requires that parts of the rule be amended to include terminology which accommodates both undergraduate and advanced programs, to add requirements for practicums and graduate internships to the requirements for clinical programs, and to include requirements for faculty administering advanced programs and

supervising advanced clinical programs. Also, sections of the rule have been renumbered and reorganized to accommodate the advanced programs, more clearly show the relationship between parts of the rule, and make addition of future advanced programs more easily accomplished.

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1 Pursuant to the authority vested in the state superintendent of public instruction by  
2 ss. 115.28(7) and 118.19(3), Stats., and interpreting ss. 115.28(7) and 118.19(3), Stats.,  
3 the state superintendent hereby amends rules as follows:

4 SECTION 1. The table of contents to PI 4 is amended to read:

CHAPTER PI 4

TEACHER EDUCATION PROGRAM APPROVAL, PROGRAM APPROVAL RULES, AND APPEAL

Subchapter I  
DEFINITIONS

PI 4.01 Definitions

Subchapter II

TEACHER EDUCATION PROGRAM APPROVAL, APPEALS, AND REVIEW OF RULES

PI 4.02 Teacher Education Program Approval  
PI 4.025 Approval of Experimental and Innovative Programs  
PI 4.03 Appeal Procedure  
PI 4.04 Conditional Approval of Noncomplying Programs  
PI 4.05 Review and Modification of Rules

Subchapter III

ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

PI 4.06 Organization and Administration of Teacher Education

Subchapter IV

GENERAL AND PROFESSIONAL EDUCATION: COMMON RULES

PI 4.07 Certification Rules  
PI 4.08 General Education  
PI 4.09 Professional Education Rules: Common Rules  
PI 4.10 Clinical Programs  
PI 4.11 Human Relations

Subchapter V  
PROFESSIONAL EDUCATION SEQUENCES

- PI 4.12 Early Childhood and Kindergarten Education: Specific Rules
- PI 4.13 Elementary Education: Specific Rules
- PI 4.16 Secondary Education: Specific Rules

Subchapter VI  
SUBJECT AREA MAJORS, MINORS AND CONCENTRATIONS

- PI 4.17 Applicability
- PI 4.18 Anthropology
- PI 4.19 Art
- PI 4.20 Bilingual and Bicultural Education
- PI 4.21 Coaching Athletics
- PI 4.22 Computer Science
- PI 4.23 Dance
- PI 4.24 Drama
- PI 4.25 Driver Education
- PI 4.26 Economics
- PI 4.27 English
- PI 4.28 English as a Second Language
- PI 4.29 Environmental Studies
- PI 4.30 Foreign Languages
- PI 4.31 Geography
- PI 4.32 Health Education
- PI 4.33 History
- PI 4.34 Instructional Library Media Specialist: Initial Program
- PI 4.35 Journalism
- PI 4.36 Mathematics
- PI 4.37 Music: Common Rules
- PI 4.38 Choral Music: Specific Rules
- PI 4.39 General Music: Specific Rules
- PI 4.40 Instrumental Music: Specific Rules
- PI 4.41 Philosophy
- PI 4.42 Physical Education
- PI 4.43 Political Science
- PI 4.44 Psychology
- PI 4.45 Religious Studies
- PI 4.46 Science: Common Rules
- PI 4.47 Biology: Specific Rules
- PI 4.48 Chemistry: Specific Rules
- PI 4.49 Earth Science: Specific Rules
- PI 4.50 Physical Science: Specific Rules
- PI 4.51 Physics: Specific Rules
- PI 4.52 Sociology
- PI 4.53 Speech
- PI 4.54 Vocational Education: Common Rules
- PI 4.55 Agriculture: Specific Rules
- PI 4.56 Business Education: Specific Rules
- PI 4.57 Home Economics: Specific Rules

- PI 4.58 Marketing Education: Specific Rules
- PI 4.59 Technology Education: Specific Rules

Subchapter VII  
SPECIAL EDUCATION BACCALAUREATE PROGRAMS

- PI 4.60 Special Education: Common Rules
- PI 4.61 Early Childhood Exceptional Educational Needs: Specific Rules
- PI 4.62 Emotional Disturbance: Specific Rules
- PI 4.63 Hearing Impaired: Specific Rules
- PI 4.64 Learning Disabilities: Specific Rules
- PI 4.65 Mild or Moderate Mental Retardation: Specific Rules
- PI 4.66 Severely Handicapped: Specific Rules

Subchapter VIII  
ADVANCED PROGRAMS

- PI 4.67 Applicability
- PI 4.68 Instructional Library Media Specialist
- PI 4.69 Instructional Library Media Supervisor
- PI 4.70 Instructional Technology Specialist
- PI 4.71 Pupil Services Programs: Common Rules
- PI 4.72 School Counseling: Specific Rules
- PI 4.73 School Nursing: Specific Rules
- PI 4.74 School Psychology: Specific Rules
- PI 4.75 School Social Work: Specific Rules
- PI 4.76 Reading Specialist
- PI 4.77 Reading Teacher
- PI 4.78 Speech and Language Pathology

1 SECTION 2. PI 4.01 (1) to (3) are renumbered PI 4.01 (2) to (4) and amended to read:

2 PI 4.01 (2) "Clinical program" means supervised experiences in a school setting  
3 which provide practical experience for the ~~teacher-education~~ student enrolled in a pro-  
4 fessional education program including prestudent teaching, ~~and~~ student teaching,  
5 practicum and graduate internships.

6 (3) "Concentration" means a field of study in which a student completes at least 12  
7 semester credits ~~and may receive~~ as part of an approved program leading to certification.

8 (4) "Cooperating teacher" means a departmentally licensed ~~teacher~~ school  
9 professional in a private or public nursery, elementary, middle, junior high, or high school  
10 who supervises ~~student teachers~~ students during their clinical programs in cooperation  
11 with the college or university supervising ~~teacher~~ staff and who meets criteria described  
12 in s. PI 3.26.

1 SECTION 3. PI 4.01 (1) is created to read:

2 PI 4.01 (1) "Advanced program" means a professional education program leading to  
3 certification offered at the post baccalaureate level.

4 SECTION 4. PI 4.01 (4) (5) and (6) are renumbered PI 4.01 (5) (6) and (8).

5 SECTION 5. PI 4.01 (7) and (8) are renumbered PI 4.01(9) and (10) and amended to  
6 read:

7 PI 4.01(9) "Major" means a field of study in which a student completes at least 34  
8 semester credits ~~and may receive~~ as part of an approved program leading to certification.

9 (10) "Minor" means a field of study which a student completes at least 22 semester  
10 credits ~~and may receive~~ as part of an approved program leading to certification.

11 SECTION 6. PI 4.01 (7) is created to read:

12 PI 4.01 (7) "Graduate internship" means an advanced level of paid full-time super-  
13 vised work experience in an elementary or secondary school.

14 SECTION 7. PI 4.01(9) to (11) are renumbered PI 4.01 (12) to (14) and amended to  
15 read:

16 PI 4.01 (12) "Professional education sequence" means the educational foundations,  
17 the ~~teaching~~ instructional materials and methodology course work, and the ~~prestudent~~  
18 ~~teaching and student teaching experiences~~ clinical program designed for students enrolled  
19 in a ~~teacher~~ professional education program.

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

23 (14) ~~"SCDE"~~ "SCD" means a school, college, or ~~department of education in~~ division  
24 within a private or public college or university engaged in the preparation of professional  
25 school personnel in Wisconsin.

26 SECTION 8. PI 4.01 (11) is created to read:

1           **PI 4.01 (11)** "Practicum" means supervised experience in a school, clinic or other  
2 setting which provides practical application of theory and experience for the student in an  
3 advanced program.

4           **SECTION 9.** PI 4.01 (12) is renumbered PI 4.01 (15).

5           **SECTION 10.** PI 4.01 (13) is renumbered PI 4.01 (16) and amended to read:

6           **PI 4.01 (16)** "Student teacher teaching" means ~~a college or university student pre-~~  
7 ~~paring for the teaching profession assigned to classroom practice~~ through observation,  
8 participation, and actual teaching under the direction of a college or university supervisor  
9 of student teachers and a cooperating teacher as a part of the professional education  
10 program offered by an institution.

11           **SECTION 11.** PI 4.01 (14) is renumbered PI 4.01 (17).

12           **SECTION 12.** PI 4.01 (15) is repealed.

13           **SECTION 13.** PI 4.01 (18) is created to read:

14           **PI 4.01 (18)** "Teacher education" means the preparation of professional school  
15 personnel through approved professional education programs offered at the baccalaureate  
16 or post baccalaureate level.

17           **SECTION 14.** PI 4.02(3)(b) is renumbered PI 4.02(3)(b)1. and amended to read:

18           **PI 4.02(3)(b)1.** By Except as indicated in subd. 2, by January 1, 1987, all institutions  
19 and ~~SEDEs~~ SCDs which offer professional education programs leading to certification in  
20 Wisconsin shall submit to the department, for departmental approval, written evidence  
21 that their program complies with the requirements of this chapter, or a plan and  
22 timetable, subject to departmental approval, which ensures that students who enroll at  
23 the institution after July 1, 1987, and graduate after August 30, 1990, shall be able to  
24 complete each requirement of this chapter.

25           **SECTION 15.** PI 4.02(3)(b)2. is created to read:

1           PI 4.02(3)(b)2. The plan and timetable required under subd. 1 shall be submitted by  
2 July 1, 1987, for the following programs: environmental studies under s. PI 4.29,  
3 journalism under s. PI 4.35, vocational education under ss. PI 4.54 to 4.59, special  
4 education under subch. VII to this chapter, and advanced programs under subch. VIII to  
5 this chapter.

6           SECTION 16. PI 4.06 (3) (a) and (b) are amended to read:

7           PI 4.06 (3) (a) The institution shall have written evidence that each advanced  
8 program, teaching major, minor, concentration, and each professional education sequence  
9 is administered by a faculty member holding a minimum of a master's degree or its  
10 equivalent. This faculty member's primary responsibility shall be to the advanced  
11 program, major, minor, concentration, or professional education sequence headed, and the  
12 master's degree or equivalent shall be in the principal discipline of that program or  
13 sequence.

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

17           SECTION 17. PI 4.06 (3) (g) and (h) are created to read:

18           PI 4.06 (3) (g) The institution shall have written evidence that at least 50% of full-  
19 time equivalent faculty in each advanced program hold an earned doctorate degree or the  
20 terminal degree in the advanced program area.

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

24           SECTION 18. PI 4.06 (4) (a) and (f) are amended to read:

25           PI 4.06 (4) (a) The institution shall provide a library as the primary materials  
26 resource center of the institution. The library shall adequately support the instruction,  
27 research, and services pertinent to the needs of professional education programs.  
28 Materials shall be organized and indexed in such a way that faculty and students can

1 easily locate and gain access to materials housed at the institution ~~and to materials~~  
2 ~~housed elsewhere through an interlibrary loan procedure.~~ The library shall provide appro-  
3 priate indexes, directories, database searching services, union catalogs, and interlibrary  
4 loan agreements to enable access to information and materials housed outside the institu-  
5 tion.

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

10 SECTION 19. PI 4.06 (5) (b) is amended to read:

11 PI 4.06 (5) (b) The institution shall maintain a cumulative record on each of its  
12 students which includes a transcript and written evaluations of field experiences during  
13 the clinical program.

14 SECTION 20. PI 4.06 (6) (a) (intro.), 1 and 3 are amended to read:

15 PI 4.06 (6) (a) The ~~SCDE~~ SCD shall establish standards for admission to under-  
16 graduate and advanced professional education programs leading to certification which  
17 shall include the following:

18 1. A cumulative grade point average of not less than 2.5 on a 4.0 scale computed on  
19 at least 40 semester credits of collegiate level course work; ~~or standing for undergraduate~~  
20 programs or a cumulative grade point average in the bachelor's degree of not less than  
21 2.75 on a 4.0 scale for advanced program admission. Standing in the upper 50% of the  
22 class as determined by written institutional policy may be accepted for undergraduate or  
23 advanced program admission in lieu of grade point average. Exceptions to the established  
24 minimum grade point average or the class standing requirement may be granted to no  
25 more than 10% of the total number of students admitted to the ~~preparation~~ professional  
26 education program for each admission period. The ~~SCDE~~ SCD shall adopt written policies  
27 and procedures pertaining to exercising exceptions to the established minimum grade

1 point average and the class standing requirement. The written policies and procedures  
2 shall include a student appeal process.

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

7 SECTION 21. PI 4.06 (6) (b) is amended to read:

8 PI 4.06 (6) (b) The institution shall obtain and maintain information relative to  
9 candidates applying for admission to the professional education program. The information  
10 maintained shall include high school transcript, rank in high school graduating class, high  
11 school grade point average, scores on standardized tests such as the ACT and the SAT,  
12 any previous transcripts, and the grade point average and class rank at admission to the  
13 professional education program.

14 SECTION 22. PI 4.06 (6) (c) 1.a. and b. are amended to read:

15 PI 4.06 (6) (c) 1. a. A minimum grade point average of 2.75 on a 4.0 scale for under-  
16 graduate programs or a minimum grade point average of 3.0 on a 4.0 scale for advanced  
17 programs, based on course work in the major, minor, and concentration, or in the  
18 advanced program, and in professional education course work except student teaching in  
19 the clinical program; or standing in the upper 50% of the class as determined by written  
20 institutional policy; or

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

26 SECTION 23. PI 4.06 (6) (c) 2. and 3. are amended to read:



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

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

- 8 1. Criteria for admission to the practicum.
- 9 2. Objectives to be fulfilled by each participating student in the practicum  
10 including various activities usually performed in a school setting. These include, but are  
11 not limited to, instruction, supervision, pupil evaluation, conferences with parents, and  
12 faculty meetings.
- 13 3. Criteria for evaluation of students enrolled in the practicum.

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

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

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

23 (f) A primary supervisor from the advanced program shall be assigned to each  
24 student enrolled in the practicum which occurs in the school settings. The primary  
25 supervisor shall have paid elementary or secondary school experience in the advanced  
26 program area or other paid experience working with children in the advanced program  
27 area as approved by the state superintendent.

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

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

6           (i) At least 4 written evaluations based upon observation by the cooperating  
7 teacher and by the college or university supervisor shall be required during each student's  
8 practicum. At least one of the 4 evaluations shall be written by the primary supervisor.  
9 The other evaluations may be written by the cooperating teacher, primary supervisor or  
10 collaboratively. Evaluation procedures shall include at least 2 conferences involving the  
11 practicum student, the cooperating teacher and the primary supervisor. The cooperating  
12 teacher's evaluation of the practicum shall become part of the student's permanent  
13 record. Other evaluations by elementary and secondary professional school personnel  
14 which attest to competency of the student as a prospective school professional may also  
15 be included in the permanent record.

16           (4) GRADUATE INTERNSHIP PROGRAM. The advanced program shall include a  
17 graduate internship where required under ch. PI 3 or this chapter. The graduate internship  
18 shall meet the following requirements:

19           (a) The graduate internship shall be developmental in scope and sequence and  
20 occur in school settings for a minimum of one semester following the local school district  
21 calendar, unless the rules for a particular advanced program provide more specific  
22 requirements. The agreements and working relationships between the schools and the  
23 institution shall depend upon school policy and negotiated agreements. The agreements  
24 established regarding the graduate internship shall be mutually developed by personnel  
25 from participating schools and from the program.

1 (b) Written policies and procedures describing the graduate internship shall be  
2 developed and communicated to students in the advanced program, faculty involved, and  
3 participating school personnel. The policies and procedures shall include but not be  
4 limited to:

5 1. Criteria for admission to include successful completion of any practicum  
6 requirements within the advanced program.

7 2. Objectives to be fulfilled by each participating student in the graduate intern-  
8 ship, including various activities usually performed in a school setting. These shall  
9 include, but not be limited to, instruction, supervision, pupil evaluation, conferences with  
10 parents, and faculty meetings.

11 3. Criteria for evaluation of students enrolled in the graduate internship.

12 (c) Supervision and principal responsibility for the student shall rest directly with  
13 the licensed local school district supervisor and indirectly with the college or university  
14 supervisor.

15 SECTION 30. PI 4.11 is renumbered PI 4.13.

16 SECTION 31. PI 4.12 is renumbered PI 4.16.

17 SECTION 32. PI 4.13 (title), (intro.), and (1) (title) and (intro.) are renumbered  
18 PI 4.10 (title), (intro.), and (1) (title) and (intro.) and amended to read:

19 PI 4.10 CLINICAL PROGRAMS. The ~~SCDE~~ SCD shall arrange for practicums and  
20 graduate internships for advanced programs and for prestudent teaching, student teaching  
21 and other supervised clinical experiences in elementary and secondary school settings for  
22 all other professional education programs as required under ch. PI 3 or this chapter. The  
23 agreements and working relationships between the schools and the institution shall depend  
24 principally upon school policy and negotiated agreements. The agreements established  
25 regarding the clinical ~~experience~~ programs shall be mutually developed by personnel from  
26 participating schools and from the ~~SCDE~~ SCD.

1 (1) PRESTUDENT TEACHING PROGRAMS. The prestudent teaching ~~clinical~~  
2 ~~experience~~ program shall meet the following requirements:

3 SECTION 33. PI 4.13 (1) (a) to (e) and (2) (a) to (j) are renumbered 4.10 (1) (a) to (e)  
4 and (2) (a) to (j).

5 SECTION 34. PI 4.14 is renumbered PI 4.11.

6 SECTION 35. Subchapter V (title) to PI 4 is moved to precede PI 4.12 and amended  
7 to read:

8 Subchapter V

9 PROFESSIONAL EDUCATION SEQUENCES

10 SECTION 36. PI 4.15 is renumbered PI 4.17 and amended to read:

11 PI 4.17 APPLICABILITY. Sections PI ~~4.16~~ 4.18 through ~~4.50~~ 4.59 contain the  
12 specific standards for ~~certification~~ programs in areas in which professional education  
13 students may complete a major, minor, or a concentration and receive certification. Each  
14 program shall meet the requirements of subch. IV and the applicable professional  
15 education sequence or sequences in subch. V. Chapter PI 3 contains the specific  
16 certification requirements for each type of certification.

17 SECTION 37. Subchapter VI (title) to PI 4 is inserted to precede PI 4.17 and created  
18 to read:

19 Subchapter VI

20 SUBJECT AREA MAJORS, MINORS AND CONCENTRATIONS

21 SECTION 38. PI 4.16 to 4.26 are renumbered PI 4.18 to 4.28.

22 SECTION 39. PI 4.27 to 4.30 are renumbered PI 4.30 to 4.33.

23 SECTION 40. PI 4.31 is renumbered PI 4.36.

24 SECTION 41. PI 4.32 to 4.35 are renumbered PI 4.37 to 4.40 and PI 4.37(title),  
25 4.38(title), 4.39(title), and 4.40(title), as renumbered, are amended to read:

26 PI 4.37 MUSIC: COMMON RULES.

1        **PI 4.38 CHORAL MUSIC: SPECIFIC RULES.**

2        **PI 4.39 GENERAL MUSIC: SPECIFIC RULES**

3        **PI 4.40 INSTRUMENTAL MUSIC: SPECIFIC RULES.**

4        SECTION 42. PI 4.36 to 4.39 are renumbered PI 4.41 to 4.44.

5        SECTION 43. PI 4.40 and 4.41 are renumbered PI 4.77 and 4.76.

6        SECTION 44. PI 4.42 and 4.43 are renumbered PI 4.45 and 4.46.

7        SECTION 45. PI 4.44 to 4.48 are renumbered PI 4.47 to 4.51 and PI 4.47(title),  
8        4.48(title), 4.49(title), 4.50(title) and 4.51(title), as renumbered, are amended to read:

9        **PI 4.47 BIOLOGY: SPECIFIC RULES.**

10       **PI 4.48 CHEMISTRY: SPECIFIC RULES.**

11       **PI 4.49 EARTH SCIENCE: SPECIFIC RULES.**

12       **PI 4.50 PHYSICAL SCIENCE: SPECIFIC RULES.**

13       **PI 4.51 PHYSICS: SPECIFIC RULES.**

14       SECTION 46. PI 4.49 and 4.50 are renumbered PI 4.52 and 4.53.

15       SECTION 47. PI 4.29 is created to read:

16       **PI 4.29 ENVIRONMENTAL STUDIES.** A professional education program leading to  
17       certification in environmental studies shall meet the following standards:

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

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

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

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

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

5           (6)    The program shall require study of the positive and negative impacts of tech-  
6 nology on the environment.

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

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

11          (9)    The program shall require study of ways in which citizens can actively partici-  
12 pate in the resolution of environmental issues and problems.

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

15                SECTION 48. PI 4.34 and 4.35 are created to read:

16                PI 4.34 INSTRUCTIONAL LIBRARY MEDIA SPECIALIST: INITIAL PROGRAM. A

17 professional education program leading to initial instructional library media specialist  
18 certification shall meet the following standards:

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

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

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

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

2 (c) Provide reference, referral, and retrieval services.

3 (3) The program shall require study of learning theory and methods of instruction  
4 to develop the ability to teach library media skills and help students use instructional  
5 resources.

6 (4) The program shall require study of common audio, projection, television, com-  
7 puter, and production equipment to develop the ability to use the equipment; to instruct  
8 others in its use; and to produce graphic, projected, and electronic media.

9 (5) The program shall require study of the structure and operation of a library  
10 media program, its role in the school's instructional program, and accepted systems for  
11 classifying and cataloging media to develop the ability to:

12 (a) Manage the program's physical, technological, and financial resources.

13 (b) Develop and administer operational procedures.

14 (c) Supervise the acquisition, organization, and retrieval of media.

15 (d) Direct personnel assisting in the operation of the program.

16 (e) Prepare appropriate reports.

17 (f) Identify program needs and use pertinent research in seeking solutions.

18 (g) Apply school laws and regulations pertinent to school library media programs.

19 (6) The program shall require study of personal interaction skills to develop the  
20 ability to work effectively with the educational community and the general public, to  
21 inform the community about available library media services, and to gain the cooperation  
22 of community agencies and professional organizations.

23 **PI 4.35 JOURNALISM.** A professional education program leading to certification in  
24 journalism shall meet the following standards:

25 (1) The program shall require study of the structure and function of mass media  
26 with particular emphasis on journalism, including the following:

- 1 (a) The history of mass media, with emphasis on the United States.
- 2 (b) The theories of mass media.
- 3 (c) The economic, political, and social dimensions of mass media.
- 4 (d) The role of journalism within mass media.
- 5 (2) The program shall require study and practice of communication skills from
- 6 both critical and creative perspectives, including the following:
  - 7 (a) Purposes of communication including: to inform, to persuade, to advocate,
  - 8 and to entertain.
  - 9 (b) Awareness of audience.
  - 10 (c) Forms of communication including: news and information, commentary and
  - 11 advocacy, advertising and persuasion, and entertainment.
  - 12 (d) Stages in media writing including: information gathering, verification,
  - 13 writing, editing, and production.
  - 14 (e) Integration of visual and verbal material for various media including: news-
  - 15 papers, magazines, radio, television, and film.
  - 16 (f) Differences in style and requirements for newspaper, magazine, radio,
  - 17 television, and film.
- 18 (3) The program shall require study of the legal and ethical responsibilities of
- 19 journalism, including the following:
  - 20 (a) Rights under the First Amendment to the United States Constitution,
  - 21 particularly those of student publication.
  - 22 (b) Libel, slander, and copyright laws; right of privacy; commercial speech and
  - 23 broadcast regulation; and open record and open meeting laws.
  - 24 (c) Codes of ethics of professional organizations.
  - 25 (4) The program shall require study and experiences to develop skills in the
  - 26 management of the student media, including the following:

- 1 (a) Adviser role and function including rights and responsibilities.
- 2 (b) Staff organization.
- 3 (c) Budgeting, financing, and relationship with vendors.
- 4 (d) Production technology.
- 5 (e) Relationships with faculty, administrators, parents, and the community.
- 6 (f) Post-production evaluation techniques, including use of rating services.

7 SECTION 49. PI 4.54 to 4.59, Subchapter VII (title) to PI 4, and PI 4.60 are created  
8 to read:

9 **PI 4.54 VOCATIONAL EDUCATION: COMMON RULES.** A professional education  
10 program leading to certification in vocational education shall meet the following  
11 standards:

12 (1) The program shall require study of the philosophies, principles, trends, issues,  
13 and methods of vocational education in elementary and secondary schools.

14 (2) The program shall require study of the application and integration of basic  
15 communication skills, social sciences, science, mathematics, and computer literacy skills  
16 in the vocational education curriculum.

17 (3) The program shall require study of the relationship of vocational education to  
18 the entire program of elementary and secondary education; postsecondary education; and  
19 various professional fields.

20 (4) The program shall require study and experience to develop the ability to plan,  
21 coordinate and evaluate work experience programs.

22 (5) The program shall require study and experience designed to develop skills  
23 necessary to establish and maintain vocational youth organizations.

24 (6) The program shall require study of the vocational education program and cur-  
25 riculum and the special needs and requirements of special populations including, but not  
26 limited to, children at risk, gifted and talented, economically disadvantaged children,  
27 bilingual and bicultural children, and handicapped children.

1           (7)    The program shall require study of curriculum perspectives, curriculum  
2 articulation and the curriculum development process as it relates to all vocational  
3 education curricular areas.

4           (8)    The program shall require study of economics and American economic  
5 institutions, including business operations, agriculture and labor; labor market informa-  
6 tion; economic development and job creation.

7           (9)    The program shall require study of career exploration, planning and  
8 development, including employability skills and attitudes.

9           PI 4.55 AGRICULTURE: SPECIFIC RULES. A professional education program  
10 leading to certification in agriculture shall meet the following standards:

11           (1)    The program shall require expertise in production agriculture and in related  
12 agribusiness.

13           (2)    The program shall require study of the biological, physical, and applied  
14 sciences as they relate to practical solutions of agriculture problems.

15           (3)    The program shall require study of the essentials of production agriculture and  
16 their relationship to the agribusiness industry.

17           (4)    The program shall require study of and experience in plant and soil science and  
18 technology.

19           (5)    The program shall require study of and experience in animal science and tech-  
20 nology.

21           (6)    The program shall require study of and experience in agricultural business  
22 management and technology.

23           (7)    The program shall require study of and experience in agricultural mechanics  
24 science and technology.

25           (8)    The program shall require study and experience to develop an understanding in  
26 one or more of the following specialized occupational areas: agriculture production and

1 marketing, agribusiness management, agricultural equipment and supplies, agricultural  
2 products, ornamental horticulture, agricultural resources, natural resource management,  
3 environmental development and forestry.

4 **PI 4.56 BUSINESS EDUCATION: SPECIFIC RULES.** A professional education  
5 program leading to certification in business education shall meet the following standards:

6 (1) The program shall require study in the following areas: basic business pro-  
7 cedures, consumer education, the American economy, the role of business in a free enter-  
8 prise system, accounting principles and business communications.

9 (2) The program shall require study designed to develop proficiency in administra-  
10 tive support functions and the use and application of computer technology in all areas of  
11 business education.

12 (3) The program shall require study of and experience in the philosophy and objec-  
13 tives of vocational education; occupational technology in the United States; planning,  
14 organizing, and administering an occupational oriented program; planning and organizing  
15 advisory committees; and developing and interpreting surveys.

16 (4) The program shall require study in the planning of educational laboratory faci-  
17 lities.

18 (5) The program shall require study of job requirements and career opportunities  
19 in business occupations.

20 (6) The program shall require study in writing, developing, and implementing busi-  
21 ness programs.

22 (7) The program shall require work experience in a variety of business education  
23 occupational work areas.

24 **PI 4.57 HOME ECONOMICS.** A professional education program leading to certifica-  
25 tion in home economics shall meet the following standards:

1           (1) The program shall require study to develop an understanding and appreciation  
2 of the various meanings of the family throughout time and within various cultures and of  
3 the importance of the family to the development of the individual and society.

4           (2) The program shall require study to develop an understanding of the complexity  
5 of the challenges faced by the family, of the significance of reasoned and ethical actions  
6 related to family challenges, and the effects that actions taken by the family can have on  
7 influencing conditions within the family and society.

8           (3) The program shall require study to develop an understanding of the theoretical  
9 views, principles, resources, and skills that could be used by the family, particularly in the  
10 areas of human development, family relations, food and nutrition, family and consumer  
11 economics, housing, and clothing and textiles.

12           (4) The program shall require study to develop an understanding of the  
13 relationship among home economics related jobs to the family and to other institutions.

14           (5) The program shall require study to develop an understanding of the importance  
15 of nurture and challenge to the development of the learner within the school environment  
16 as well as within the family.

17           (6) The program shall require study and experience to develop the ability to plan,  
18 teach, and evaluate a comprehensive program of home economics using a variety of  
19 delivery systems.

20           PI 4.58 MARKETING EDUCATION. A professional education program leading to  
21 certification in marketing education shall meet the following standards:

22           (1) The program shall require study of and experience in the functions of  
23 marketing, including selling, promotion, pricing, purchasing, marketing information  
24 management, product planning service, distribution, and financing.

1           (2)    The program shall require study of and experience in the economic foundations  
2 of marketing, including basic marketing concepts, economic systems, cost and profit  
3 relationships, international marketing concepts, and economic trends and indicators.

4           (3)    The program shall require study of and experience in human resource founda-  
5 tions, including mathematics, communications, self-understanding, interpersonal skills,  
6 career development and human resource management as they relate to marketing.

7           (4)    The program shall require study of and experience in marketing and business  
8 fundamentals, including functions of business, ownership structures, budget  
9 considerations, business operations and specialized applications of business operations.

10          (5)    The program shall require experience designed to develop the ability to plan,  
11 develop and administer a comprehensive program of marketing education using a variety  
12 of delivery systems.

13          (6)    The program shall require study and experience to develop the ability to con-  
14 duct learning experiences for students with an array of abilities and career objectives.

15          (7)    The program shall require work experience in a variety of marketing education  
16 occupational areas.

17          (8)    The program shall require the development of knowledge, understanding and  
18 practical experience in all aspects of marketing in various business settings, such as  
19 wholesale industrial, retail, service, and support systems.

20           PI 4.59 TECHNOLOGY EDUCATION: SPECIFIC RULES. A professional education  
21 program leading to certification in technology education shall meet the following  
22 standards:

23          (1)    The program shall require study of the role of technology education in relation  
24 to the career development process, occupational preparation programs, and post-  
25 secondary training opportunities.

26          (2)    The program shall require study of the historical development of technology  
27 and its present and future impact on humans and society.

1           (3)    The program shall require study and experiences designed to develop basic  
2 competencies in the areas of communication, construction, manufacturing and transporta-  
3 tion with a major emphasis in one of these areas.

4           (4)    The program shall require study of the technology involved in the industrial  
5 uses of energy, including sources, conversion, transmission, and control and storage of  
6 energy.

7           (5)    The program shall require experiences involving equipment, materials, and  
8 processes used in visual, electronic, and media communications.

9           (6)    The program shall require study of the technological achievements concerned  
10 with the organization of the industrial enterprise; the processes used in manufacturing  
11 articles for mass consumption; and the products derived from processing, including  
12 ceramics, metals, plastics, fibers, woods, synthetics and other materials.

13          (7)    The program shall require study of the following transportation activities:  
14 guidance systems, structures, propulsion, material handling and people transport systems.  
15 These include robotics, pipelines, automotive servicing, conveyors and others.

16          (8)    The program shall require experiences in designing and conducting learning  
17 activities in the various aspects of the construction industries.

18          (9)    The program shall require experiences in designing, constructing, and testing  
19 individual projects and products using tools and materials similar to those used by  
20 industry.

21          (10)   The program shall require study of the management of technology education  
22 programs including budget practices, laboratory or shop organization, tool and equipment  
23 maintenance, materials acquisition, recordkeeping, facility planning, safety and the use of  
24 local advisory committees.

1 Subchapter VII

2 SPECIAL EDUCATION BACCALAUREATE PROGRAMS

3 **PI 4.60 SPECIAL EDUCATION: COMMON RULES.** All professional education  
4 programs leading to certification in special education shall meet the requirements in  
5 subch. IV and the following common standards:

6 (1) The program shall require study of principles and theories of child growth and  
7 development or adolescent growth and development, or both if the program leads to certi-  
8 fication to teach grades kindergarten through 12. The study shall include communicative,  
9 cognitive, emotional, physical, and social development related to learning.

10 (2) The program shall require study of the major characteristics of the handi-  
11 capping conditions as defined by state and federal law in order to recognize their  
12 existence in children and youth.

13 (3) The program shall require study of various alternatives for providing the least  
14 restrictive environment for pupils with exceptional educational needs.

15 (4) The program shall require study of screening, referral systems, multi-  
16 disciplinary team responsibilities, and individualized education program processes.

17 (5) The program shall require study of normal communicative and cognitive  
18 development as it relates to learning.

19 (6) The program shall require study of language disorders with implications for  
20 learning, instruction, and alternative modes of communication, such as sign language.

21 (7) The program shall require study of principles, procedures, and techniques of  
22 standardized test development and interpretation of group assessment devices. This shall  
23 include study of the principles of reliability, validity, item analysis and test bias.

24 (8) The program shall require study and selection of assessment strategies,  
25 including the following:

1           (a) Study, selection and application of individual assessment techniques and  
2 instruments in academic, cognitive, communicative, physical, prevocational, vocational,  
3 and social areas used for identification and program placement decisions.

4           (b) Study and application of assessment and interpretation of results for instruc-  
5 tional planning and programming for pupils with exceptional educational needs and their  
6 families in regular and exceptional educational classroom settings.

7           (c) Study of and experience in selection, implementation and utilization of  
8 measurement strategies for monitoring progress of students within the instructional  
9 priorities.

10          (9) The program shall require study of general education teaching concepts or  
11 methods, or both, and use of instructional materials in the basic skills areas of critical  
12 thinking, mathematics, and language arts, including reading, writing, speaking, and  
13 listening, as related to content area instruction.

14          (10) The program shall require study of methods for managing environments to  
15 maximize appropriate use of instructional techniques, materials, equipment and computer  
16 technology.

17          (11) The program shall require study of curriculum and instructional approaches  
18 that contribute to the preparation of pupils for work. This includes career and vocational  
19 awareness, education for employment, job training and other transitional activities.

20          (12) The program shall require study of behavioral; cognitive; environmental;  
21 physical, including special physical education; psychological; and social models as applied  
22 to individual and group management strategies for pupils with exceptional educational  
23 needs.

24          (13) The program shall include study of methods of teaching pupils with exceptional  
25 educational needs in the regular classroom.

26          (14) The program shall include study and development of communication skills  
27 enabling teachers to jointly plan, implement, and evaluate educational programs with

1 pupils, parents, and other professionals.

2 (15) The program shall include study of how to identify, select and interact with  
3 agencies and other community resources for improving and strengthening the educational  
4 and transitional programs for handicapped pupils.

5 (16) The program shall require a minimum of 200 clock hours of supervised  
6 experience working with non-handicapped pupils in regular education classroom settings.  
7 This experience shall include group instruction, classroom management, instructional  
8 planning, management of student behavior, media utilization, implementation of  
9 curricular scope and sequence and classroom organization. The 200 clock hours shall be  
10 earned at the elementary or secondary level, or at both levels if certification will be for  
11 grades kindergarten through 12.

12 SECTION 50. PI 4.61 (9) is created to read:

13 PI 4.61 (9) The early childhood exceptional educational needs program is not  
14 required to meet the common standards in s. PI 4.60.

15 SECTION 51. PI 4.62 to 4.66, Subchapter VIII (title) to PI 4, and PI 4.67 to PI 4.75  
16 are created to read:

17 PI 4.62 EMOTIONAL DISTURBANCE: SPECIFIC RULES. A professional education  
18 program leading to certification in emotional disturbance shall meet the following  
19 standards:

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

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

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

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

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

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

10          (7)    The program shall require study of and experience in written and verbal com-  
11 munication of assessment data. This shall include developing skills in analysis and con-  
12 solidation of all relevant data for the purpose of diagnosis and instructional planning.

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

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

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

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

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

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

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

10           **PI 4.63 HEARING IMPAIRED: SPECIFIC RULES.** A professional education program  
11 leading to certification for the hearing impaired shall meet the following standards:

12           (1) The program shall require study of hearing impairment to develop an under-  
13 standing of historical, social and psychological aspects.

14           (2) The program shall require study of education aspects of hearing impairment to  
15 develop an understanding of the anatomy, physiology, etiology, the presence of secondary  
16 handicapping conditions and the transition from school.

17           (3) The program shall require study of hearing impairment to develop an under-  
18 standing of family dynamics, including bilingual considerations, and professional organiza-  
19 tions as resource providers.

20           (4) The program shall require study of the problems of language development for  
21 hearing impaired pupils to develop an understanding of cognitive development, the  
22 diagnostic process, and strategies for instruction to include both historical and current  
23 methodologies.

24           (5) The program shall require study of the impact of hearing impairment to  
25 develop an understanding of how semantics, morphology, syntax, pragmatics and  
26 biculturalism impact on the communication process.

1           (6)    The program shall require study of speech and speech reading theory for  
2 hearing impaired pupils to develop an understanding of the anatomy and physiology of  
3 speech, phonetic analysis, the normal versus deviant speech development, and the  
4 diagnostic process and strategies for instruction to include both historical and current  
5 methodologies.

6           (7)    The program shall require study of both audiological assessment and inter-  
7 pretation plus auditory training theory and practice to develop an understanding of factors  
8 relating to successful use of residual hearing, methods of developing and improving use of  
9 residual hearing, and the optimizing of the acoustic environment and management of  
10 amplification devices.

11          (8)    The program shall require study of manual communication theory and practice  
12 to develop an understanding of the methods of instruction utilizing manual communication  
13 in the classroom, its sociocultural aspects, the role and function of interpreters, and the  
14 criteria or strategies for selection of appropriate sign systems.

15          (9)    The program shall require demonstration of expressive and receptive manual  
16 communication skills.

17          (10)   The program shall require study of selection, modification, adaptation and  
18 development of curriculum for use with hearing impaired pupils.

19          (11)   The program shall require knowledge and skill in use of instructional media and  
20 materials, including current technology and devices for use by hearing impaired pupils.

21          (12)   The program shall require study of methods of instructing hearing impaired  
22 pupils in specific content areas.

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

1           **PI 4.64 LEARNING DISABILITIES: SPECIFIC RULES.** A professional program

2 leading to certification in learning disabilities shall meet the following standards:

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

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

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

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

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

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

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

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

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

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

7           (11) The program shall require study and application of techniques to teach  
8 mathematics to learning disabled pupils, including problem solving skills, computational  
9 skills, and application of mathematics skills for everyday living.

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

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

18           PI 4.65 MILD OR MODERATE MENTAL RETARDATION: SPECIFIC RULES. A  
19 professional education program leading to certification in mild or moderate mental  
20 retardation shall meet the following standards:

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

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

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

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

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

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

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

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

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

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

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

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

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

1           (14) The program shall require study of instructional approaches in human develop-  
2 ment and personal protective coping skills.

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

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

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

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

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

14          PI 4.66 SEVERELY HANDICAPPED: SPECIFIC RULES: A professional education  
15 program leading to certification in severely handicapped shall meet the following  
16 standards:

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

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

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

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

1 (b) Development of vocal and nonvocal communication skills.

2 (c) Development of self-care skills.

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

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

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

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

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

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

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

21 Subchapter VIII

22 ADVANCED PROGRAMS

23 PI 4.67 APPLICABILITY. Sections PI 4.68 through 4.78 contain the specific program  
24 standards for professional education programs which require study at the post-  
25 baccalaureate degree level. Each program shall also meet the requirements of ss. PI 4.07,  
26 4.10 and 4.11. Chapter PI 3 contains the specific certification requirements for each type  
27 of certification.

1           **PI 4.68 INSTRUCTIONAL LIBRARY/MEDIA SPECIALIST.** A professional education  
2 program leading to regular certification as an instructional library media specialist shall  
3 meet the standards in s. PI 4.34 and the following standards:

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

6           (2) The program shall require study of the principles and theories of general ele-  
7 mentary and secondary curriculum development and educational psychology.

8           (3) The program shall require study of the principles and methods of teacher in-  
9 service education to develop the ability to promote effective use of media, the new tech-  
10 nologies, and other resources by providing inservice instruction for teaching staff.

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

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

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

22           (7) The program shall require study to develop the ability to establish and main-  
23 tain effective interpersonal relationships with the entire educational community,  
24 including students, administrators, parents, and school personnel.

25           (8) The program shall require study of the planning and evaluation of library  
26 media programs and their facilities, including the concepts of needs assessment, short and

1 long-range goal setting, developing educational specifications for facilities, and writing  
2 proposals for new or adapted instructional programs.

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

7 PI 4.69 INSTRUCTIONAL LIBRARY MEDIA SUPERVISOR. A professional education  
8 program leading to certification as an instructional library media supervisor shall meet  
9 the following standards:

10 (1) The program shall require study of the general principles of organizing,  
11 operating, financing, and administering elementary and secondary level schools.

12 (2) The program shall require study of the principles of supervision of instruction  
13 in elementary and secondary schools.

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

16 (4) The program shall require study of the principles of administering and super-  
17 vising the library media program at the district level to develop the ability to:

18 (a) Evaluate and plan program and services.

19 (b) Manage personnel and financial resources.

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

21 (d) Apply research methodologies.

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

23 (f) Apply appropriate laws and regulations.

24 PI 4.70 INSTRUCTIONAL TECHNOLOGY SPECIALIST. A professional education  
25 program leading to certification as an instructional technology specialist shall meet the  
26 following standards:

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

4           (a) Develop instructional objectives and educational specifications.

5           (b) Design and produce instructional systems and materials.

6           (c) Use computers effectively in teaching and learning.

7           (d) Evaluate commercially or locally produced media.

8           (e) Determine future instructional technology needs.

9           (2) The program shall require study of the planning and management of a compre-  
10 hensive program of instructional technology services for schools and school districts,  
11 including design of facilities, budget development, training and supervision of personnel,  
12 selection of instructional equipment, and maintenance and repair of equipment.

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

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

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

21           PI 4.71 PUPIL SERVICES PROGRAMS: COMMON RULES. All professional  
22 education programs leading to certification in pupil services shall meet the following  
23 standards:

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

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

4           (3) The program shall require study of community support systems providing  
5 assistance to and interacting with pupils, parents, and schools such as juvenile justice,  
6 public health, mental health, social services, adult education, and employers.

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

15           PI 4.72 SCHOOL COUNSELING: SPECIFIC RULES. A professional education  
16 program leading to certification in school counseling shall meet the following standards:

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

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

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

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

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

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

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

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

18           (9) The program shall require study designed to develop the ability to interpret  
19 research and to evaluate school practices related to counseling and guidance.

20           (10) The program shall require study of developmental guidance including develop-  
21 mental theories, educational planning methods and processes, classroom management  
22 skills, and group guidance approaches.

23           (11) The program shall require study of individual and group counseling processes  
24 that facilitate pupils' self-awareness, self-understanding, and self-acceptance in relation  
25 to educational, personal and social, and career development.

26           (12) The program shall require a university or college supervised practicum of a  
27 minimum of 288 clock hours working directly in elementary or secondary schools.

1           **PI 4.73 SCHOOL NURSING: SPECIFIC RULES.** A professional education program

2 leading to certification in school nursing shall meet the following standards:

3           (1) The program shall require study of the philosophy, aims, and objectives of a  
4 school health program which includes health education, health services, and a healthful  
5 school environment. The program shall also include experience with management  
6 practices as they relate to the development, implementation, and evaluation of such a  
7 program.

8           (2) The program shall require study of the school nurse's role and the contributions  
9 that nursing services make to the mission of elementary and secondary education.

10          (3) The program shall require study of and experience in the application of the  
11 following related theories as a basis for decision making in nursing practice in the school  
12 setting:

13           (a) Human growth and development.

14           (b) Human motivation.

15           (c) Systems.

16           (d) Family and group dynamics.

17           (e) Learning.

18           (f) Program management.

19           (g) Crisis intervention.

20           (h) Self-care.

21           (i) Public health science.

22          (4) The program shall require study and experience to develop the ability to use a  
23 systematic approach in meeting the health needs of individuals and groups including the  
24 following:

25           (a) Collection of information about the health and developmental status of pupils.

1 (b) Identification of actual or potential health problems that may interfere with  
2 pupils' learning or pupils' abilities to make decisions that support their present and future,  
3 physical, social, and emotional health.

4 (c) Delineation and implementation of school nurse actions directed at preventing,  
5 limiting, and removing health-related barriers to pupils' learning and directed at the pro-  
6 motion of decision-making skills that lead to good health.

7 (d) Evaluation of pupil responses to nursing actions.

8 (5) The program shall require study and experience designed to develop  
9 competency in developing and implementing individual health care plans for exceptional  
10 children.

11 (6) The program shall require study and experience in health promotion and  
12 disease prevention for individuals and groups through the following:

13 (a) Identification of pupil health education needs.

14 (b) Formal and informal health counseling and health education.

15 (c) Development and implementation of health related curriculum.

16 (7) The program shall require study of and experience in evaluating the quality of  
17 school nurse care and the attainment of desired outcomes for school health service pro-  
18 grams.

19 (8) The program shall require study of the relationship between the school health  
20 and community health programs and resources available and of state and federal laws and  
21 social and political issues that influence the delivery of school and community health  
22 programs.

23 (9) The program shall require a university or college supervised practicum of a  
24 minimum of 288 clock hours working directly in elementary and secondary schools.

25 PI 4.74 SCHOOL PSYCHOLOGY: SPECIFIC RULES. A professional education  
26 program leading to certification in school psychology shall meet the following standards:

1           (1)    The program shall require study of the practice of school psychology including  
2 professional issues in school psychology, standards for ethical and professional practice,  
3 and related laws and legal issues.

4           (2)    The program shall require advanced study of the psychology of learning, cog-  
5 nitive psychology, psychopathology, social bases of behavior, human growth and  
6 development, biological bases of behavior, systems of psychology, personality theory,  
7 individual differences, group processes, organizational and systems theory, physiological  
8 psychology, neuropsychology, and all areas of exceptionality.

9           (3)    The program shall require study and experiences designed to develop compe-  
10 tencies in formal and informal psychological and psychoeducational assessment.  
11 Individual and group assessments shall include non-biased assessment of personality,  
12 behavior, cognition, intelligence, learning styles, academic achievement, psychomotor  
13 functioning, language development, vocational and career development, and adaptive  
14 functioning. Assessment of systems shall include school and community organizations,  
15 family structure, curriculum and instruction.

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

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

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

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

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

16           PI 4.75 SCHOOL SOCIAL WORK: SPECIFIC RULES. A professional education  
17 program leading to certification in school social work shall meet the following standards:

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

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

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

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

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

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

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

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

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

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

21                SECTION 52. PI 4.78 is created to read:

22                PI 4.78 SPEECH AND LANGUAGE PATHOLOGY. A professional education  
23 program leading to certification in speech and language pathology shall meet the special  
24 education common standards in ss. PI 4.60 (1) to (15) and the following standards:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11          **(a) Writing professional reports.**

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

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

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

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

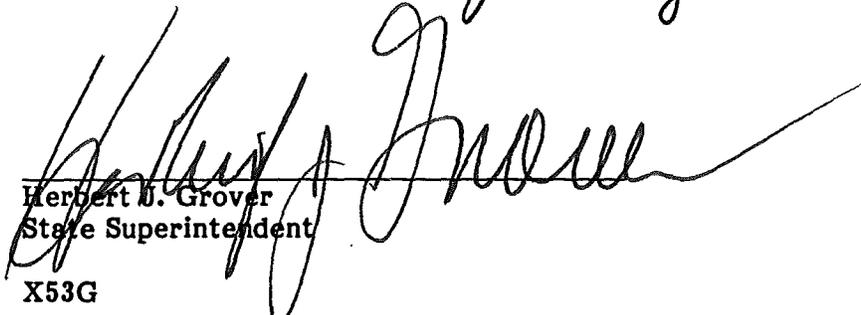
22          **(12) The program shall require a college or university supervised practicum of a**  
23 **minimum of 300 clock hours as described in PI 3.14(3)(j). These clock hours shall be spent**  
24 **in direct contact with persons with communication disorders. Hours spent planning for**  
25 **instruction, writing reports, consulting with teachers or parents, or conducting other**  
26 **activities that support direct contact may not be counted in the 300 clock hours. The**

1 clock hours to be earned in a school setting shall be met through full week, full day place-  
2 ments or full week, half day placements or a combination of the two.

3 SECTION 53. TERMINOLOGY CHANGES. Wherever the term "SCDE" appears in  
4 the following sections of ch. PI 4, the term "SCD" is substituted: PI 4.02(3)(b) and (c),  
5 (4)(a) and (b); 4.03(5); 4.06(2)(a) and (b) and (d) to (i); (5)(c), (6)(a)(intro.) and 1, (c)(intro.),  
6 1c and 2, (e) and (f); 4.07(2); and 4.13 (intro.), (1)(b)(intro.), (c) to (e) and (2)(a), (b)(intro.),  
7 (c) to (f) and (h) to (j).

The rules contained in this order shall take effect on the first day of the month fol-  
lowing publication in the Wisconsin Administrative Register as provided in s. 227.22(2)  
(intro), Stats., as affected by 1985 Wisconsin Act 182.

Dated this 7th day of January, 1987.

  
Herbert J. Grover  
State Superintendent

X53G