

Chapter PI 3

LICENSES

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Note: Chapter PI 3 as it existed on April 30, 1988, was repealed and a new chapter PI 3 was created effective May 1, 1988.

Subchapter I — General Provisions

PI 3.01 Definitions. In this chapter:

- (1) "Accredited" means that an educational institution meets required educational standards or accepted criteria of quality in its educational program as established by a recognized state, regional, or national accrediting agency.
- (2) "Administrative assistant" means a degree holding person serving in the central administration office in a position which is not included elsewhere in this chapter and which does not include direct involvement with pupils, supervising teachers or curriculum development.
- (3) "Advanced program" means a professional education program leading to licensure offered at the post-baccalaureate level.
- (4) "Alternative school" has the meaning defined in s. 115.71 (1), Stats.
- (5) "American Indian parent advisory committee" means the committee appointed by a school board under s. 115.735, Stats.
- (6) "Approved program" means a professional education program developed and offered by a higher education institution in Wisconsin and approved by the state superintendent under s. 115.28 (7), Stats., and chs. PI 3 and 4; or in another state and approved in accordance with the statutes and administrative rules of that state.
- (7) "Classroom" means an area or space designated for instructing pupils.
- (8) "Concentration" means a field of study in which a student completes at least 12 semester credits as part of an approved program leading to licensure.
- (9) "Consultant" means a specialist or resource person whose advice is sought in improving an educational program, facilities, or methods of cooperation, limited to a specified period of time, for a specific purpose or program.
- (10) "Cooperating teacher" means a licensed school professional who supervises students during their clinical program in cooperation with the college or university supervising staff and who meets criteria described in s. PI 4.10 (5).

- (11) "Course" means organized subject matter in which instruction is offered within a period of time, and for which credit is usually granted by an accredited college or university.
- (12) "Curriculum coordinator or director of instruction" means a member of the professional staff of a school system responsible for coordination of various curricular offerings within either one or more schools in a school system.
- (13) "Department" means the Wisconsin department of public instruction.
- (14) "District administrator" means the person who acts as the administrative head of a district.
- (15) "Early childhood level," for purposes of licensing, means nursery school or kindergarten or both.
- (16) "Elementary level," for purposes of licensing, means grades 1 through 6.
- (17) "Elementary/middle level," for purposes of licensing, means grades 1 through 9.
- (18) "Equivalency" means the state or condition of being equal or comparable in value, meaning or effect, to given criteria established for courses, course work, programs or experience.
- (19) "Initial license" means the first regular license which verifies that the holder has satisfied the minimum requirements prescribed in this chapter.
- (20) "Institution" means an independent or public college or university engaged in the preparation of professional school personnel.
- (21) "Institutional endorsement" means written verification from the certifying officer at an institution which prepares professional school personnel that the applicant has satisfactorily completed the approved program and is recommended for a specific license.
- (22) "License" means a document issued under this chapter granting authority or permission to serve as a professional school employee in Wisconsin public schools.
- (23) "Long-term substitute" means a substitute teacher employed for 21 or more consecutive days in the same teaching assignment.
- (24) "Major" means a field of study in which a student completes at least 34 semester credits, unless more credits are specified, as part of an approved program leading to licensure.
- (25) "Middle level," for purposes of licensing, means grades 5 through 9.
- (26) "Middle/secondary level," for purposes of licensing, means grades 6 through 12.
- (27) "Minor" means a field of study in which a student completes at least 22 semester credits as part of an approved program leading to licensure.

- (28) "Practicum" means supervised experience in a school, clinic or other setting which provides practical application of theory for the student in an advanced program.
- (29) "Professional education sequence" means the educational foundations, the instructional materials, the methodology course work, and the clinical program designed for students enrolled in a professional education program.
- (30) "Pupil" means any child age birth through 21 enrolled in a school or a school program.
- (31) "Qualified" means the holding of the appropriate license.
- (32) "Regular license" means a license issued under s. PI 3.03 (2) to a person who fully meets the licensing requirements for serving in a given position in education.
- (33) "Regularly employed" means employment as a professional school employe, at fixed or uniform intervals, for the equivalent of at least one hour per day for at least one semester.
- (34) "Secondary level," for purposes of licensing, means grades 9 through 12.
- (35) "Short-term substitute" means a substitute teacher employed for no more than 20 consecutive days in the same teaching assignment.
- (36) "Special education" means the education of pupils with exceptional educational needs because of emotional disturbance, hearing disability, learning disability, mental retardation or other developmental disability, physical or orthopedic disability, speech or language disability, or visual disability.
- (37) "Special subjects" means agriculture, art, business education, home economics, technology education, music, or physical education.
- (38) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.
- (39) "Student" means a person enrolled in a professional education program leading to licensure.
- (40) "Student teaching" means classroom practice through observation, participation, and actual teaching under the direction of a college or university supervisor of student teachers and a cooperating teacher as a part of the professional education program offered by an institution.
- (41) "Substitute teacher" means a licensed teacher who occupies temporarily the position of an absent teacher.
- (42) "Supervisor" means a person responsible for the promotion, development, maintenance, or improvement of instruction in one or more fields.
- (43) "Supervisor of student teacher" means the person employed by the teacher preparation institution who works with the cooperating teacher in the direction and supervision of student teaching and intern experiences.

- (44) "Teacher" means a licensed professional school employee whose work includes the exercise of any educational function for compensation including instructing pupils or administering, directing, or supervising any educational activity.
- (45) "Teacher aide" means a person who performs a variety of duties under the direct supervision of a licensed teacher, except professional teaching responsibilities such as diagnosing educational needs, prescribing teaching and learning procedures, and evaluating the effects of teaching.
- (46) "Teaching experience" means experience in which the licensed teacher as a regular professional school employee is actually conducting learning experiences of pupils in a classroom setting on a continuing basis.
- (47) "Tribal council" includes the governing body of an Indian tribe regardless of how denominated.

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

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

- (2) The state superintendent shall conduct a site review at each institution in Wisconsin at least once every 5 years for the purpose of approving programs under s. 115.28 (7), Stats., and chs. PI 3 and 4.
- (3) The state superintendent does not approve programs outside the state of Wisconsin. The state superintendent shall accept the institutional endorsement from an out-of-state institution which has been approved under the statutes and administrative rules of that state. An applicant from an out-of-state institution under this subsection shall meet all of the requirements of this chapter in addition to having the institutional endorsement.
- (4) An institution may accept proficiency examinations in lieu of course work. These examinations shall be administered by an institution offering an approved program and the credits earned by examinations shall be included on the official transcript issued by the examining institution.

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

PI 3.025 Approval of programs for equivalent clock hours. To meet the continuing professional education requirement under s. PI 3.03 (2) (b), an applicant may participate in programs which have been approved by the department as follows:

- (1) The agency, institution, or organization which offers the continuing professional education program shall submit the proposed program to the department for approval at least 30 days prior to the program. An individual may not submit a program for approval under this section; however, an agency, institution or organization may submit a program on behalf of one individual. The following agencies, institutions and organizations may submit proposals to the department:

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- (a) Accredited colleges and universities.
 - (b) Cooperative educational service agencies under ch. 116, Stats.
 - (c) Divisions and bureaus within the department.
 - (d) Local public and private education agencies and schools in Wisconsin.
 - (e) Local, state, regional and national professional education organizations; and unions.
 - (f) Vocational, technical and adult education districts established under s. 38.02, Stats.
 - (g) Other agencies, institutions and organizations approved by the state superintendent.
- (2) Workshops, seminars or conferences may be approved as follows:
- (a) A workshop or seminar shall be in clock hour increments and shall include a minimum of 5 clock hours related to a specific theme. The entire approved program shall be accomplished with a 12-month period.
 - (b) A regional, state, or national convention or conference with a broad common theme may be approved and shall be limited to a minimum of 5 clock hours and a maximum of 10 clock hours for each convention or conference.
- (3) A professional field experience may be approved. The application submitted under sub. (1) shall include a formal job description, individual professional growth objectives, a designated supervisor from the agency which submits the application, a designated supervisor at the field site, a plan for student documentation of field experiences, and a plan for the ongoing monitoring and supervision of the field experience.

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

PI 3.03 Types of licenses and renewal requirements. (1) **LICENSE CODES AND LICENSING YEAR.** (a) *License codes.* In this chapter, the code number following the name of each specific license designates the subject, grade level or position for which the license is issued.

- (b) *Licensing year.* Except as provided under sub. (5), a license is effective on July 1 of the year of issuance and expires on June 30 of the year of expiration.
- (2) **REGULAR LICENSE.** A regular license is issued or renewed for 5 years, as follows:
- (a) *Issuance.* 1. Completion of an approved program. A regular license may be issued to an applicant who meets all of the requirements of this chapter, including an approved program, and who has received an institutional endorsement. A regular license is issued for 5 years.
 - 2. License based on equivalency. A regular license may be issued to an applicant who has not completed an approved program, if the applicant has obtained a statement from a college or university

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offering an approved program that the applicant has completed the equivalent of an approved program, and if the applicant meets all of the requirements of this chapter for the license, except completion of an approved program.

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

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

2. The 6 semester credits or the equivalent may be earned by one or a combination of the following:

a. Semester or equivalent quarter credits earned at an accredited college or university.

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

c. Equivalent clock hours earned in a professional field experience approved under s. PI 3.025 (1) and (3). Eighty clock hours earned in a professional field experience shall be equivalent to one semester credit earned at an accredited college or university. No more than one professional field experience equivalent to no more than 3 semester credits may be counted in meeting the professional education requirement in a 5-year period.

(c) *Exemption from the continuing professional education requirement.* The continuing professional education requirement under par. (b) is not required for renewal of the school physical therapist license under s. PI 3.37, the substitute teacher license under sub. (7), or the special education program aide license under s. PI 3.39.

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

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

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

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

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

1. To an applicant who has completed an approved program in another state but who has minor course work deficiencies under this chapter.

2. To an applicant who has not met the continuing education requirement for renewal of a regular license under sub. (3) (c). This one-year license may not be renewed. For renewal of the regular license, the applicant shall meet the requirements under sub. (3) (c).

3. To an applicant who meets the license requirements under this chapter, but who has not been regularly employed in the teaching profession within the 5 consecutive years immediately preceding application for the license or renewal, upon the written request of an employing school district administrator. For issuance or renewal of the regular license, the applicant shall meet the refresher work requirement under sub. (3) (d).

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

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

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

4. The state superintendent may issue or deny a special license. The state superintendent shall deny a special license to an applicant

who has not met the requirements in s. PI 3.05 (7), if the applicant completed the initial professional education program on or after August 31, 1992.

- (b) *Permit.* 1. A permit which authorizes the holder to be employed for one specific assignment may be issued to a person who has a bachelor's degree but does not meet the license requirements under this chapter. A permit issued under this subdivision is valid for a period not to exceed one year and expires on June 30, unless an earlier expiration is stated in the permit.
2. The district administrator or designated official of the employing school district shall request a permit in writing with full explanation and justification of the need. The request shall state that a search was conducted for a fully-licensed teacher and that a licensed teacher is not available.
3. The district administrator or designated official of the employing school district may request that a permit be renewed. The permit may be renewed if, between the date of issuance and the proposed renewal date, the applicant satisfactorily completes at least 6 semester credits toward completion of an approved program. The request for renewal shall be in writing, shall include a full explanation of the need for renewal and shall state that a search was conducted for a fully-licensed teacher and that a licensed teacher is not available.
4. The state superintendent may issue or deny a special license.
- (6) **INTERN LICENSE.** An intern license may be issued to a person assigned to a school system through an internship program approved by the state superintendent. An intern shall hold an intern license to receive a stipend from a board of education. The license may be issued only to a student recommended by the proper preparation institution authorities and who holds senior or graduate rank. A request signed by the district administrator of the participating school district shall be filed as a condition for the issuance of an intern license. An intern is assigned to limited administrative, pupil service or instructional duties under the direction of a fully licensed practitioner in the specific field of internship.
- (7) **SUBSTITUTE TEACHER LICENSE.** (a) A substitute teacher license may be issued for a period of 5 years to an applicant who has held or is eligible to hold a regular Wisconsin license or the equivalent license in another state. Any teacher who holds a regular license may substitute teach as specified in par. (b).
- (b) A short-term substitute shall be a licensed teacher or a licensed substitute teacher; however, a short-term substitute may be employed to teach any subject at any grade level. A long-term substitute shall be a licensed teacher or a licensed substitute teacher; however, a long-term substitute may be employed only in the subject and grade level in which the teacher is licensed. An emergency license may be granted to a long-term substitute under sub. (5).

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

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

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- (a) "Immoral conduct" means conduct or behavior which is contrary to commonly accepted moral or ethical standards.
 - (b) "Incompetency" means a substantial, prolonged pattern of inadequate performance of duties or the lack of ability, legal qualifications or fitness to discharge required duties, affecting the health, welfare, safety or education of pupils.
 - (c) "Reinstatement" means restoring the rights, privileges and authority previously revoked.
 - (d) To "revoke" a license means to terminate a license and all rights, privileges and authority previously conferred and associated with the license, including the right to renew the license.
- (2) **STANDARDS FOR REVOCATION.** Under s. 118.19 (5), Stats., the state superintendent may revoke any license issued by the department for incompetency or immoral conduct on the part of the holder. In making a decision to revoke a license, the state superintendent shall adhere to the following standards:
- (a) A license may be revoked for immoral conduct if there is clear and convincing evidence that the person engaged in the immoral conduct and there is a nexus between the immoral conduct and the health, welfare, safety or education of any pupil.
 - (b) A license may be revoked for incompetency if there is clear and convincing evidence of incompetency.
- (3) **COMPLAINT AND INVESTIGATION.** (a) *Complaint.* 1. The state superintendent shall, at his or her own initiative or upon receipt of a written complaint, make inquiries necessary to determine whether an investigation shall be conducted which may lead to revocation of a license.
2. The state superintendent shall acknowledge, in writing, any written complaint and notify the complainant that an investigation and subsequent revocation of a person's license may result.
- (b) *Investigation.* 1. If the state superintendent determines that an investigation shall be conducted, the state superintendent shall appoint a person to serve as the investigator and shall notify the licensee that an investigation is proceeding and of the nature of the complaint or allegation. The licensee shall have an opportunity to respond to the investigator regarding the complaint or allegation.
2. If, based upon the investigation, the state superintendent finds no probable cause for license revocation, the state superintendent shall promptly notify the licensee and the complainant that the investigation is concluded and that no charges will be issued.
3. If, based upon the investigation, the state superintendent finds probable cause for license revocation, the state superintendent shall promptly notify the licensee of the specific charges, of the licensee's right to request a hearing, and of the state superintendent's intent to revoke the license. The state superintendent shall notify the complainant and the school board or other public or private agency employing the licensee in a licensed capacity of the finding of probable cause and of the specific charges.

4. The state superintendent shall notify the licensee that within 30 days following receipt of the notice the licensee may request a hearing on the revocation. The notice shall inform the licensee that if a hearing is not requested within the 30 day period, his or her license shall be revoked.
5. As authorized under ss. 19.35 (1) and 19.85 (1) (b), Stats., during the course of the investigation the state superintendent, the investigator and any department employee involved in the investigation shall maintain as confidential all files, communications and other information pertaining to the investigation.
- (b) Both parties may be requested to provide the names and addresses of persons whom they intend to call as witnesses at the hearing.
- (c) The proposed decision under s. 227.46 (2), Stats., shall be filed with the state superintendent and served on the licensee not later than 30 days following the close of the hearing. The licensee may file a written objection to the proposed decision with the state superintendent within 10 days following receipt of the licensee of the proposed decision.
- (d) The state superintendent shall issue a final decision under s. 227.47, Stats., within 60 days of the close of the hearing.
- (5) REQUEST AND HEARING FOR REINSTATEMENT. (a) Upon written request from a person whose license has been revoked, the state superintendent shall conduct a hearing to consider reinstatement of the license. The hearing shall be conducted as a class 1 proceeding under ch. 227, subch. III, Stats.
- (b) The requestor shall submit evidence that the cause of the revocation no longer exists and that reinstating the license will not be detrimental to the health, welfare, safety or education of pupils.
- (c) The state superintendent shall hold the hearing and make a final decision regarding reinstatement of the license within 120 days after receipt of the request.
- (6) LICENSES REVOKED BY OTHER STATES. (a) The state superintendent may revoke the license of a person whose license has been revoked by the department of public instruction of another state, following the procedures under subs. (3) and (4).
- (b) The state superintendent may deny licensure to a person whose license has been revoked in another state. A person who is denied licensure under this paragraph may request a hearing and the state superintendent shall follow the procedures for a reinstatement hearing under sub. (5).

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

Subchapter II — General Requirements for a License

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

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

- (a) Knowledge of exceptional educational need areas as defined by state law under ch. 115, subch. V, Stats., and federal law, under Public Law 94-142.
- (b) Knowledge of the major characteristics of the disability areas in order to recognize their existence in children.
- (c) Knowledge of various alternatives for providing the least restrictive environment for children with exceptional educational needs.
- (d) Knowledge of methods of teaching pupils with exceptional educational needs effectively in the regular classroom.
- (e) Knowledge of referral systems, multi-disciplinary team responsibilities, and individualized education plan processes.

(2) HUMAN RELATIONS PRIOR TO JULY 1, 1992. Preparation in human relations, including intergroup relations, shall be included in professional education programs for all professional school personnel completing initial professional education programs prior to July 1, 1992. Institutions shall provide evidence that preparation in human relations, including intergroup relations, is an integral part of programs leading to the initial license and that members of various racial, cultural, and economic groups have participated in the development of the programs.

(a) Preparation shall include all of the following:

- 1. Development of attitudes, skills, and techniques, so that knowledge of human relations, including intergroup relations, can be translated into learning experiences for students.
- 2. A study of the values, life styles, and contributions of racial, cultural, and economic groups in American society.
- 3. An analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experiences of the majority and minority groups.
- 4. Structured experiences in which prospective teachers have opportunities to examine their own attitudes and feelings about issues of racism, prejudice, and discrimination.
- 5. Direct involvement with members of racial, cultural, and economic groups or with organizations working to improve human relations, including intergroups relations.
- 6. Experiences in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials.

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

(2m) HUMAN RELATIONS, EFFECTIVE JULY 1, 1992. An applicant who completes an initial professional education program on or after July 1, 1992, shall have completed human relations preparation, which includes all of the following:

- (a) Theory and application of human relations practices, including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons.
- (b) History, culture, customs, social institutions, values, lifestyles, and contributions of women and various racial, cultural, and economic groups in the United States.
- (c) Constitutional and legal bases related to the status of women and various racial and cultural groups in the United States.
- (d) Psychological and social implications of the forces of discrimination, especially racism and sexism, and their broader impact on relationships among members of various groups in the United States.
- (e) Philosophical and psychological bases of the development and change of attitudes.
- (f) Evaluation of the impact of the forces of discrimination, especially racism and sexism, on language, instructional materials, learning activities, learning styles, interaction between staff and pupils, tests and measurement, and school environments; and assessment and if necessary, modifications of curriculum to assure multicultural and nonsexist content.
- (g) Professionally-related direct involvement with adult and pupil members of a group whose background the student does not share, including at least one of the following designated ethnic minority groups: African-Americans, Alaskan-Americans, American Indians, Asian-Americans, Hispanic-Americans, Pacific Islander Americans and foreign persons of color; and with disabled persons; and with various economic groups, including low income.

(3) READING PRIOR TO JULY 1, 1992. (a) An applicant who completes an initial professional education program for licensure to teach in an elementary or middle school on or after July 1, 1975, and prior to July 1, 1992, shall have satisfactorily completed at least one discrete course in the teaching of reading. The course shall include information about the nature of the reading process and how to teach reading at the classroom level and shall focus upon the objectives, approaches, instructional materials, and practices and evaluation procedures involved in the teaching of reading in the elementary schools.

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

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

(3m) **READING AND LANGUAGE ARTS, EFFECTIVE JULY 1, 1992.** An who completes an initial professional education program on or after July 1, 1992, shall have completed course work in the teaching of reading and language arts appropriate to his or her level of certification, as follows:

- (a) *Early childhood level education.* For an early childhood and kindergarten level license, the applicant shall have satisfactorily completed a developmental reading course at the early childhood and kindergarten level.
- (b) *Elementary level education.* For an elementary level license, the applicant shall have satisfactorily completed at least 12 semester credits in the teaching of reading and language arts, including developmental reading at the elementary level, children's literature, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.
- (c) *Elementary/middle level education.* For an elementary/middle level license the applicant shall have satisfactorily completed at least 12 semester credits in the teaching of reading and language arts, including developmental reading at the elementary level, content area reading, children's and early adolescent literature, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.
- (d) *Middle level education.* For a middle level license, the applicant shall have satisfactorily completed at least 6 semester credits in the teaching of reading and language arts, including developmental reading, content area reading, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading. If an applicant has at least one year of successful teaching experience, the clinical experience requirement may be waived.
- (e) *Middle/secondary level education.* For a middle/secondary level license, the applicant shall have satisfactorily completed at least 6 semester credits in the teaching of reading and language arts, including content area reading, language arts with an emphasis on writing, speaking and listening and a clinical experience in teaching reading. If an applicant has completed at least one year of successful teaching experience, the clinical experience requirement may be waived.
- (f) *Secondary level education.* For a secondary level license, the applicant shall have satisfactorily completed at least 6 semester credits in the teaching of reading and language arts, including content area reading, language arts with an emphasis on writing, speaking and listening, and a clinical experience in teaching reading in the content area. If an applicant has completed at least one year of successful

teaching experience, the clinical experience requirement may be waived.

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

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

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

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

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- (e) Ability to use affective education methods to examine attitudes and values inherent in environmental problems.
 - (f) Ability to incorporate the study of environmental problems in whatever subjects or grade level programs the teacher is licensed to teach through the use of all the following methodologies:
 - 1. Outdoor teaching strategies.
 - 2. Simulation.
 - 3. Case studies.
 - 4. Community resource use.
 - 5. Environmental issue investigation, evaluation, and action planning.
 - (g) Knowledge of ways in which citizens can actively participate in the resolution of environmental problems.
- (5) COOPERATIVE MARKETING AND CONSUMER COOPERATIVES. Adequate preparation in cooperative marketing and consumers' cooperatives is required under s. 118.19 (6), Stats., for a license to teach agriculture and all social science subjects except psychology.
- (6) STUDENT TEACHING, EFFECTIVE AUGUST 31, 1990. (a) An applicant who completes an initial professional education program on or after August 31, 1990, shall have completed a student teaching experience consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school or the equivalent, if the applicant completed an initial professional education program outside the state, as required under s. 118.19 (3) (a), Stats. Completion of a college or university approved student teaching experience of less than full days for a full semester, plus 2 consecutive semesters of successful regular classroom teaching experience under the supervision of the employing school district administration shall be considered equivalent.
- (b) A one-year license may be issued to an applicant who has completed an out-of-state college or university approved student teaching experience of less than full days for a full semester, but who lacks the 2 semesters of regular classroom teaching. Issuance of a regular license shall require successful completion of 2 consecutive semesters of full-time classroom teaching experience under the supervision of the employing school district administration and a college or university supervisor in a Wisconsin institution who meets the requirements of s. PI 4.10 (2) (f).
- (7) PROFICIENCY IN MATHEMATICS, READING, WRITING, AND IN EACH MAJOR, MINOR AND CONCENTRATION, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial professional education program on or after August 31, 1992, shall meet all of the following requirements:
- (a) The applicant shall have received a passing score on a standardized examination in mathematics, reading, and writing. The standardized examination and the passing score shall be determined by the state superintendent. The standardized examination may not be taken more than 3 times.

- (b) The applicant shall have received a passing score on a standardized examination in each major, minor and concentration in which licensure will be sought. The standardized examination shall be administered by the department and the passing score shall be determined by the state superintendent. The standardized examination may not be taken more than 3 times. The state superintendent may exempt a specific license area from the requirements of this paragraph or may modify the administration and format of the examination if a valid and reliable examination is not commercially available or if the number of licensures in a specific area does not justify the development of a valid, reliable examination.
- (8) **CHILDREN AT RISK, EFFECTIVE AUGUST 31, 1992.** An applicant who competes an initial professional education program on or after August 31, 1992, shall have completed course work in issues relating to children at risk, including the pertinent laws concerning child abuse and neglect; suicide; alcohol and other drug abuse; school age parents; delinquency and truancy; developmental disabilities; and the child welfare system, including the children's code, juvenile justice, public health, and social services.
- (9) **HISTORY, PHILOSOPHY AND SOCIAL FOUNDATIONS OF EDUCATION, EFFECTIVE AUGUST 31, 1992.** An applicant who completes an initial professional education program on or after August 31, 1992, shall have completed course work in the historical, philosophical, and social foundations underlying the development and purpose of education and current trends, issues, and various approaches in professional education programs in the United States.
- (10) **LEGAL, POLITICAL, ECONOMIC AND GOVERNMENTAL FOUNDATIONS OF EDUCATION, EFFECTIVE AUGUST 31, 1992.** An applicant who completes an initial professional education program on or after August 31, 1992, shall have completed course work in the legal, political, and economic aspects and governance of education and the organization, operation, policy making, and administration of schools and educational programs in the United States.
- (11) **MINIMUM GRADE POINT AVERAGE, EFFECTIVE AUGUST 31, 1992.** An applicant who completes an initial professional education program on or after August 31, 1992, shall have earned a grade point average of at least 2.75 on a 4.0 scale based on course work in the major, minor and concentration and in professional education course work, except student teaching; or standing in the upper 50% of the class as determined by the policy of the institution. Exceptions to this subsection may be granted by the state superintendent to no more than 20% of the applicants for an initial license in each licensing year beginning July 1 and ending June 30 the following year.
- (12) **GENERAL EDUCATION, EFFECTIVE AUGUST 31, 1992.** An applicant who completes an initial professional education program on or after August 31, 1992, shall have completed a general education component which constitutes at least one-third of the semester hours in collegiate level course work required for the institution's baccalaureate degree. Course work included in the professional education sequence and major, minor or concentration may not be included in the general education component.

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

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

(b) For a middle/secondary, secondary level, or kindergarten through grade 12 license, the applicant shall have completed course work in program, curriculum, and instructional approaches which contribute to the preparation of pupils for work, including career exploration and planning; practical application of the basic skills, employability skills and attitudes; knowledge of economics and American economic institutions, including business operations, agriculture and labor; entrepreneurship; and the development of specific occupational skills.

(14) GIFTED AND TALENTED CHILDREN, EFFECTIVE AUGUST 31, 1992. An applicant who completes an initial professional education program on or after August 31, 1992, shall have completed course work in identifying pupils who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic endeavors, and in ways to provide access to systematic and continuous learning opportunities appropriate to pupils identified as gifter or talented.

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

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

PI 3.06 Early childhood level education: N-K. A regular license to teach nursery school or kindergarten or both may be issued to an applicant who has satisfactorily completed the general requirements in s. PI 3.05 and an approved program including at least 26 semester credits of professional education which include all of the following:

- (1) Child growth and development.
- (2) Educational psychology or psychology of learning.
- (3) Methods and curriculum in early childhood education.
- (4) Student teaching, some of which shall be in nursery school and some in kindergarten, as follows:
 - (a) An applicant who completes an initial professional education program prior to August 31, 1990, shall complete at least 5 semester credits of student teaching.

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

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

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

- (a) Child development, including education psychology or psychology of learning.
- (b) Methods of teaching.
- (c) Student teaching in at least one of grades 1 through 8 as follows:
 - 1. An applicant who completes an initial professional education program prior to August 31, 1990, shall complete at least 5 semester credits of student teaching.
 - 2. An applicant who completes an initial professional education program on or after August 31, 1990, shall complete student teaching as specified in s. PI 3.05 (6).
- (2) An elementary or middle school teacher who is eligible for a license to teach grade 8 may be issued a license to teach grade 9 in a subject under subch. IV in which the applicant completed a minor.

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

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

- (a) At least 26 semester credits of professional education which include all of the following:
 - 1. Development of elementary school aged children, including educational psychology or the psychology of learning.
 - 2. Methods of teaching.
 - 3. Student teaching in at least one of grades 1 through 6.
- (b) A minor approved by the state superintendent.
- (2) A license under this section permits the holder to teach any subject in a self-contained class in any of grades 1 through 6; and the following subjects in grades 1 through 6 in a departmentalized or other school organization pattern: language arts, mathematics, science, social science and health. A license to teach a specific subject under

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

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

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

- (a) Development of the young adolescent, including educational psychology or psychology of learning.
 - (b) Methods of teaching, including organization and management of instruction for young adolescent learners.
 - (c) Student teaching, as required under s. PI 3.075 (1) (a) 3, and in another of grades 6 through 9.
- (2) A license under this section permits the holder to teach any subject in a self-contained class in any of grades 1 through 8; and the following subjects in grades 1 through 8 in a departmentalized or other school organization pattern: language arts, mathematics, science, social science and health. A license to teach a specific subject under subch. IV in grades 1 through 9 may be issued in a subject in which the applicant completed a minor.

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

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

- (a) Development of the young adolescent, including educational psychology or psychology of learning.
 - (b) Methods of teaching in both of the minor subjects, including organization and management of instruction for young adolescent learners.
 - (c) Student teaching in at least one of grades 5 through 9 which includes student teaching in at least one of the subject areas in which licensure will be sought.
- (2) A license may be issued only in a subject in which a minor has been completed.

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

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

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- (a) Development of the young adolescent, including educational psychology or psychology of learning.
 - (b) Methods of teaching, including organization and management of instruction for young adolescent learners.
 - (c) Student teaching, as specified in s. PI 3.115 (2) (c), and in another of grades 5 through 9.
- (2) A regular license may be issued in the subject area in which the applicant completed a major. A license in a subject in which the applicant completed a minor may only be issued if the applicant also completed a major.

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

PI 3.11 Secondary education: grades 7-12, prior to July 1, 1992. An applicant who completes an initial professional education program prior to July 1, 1992, may be issued a regular license under this section to teach a specific subject in grades 7 through 12. The applicant shall have completed the general requirements under s. PI 3.05 and an approved program which includes all of the following:

- (1) A major in a subject under subch. IV, or a minor if the applicant is already licensed in a different subject area based on completion of a major.
- (2) At least 18 semester credits of professional education, including all of the following:
 - (a) Educational psychology or psychology of learning.
 - (b) Methods of teaching, at least in the major subject.
 - (c) Student teaching in at least one of grades 7 through 12, as follows:
 - 1. An applicant who completes an initial professional education program prior to August 31, 1990, shall complete at least 5 semester credits of student teaching.
 - 2. An applicant who completes an initial professional education program on or after August 31, 1990, shall complete student teaching as specified in s. PI 3.05 (6).

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

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

- (a) Development of the adolescent, including educational psychology or psychology of learning.
- (b) Methods of teaching, at least in the major subject.
- (c) Student teaching in at least one of grades 9 through 12 and in the major subject.

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

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

Subchapter IV — Subject Area Licenses

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

- (1) English - 300.
- (2) Journalism - 310.
- (3) Speech Communication - 320.
- (4) Theater - 325.

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

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

- (1) A Wisconsin teaching license;
- (2) At least 3 years driving experience while holding a valid driver's license;
- (3) A state driver's license;
- (4) An acceptable driving record;
- (5) At least 15 semester credits of approved course work in driver and safety education. At least 9 semester credits of the 15 semester credits shall include all of the following:
 - (a) A basic driver education course.
 - (b) An advanced driver education course.
 - (c) A general safety course.
- (d) At least 3 semester credits of the 9 semester credits shall be in driver education which includes at least 10 class periods of experience in teaching practice driving.
- (e) At least 6 semester credits of the 15 semester credits shall include specific courses in driver and traffic safety education that place emphasis upon critical factors that influence driver behavior in the driving task, including course work which develops teacher competencies in alcohol education and sociological and psychological behavioral factors related to traffic safety.

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

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

- (1) French - 355.
- (2) German - 370.
- (3) Latin - 350.
- (4) Russian - 385.
- (5) Spanish - 365.
- (6) English as a Second Language - 395.
- (7) Other Foreign Languages - 390.

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

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

- (1) Health - 910.
- (2) Safety Education - 455.
- (3) Recreation - 535.
- (4) Dance - 536.

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

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

- (1) Computer Science - 405.
- (2) Mathematics - 400.

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

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

- (1) Philosophy - 730.
- (2) Religious Studies - 755.

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

PI 3.18 Science subject areas. A regular license to teach one of the following subjects may be issued to an applicant who has completed the

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general requirements in s. PI 3.05, a professional education sequence in subch. III including an approved program and the institutional endorsement, and at least 8 semester credits in other science subjects. A middle/secondary or secondary level license on the basis of completion of a minor, as specified in ss. PI 3.10 (2) and 3.115 (2), in a science subject may be obtained only if the applicant has completed the broad field science major or a major in another science subject under subs. (1) to (6), except that with a major in mathematics and a minor in physics, a license in physics may be issued. Any additional requirements are noted as follows:

- (1) BIOLOGY, LIFE SCIENCE - 605.
- (2) CHEMISTRY - 610.
- (3) RESOURCE MANAGEMENT - 615.
- (4) EARTH AND SPACE SCIENCE - 635.
- (5) PHYSICAL SCIENCE - 637. Effective July 1, 1980, the regular license to teach chemistry - 610, physics - 625 and physical science - 637 may be issued to an applicant who has completed a 44 semester credit major in physical science, including all of the following:
 - (a) Twenty-two semester credits in chemistry; and
 - (b) Twenty-two semester credits in physics.
- (6) PHYSICS - 625.
- (7) BROAD FIELD SCIENCE - 601. Effective July 1, 1980, the regular license in broad field science which permits the teaching of all sciences, except biology - 650, chemistry - 610, earth and space science - 635, and physics - 625 in grades 10 through 12, may be issued to the applicant who has completed all of the following:
 - (a) A 54 semester credit major in science, including all of the following:
 1. Fourteen semester credits in each of 2 of the following:
 - a. Biology.
 - b. Chemistry.
 - c. Earth and space science.
 - d. Physics.
 2. Eight semester credits in each of the remaining 2 sciences.
 3. Ten additional semester credits selected from:
 - a. Biology.
 - b. Chemistry.
 - c. Earth and space science.
 - d. Physics.
 - e. History of science.
 - f. Philosophy of science.

4. Six semester credits in mathematics.

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

(8) SCIENCE: GRADES 6-9 - 621. (a) An applicant who is licensed to teach any science at the middle/secondary level or who is licensed to teach at the elementary/middle level may be issued a license to teach science in grades 6 to 8 and general science in grade 9 if the applicant has completed all of the following:

1. Ten semester credits in one of the following subjects:

- a. Biology.
- b. Chemistry.
- c. Earth and space science.
- d. Physics.

2. At least 6 semester credits in each of the remaining 3 subjects in subd. 1.

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

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

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

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

(2) BROAD FIELD SOCIAL SCIENCE - 701. (a) Effective July 1, 1972, a regular broad field social science - 701 license may be issued at the middle/secondary level to teach all social science in grades 6 through 9 and fusion courses in grades 10 through 12. The fusion courses are those courses drawn from several of the social science disciplines, for

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example, American problems, area studies, civics, social problems, vital issues, and other, which require a composite preparation. The applicant shall have completed the general requirements in an approved program which includes 54 semester credits distributed over anthropology, economics, geography, history, political science, psychology, and sociology as described in subd. 1 or 2:

1. A major in one of the subjects and at least 20 semester credits distributed over at least 2 of the remaining subjects.
 2. A minor in one of the subjects and at least 32 semester credits distributed over at least 3 of the remaining subjects.
- (b) Effective July 1, 1984, persons holding the broad field social science - 701 license based upon the requirements in par. (a), shall be issued a license in any social science subject in which they have completed at least 15 semester credits.
- (3) **SOCIAL SCIENCE - GRADES 6-9 - 703.** A regular license to teach all social science in grades 6 through 9 may be issued to an applicant who meets all of the following criteria:
- (a) Is licensed to teach any social science subject at the middle or middle/secondary level, or is licensed to teach at the elementary/middle level.
 - (b) Has completed 30 semester credits including all of the following:
 1. Nine semester credits in history.
 2. Six semester credits in geography.
 3. At least 3 semester credits in each of the following: anthropology, economics, political science, sociology, and psychology.

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

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

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

Subchapter V — Special Subject and Vocational Education Areas

PI 3.21 Special subject areas. Licenses in the special subject areas listed in this section are issued to teach grades kindergarten through 9, grades 6 through 12, or grades kindergarten through 12, unless otherwise noted. Student teaching and methods shall be completed at the elementary/middle level for grades kindergarten through 9 licensure, at the middle/secondary level for grades 6 through 12 licensure, or at both the elementary and middle/secondary levels for grades kindergarten through 12 licensure. A regular license may be issued in one of the following special subject areas to an applicant who has completed the general requirements in s. PI 3.05, including an approved program which includes a major, and a professional education sequence consisting of a minimum of 18 semester credits including: child or adolescent growth and develop-

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ment, educational psychology or psychology of learning, curriculum, methods, and at least 5 semester credits of student teaching for initial programs completed before August 31, 1990, or student teaching as specified in s. PI 3.05 (6) for initial programs completed on or after August 31, 1990:

- (1) AGRICULTURE - 200.
- (2) ART - 550. A 54 semester credit major is required for the art - 550 license to teach kindergarten through grade 12. A 34 semester credit major is required for the art-550 license to teach grades kindergarten through 6 or grades 6 through 12.
- (3) BUSINESS EDUCATION - WITH SHORTHAND - 250.
- (4) BUSINESS EDUCATION - 251.
- (5) HOME ECONOMICS - 210.
- (6) TECHNOLOGY EDUCATION - 220.
- (7) INSTRUMENTAL MUSIC - 506. A 46 semester credit major is required for the instrumental music - 506 license.
- (8) CHORAL MUSIC - 511. The choral music - 511 license is only issued to teach grades 6 through 12. A 46 semester credit major is required.
- (9) GENERAL MUSIC - 515. A 46 semester credit major is required for the general music - 515 license.
- (10) PHYSICAL EDUCATION - 530. A 54 semester credit major is required for the physical education - 530 license to teach kindergarten through grade 12. A 34 semester credit major is required for the physical education - 530 license to teach grades kindergarten through 6 or grades 6 through 12.

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

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

- (1) Has completed a course in principles, issues or philosophy of vocational education and a course in organization and administration of cooperative education programs.
- (2) Has related occupational experience during the 10-year period immediately preceding application for the license. The number of required hours of occupational experience for each vocational license is specified in sub. (3), and the requirement shall be met in one of the following ways:
 - (a) Paid occupational experience in related occupations.
 - (b) Paid occupational experience in related occupations for at least 60% of the required clock hours, and up to 40% in either or a combination of the following:

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

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

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

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

(a) *Business - 281*. For a business -281 license, the applicant shall hold a business education with shorthand - 250 or business education - 251 license under s. PI 3.21 (3) and (4) and shall have completed 2,000 clock hours of related occupational experience.

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

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

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

a. Educational psychology or psychology of learning.

b. Curriculum planning.

c. Methods of teaching health occupations.

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

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

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

tional experience, of which 1,000 hours shall be in the specific area in which the license will be sought.

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

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

Subchapter VI — Reading

PI 3.23 Reading teacher - 316. Any person who has a specific assignment to teach reading shall hold a reading teacher license. Effective July 1, 1988, a regular reading teacher license to teach kindergarten through grade 12 shall be issued to an applicant who has completed an approved program and who has received the institutional endorsement for the reading teacher license and who meets all of the following requirements:

- (1) Eligibility to hold a Wisconsin license to teach or completion of an approved teacher education program.
- (2) Two years of successful regular classroom teaching experience.
- (3) At least 18 semester credits with at least 12 of those credits taken beyond the bachelor's degree. The 18 semester credits shall include a practicum in teaching reading at the elementary level and at the middle/secondary level and shall include course work in all of the following:
 - (a) Developmental reading for grades kindergarten through 12.
 - (b) Assessment and instructional techniques for readers with special needs.
 - (c) Language development.
 - (d) Learning disabilities.
 - (e) Content area reading.
 - (f) Literature for children or adolescents.

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

PI 3.24 Reading specialist - 317. Any person who directs kindergarten through grade 12 reading programs or works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading shall hold a reading specialist license. Effective July 1, 1985, a regular reading specialist license may be issued to an applicant who has

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completed an approved program and who has received the institutional endorsement for the reading specialist license, and who meets all of the following requirements:

- (1) Eligibility to hold a Wisconsin reading teacher license.
- (2) A master's degree with a major emphasis in reading or at least a 30 graduate semester credit program equivalent to the master's degree with a minimum of 15 graduate semester credits which include all of the following:
 - (a) Guiding and directing the kindergarten through grade 12 reading program.
 - (b) Field experience in kindergarten through grade 12 reading programs.
 - (c) Research related to reading.
 - (d) Supervision of instruction.
 - (e) Content area reading for the reading specialist.

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

Subchapter VII — Special Education

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

- (2) Effective July 1, 1986, a regular license to teach a specific area of special education may be issued to an applicant who has satisfactorily completed an approved program, the general requirements in s. PI 3.05, and the requirements for the area of specialization in ss. PI 3.26 to 3.39.
- (3) The following are required if specifically cited in the requirements for the area of specialization in ss. PI 3.26 to 3.39:
 - (a) *General professional preparation.* At least 18 semester credits in professional education including all of the following:
 1. Child or adolescent psychology.
 2. Psychology of learning or educational psychology.
 3. Measurement and evaluation.
 4. Methods of instruction.
 5. Supervised experience with non-exceptional children in a regular classroom at the appropriate level. This supervised experience may be waived for persons who are hearing impaired.

6. Normal language development.
7. Principles of career and vocational education.
- (b) *General preparation in special education.* At least 12 semester credits in general special education including all of the following:
 1. Psychology or nature of the exceptional child.
 2. Individual diagnostic assessment.
 3. Behavior and personal management for exceptional children.
 4. Language disorders of the exceptional child.
 5. Methods for working with parents of exceptional children and community agencies.

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

PI 3.26 Mild or moderate mental retardation - 806, 6-12, K-12. A mild or moderate mental retardation - 806 license may be issued to an applicant who has completed the requirements in s. PI 3.25 (3) and all of the following requirements:

- (1) At least 12 semester credits including all of the following:
 - (a) Introduction to mental retardation.
 - (b) Educational diagnosis and assessment of mental retardation.
 - (c) Curriculum and methods for teaching mentally retarded pupils at the appropriate level.
- (2) Student teaching mentally retarded pupils at the appropriate level. A teacher who holds a regular license in at least one category of special education, who has completed at least 3 years of successful teaching experience, including at least one year of successful experience teaching mentally retarded pupils in a special education class, and who has completed an approved college or university supervised on-the-job practicum with mentally retarded pupils may have the student teaching requirement waived.

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

PI 3.27 Severely handicapped - 807, K-12. The severely handicapped - 807 license is issued to teach grades kindergarten through 12. A license may be issued to an applicant who has completed the requirements in s. PI 3.25 (3) and all of the following requirements:

- (1) At least 18 semester credits including all of the following:
 - (a) At least 6 credits in the characteristics of children with severe mental retardation and developmental disabilities, severe communication deficits, severe physical disabilities, and behavioral disorders.
 - (b) Educational diagnosis and assessment of the severely handicapped.
 - (c) Curriculum and methods for teaching severely handicapped pupils.

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- (d) Cooperative programming with community, health, and social services.
- (2) Student teaching severely handicapped pupils at the appropriate level. A teacher who holds a regular license in at least one category of special education, who has completed at least 3 years of successful teaching experience, including at least one year of successful experience teaching severely handicapped pupils in a special education class, and who has completed an approved college or university supervised on-the-job practicum with severely handicapped pupils may have the student teaching requirement waived.

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

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

- (1) At least 12 semester credits including all of the following:
 - (a) Introduction to learning disabilities.
 - (b) Educational diagnosis and assessment of learning disabilities.
 - (c) Curriculum and methods in learning disabilities at the appropriate level.
 - (d) Remedial reading.
- (2) Student teaching pupils with learning disabilities at the appropriate level. A teacher who holds a regular license in at least one category of special education, who has completed at least 3 years of successful teaching experience, including at least one year of successful experience teaching pupils with learning disabilities in a special education class, and who has completed an approved college or university supervised on-the-job practicum with pupils with learning disabilities may have the student teaching requirement waived.

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

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

- (1) At least 12 semester credits including all of the following:
 - (a) Introduction to emotional disturbance.
 - (b) Educational diagnosis and assessment of emotional disturbance.
 - (c) Curriculum and methods in emotional disturbance at the appropriate level.
 - (d) Management of the emotionally disturbed.
- (2) Student teaching emotionally disturbed pupils at the appropriate level. A teacher who holds a regular license in at least one category of special education, who has completed at least 3 years of successful teaching experience teaching emotionally disturbed pupils in a special education class, and who has completed an approved college or

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

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

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

- (1) At least 18 semester credits including all of the following:
 - (a) Introduction to hearing impairment.
 - (b) Curriculum and methods for teaching hearing impaired pupils at the appropriate level.
 - (c) Language problems and development for the hearing impaired.
 - (d) Speech for the hearing impaired.
 - (e) Speech reading and auditory training for the hearing impaired.
 - (f) Manual communication.
- (3) Student teaching hearing impaired pupils at the appropriate level.
- (4) For a regular license for grades 6 through 12, the applicant shall complete a minor in a subject under subch. IV in addition to the major in hearing impaired.

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

PI 3.31 Visually impaired - 825, K-9, 6-12, K-12. A visually impaired - 825 license may be issued to an applicant who has completed the requirements in s. PI 3.25 (3) and all of the following requirements:

- (1) At least 18 semester credits including all of the following:
 - (a) Introduction to visual impairment.
 - (b) Teaching methods in reading and writing of braille, optacon, and in other communication skills.
 - (c) Teaching methods in orientation and mobility.
 - (d) Structure, function, and pathological implications of the eye.
 - (e) Instructional aids and materials for the visually impaired.
 - (f) Teaching activities of daily living skills.
- (2) Student teaching visually impaired pupils at the appropriate level. A teacher who holds a regular license in at least one category of special education, who has completed at least 3 years of successful teaching experience, including at least one year of successful experience teaching visually impaired pupils in a special education class, and who has completed an approved college or university supervised on-the-job practicum with visually impaired pupils may have the student teaching requirement waived.

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

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

- (1) At least 12 semester credits in general professional education course work, including all of the following:
 - (a) Child or adolescent psychology.
 - (b) Measurement and evaluation.
 - (c) Psychology of education or educational psychology.
 - (d) Curriculum and methods of instruction.
- (2) An orientation and mobility program approved by the American Association of Workers for the Blind/Association for Education of the Visually Handicapped.

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

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

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

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

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

- (1) Child growth and development.
- (2) Educational psychology or psychology of learning.
- (3) Psychology of the exceptional child.
- (4) Methods and curriculum in early childhood education.
- (5) Methods of teaching reading.
- (6) Student teaching with normal young children.
- (7) Introduction in the education of the young exceptional child.
- (8) Assessment of the young exceptional child.

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- (9) Language development and disorders of the young exceptional child.
- (10) Organization and administration of programs for the young exceptional child.
- (11) Methods, curriculum and materials for the young exceptional child.
- (12) Student teaching with the young exceptional child.
- (13) Parent training and family involvement of the young exceptional child.

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

PI 3.35 Speech and language pathology - 820. A regular license as a speech and language pathologist may be issued to an applicant who meets the following requirements:

- (1) Has completed the general requirements in s. PI 3.05 and an approved program.
- (2) Has earned a master's degree in communicative disorders, including speech pathology, audiology and language disorders, with training including a minimum of 60 semester credits of which at least 24 semester credits are graduate credits, and which are selected in accordance with the following:
 - (a) *Professional education.* Eighteen semester credits in professional education, as follows:
 - 1. At least 9 semester credits in basic and related areas, which include learning theory, and child and adolescent development. Additional course work may be selected from the following content areas:
 - a. Child and adolescent psychology.
 - b. Clinical psychology.
 - c. Developmental and remedial reading.
 - d. Educational psychology or psychology of learning.
 - e. Interprofessional relationships.
 - f. Personality adjustment.
 - g. Physiological psychology.
 - h. Statistics.
 - 2. At least 6 semester credits in supervised student practicum which includes at least 300 clock hours. At least 200 clock hours shall be earned in working with preschool and school aged children and, of this, at least 100 clock hours shall be earned in a school setting under the supervision of a licensed speech and language pathologist. The practicum shall include experience with a wide range of speech and language pathologies, as well as auditory testing and hearing rehabilitation. A minimum of 150 of the total clock hours earned shall be at the graduate level. The practicum under this

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subdivision is completed in lieu of the student teaching under s. PI 3.05 (6).

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

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

1. Nature of the exceptional child.
2. Psychology of the exceptional child.
3. Guidance of the exceptional child.
4. Abnormal or clinical psychology.
5. Guidance and counseling.
6. Learning disabilities.
7. Psychological appraisal of the orthopedically disabled.
8. Psychological testing.

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

1. Course work shall include all of the following:
 - a. Anatomy and physiology of speech and hearing.
 - b. Development of speech, language and hearing.
 - c. Phonetics.
2. Additional course work may be selected from the following:
 - a. Acoustics.
 - b. Communication theory.
 - c. Language theory.
 - d. Linguistics.
 - e. Psychology of speech and hearing.
 - f. Social and cultural aspects of oral communication.
 - g. Speech and hearing science.
 - h. Theory of hearing.

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

1. Impairments of articulation.
2. Impairments of fluency.

3. Impairments of voice.
4. Language disorders.
5. Neuromuscular impairments of speech.
6. Orofacial disorders.
- (e) *Auditory rehabilitation*. At least 9 semester credits in diagnostic and evaluative techniques and in auditory rehabilitation, such as:
 1. Auditory disorders.
 2. Hearing conservation.
 3. Speech and language for the hearing impaired.

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

PI 3.36 Occupational therapist - 812, K-12. Any person employed by a school system as a school occupational therapist shall hold a license under this section. Effective July 1, 1978, an occupational therapist - 812 license may be issued to a person who meets all of the following requirements:

- (1) Holds a license to serve as an occupational therapist issued by the appropriate professional licensing authority.
- (2) Has completed at least 9 semester credits in professional special education such as:
 - (a) Adaptive physical education.
 - (b) Behavior modification for the exceptional child.
 - (c) Early childhood special education.
 - (d) Educational assessment and diagnosis of the exceptional child.
 - (e) Elective or electives in special education.
 - (f) Guidance of exceptional children.
 - (g) Introductory course to a specific area of exceptionality.
 - (h) Language development for the exceptional child.
 - (i) Language disorders.

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

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

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

PI 3.38 Adaptive education - 859 and adaptive physical education - 860. (1) **ADAPTIVE EDUCATION - 859.** (a) A regular license in adaptive education - 859 may be issued to an applicant who holds a regular license, and who has completed an approved program, including a concentration in adaptive education, which includes course work in all of the following:

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

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

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

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

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

PI 3.39 Special education program aide - 883. A regular special education program aide - 883 license may be issued to an applicant who is at least 18 years of age and meets one of the following requirements:

- (1) Has at least 3 years of experience in supervision of structured youth activities.
- (2) Has completed at least 3 years of college education.
- (3) Has a combination of education and experience under subs. (1) and (2) totaling 3 years.
- (4) Has completed a 2-year program in child care and development approved by the department.

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

Subchapter VIII — Instructional Library Media and Technology

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

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

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

- (1) The general requirements in s. PI 3.05, including the approved program and institutional endorsement.
- (2) Eligibility to hold a Wisconsin license to teach or completion of an approved teacher education program.
- (3) Student teaching in library media services.
- (4) A minimum of 24 semester credits in an approved library media services program covering all of the following competency areas:
 - (a) History, development, and content of children's and young adult's media:
 - (b) Evaluation, selection, and utilization of media and instructional equipment for children and young adults.
 - (c) Teaching of media, reference, research, and production skills to enable pupil use of media resources;
 - (d) Provision of reference, referral, and retrieval services; and reading, listening, and viewing guidance.
 - (e) Selection of appropriate resources to meet learning activity needs.
 - (f) Basic techniques for producing graphic, projected, and electronic media.
 - (g) Management of the school building library media program, including the physical, technological, and financial resources; acquisition, organization, and retrieval functions; and operational and reporting procedures.
 - (h) Direction of personnel assisting in the operation of a building-level library media program.
 - (i) Identification of building-level library media program needs and the use of pertinent research in seeking solutions.
 - (j) Informing the community about available library media services and gaining the cooperation of community agencies and professional organizations.
 - (k) Application of school laws and regulations pertinent to library media programs.
 - (l) Personal interaction skills needed to work effectively within the educational community and with the general public.
 - (m) Operation of common audio, projection, television and computer equipment.
- (5) Renewal to an instructional library media specialist - 902 requires the completion of the requirements listed under s. PI 3.42.

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

PI 3.42 Instructional library media specialist - 902. Effective July 1, 1986, for the regular license, the applicant shall either possess both a regular or life license as a school librarian - 900 and audiovisual director - 904, or have completed all of the following:

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- (1) Eligibility to hold the initial instructional library media specialist license.
- (2) A master's degree in an approved library media services program or a total of 39 semester credits in an approved library media services program, 15 of which shall be completed after the bachelor's degree and shall cover all of the following competency areas:
 - (a) Identification of instructional objectives and selection of a variety of media and other resources to meet those objectives.
 - (b) Principles and theories of general elementary, middle, and secondary level curriculum development and educational psychology.
 - (c) Promotion of effective use of media, the new technologies, and other resources by providing inservice instruction for teaching staff.
 - (d) Selection and use of microcomputers and appropriate software for educational and bibliographic purposes.
 - (e) Advanced techniques for producing instructional media in graphic, projected and electronic formats; ability to determine when to use local school district or commercial production facilities; ability to secure information through networks and computerized databases.
 - (f) Development of position description, performance objectives, and evaluation guidelines for building-level library media personnel.
 - (g) Development of school building-level proposals for new or adapted instructional programs; development of educational specifications for library media centers; and planning of comprehensive annual and long-range goals.
 - (h) Establishment and maintenance of effective interpersonal relationships with the entire educational community, including pupils, administrators, parents, and school personnel.
 - (i) Needs assessment for building-level library media programs and use of results to plan a more effective library media program.
 - (j) Advanced knowledge of the content and evaluation of children's and young adult literature.

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

PI 3.43 Instructional technology specialist - 903. Effective July 1, 1986, for the regular license, the applicant shall either possess a regular or life license as an audiovisual director - 904 or have completed all of the following:

- (1) The general requirements in s. PI 3.05 including the approved program and institutional endorsement.
- (2) Eligibility to hold a Wisconsin license to teach or completion of an approved teacher education program.
- (3) A master's degree in an approved instructional technology program or 30 graduate semester credits in an approved instructional technology program covering all the following competencies:

- (a) Application of the principles of learning theory to the design of instructional media.
- (b) Determination of instructional objectives and development of specifications for media appropriate to meet those objectives.
- (c) Translation of media design specifications into workable production plans and production of graphic, projected, and electronic media.
- (d) Planning and management of complex operations involving instructional technology, including facility design, work scheduling, and budgeting.
- (e) Training, direction, and evaluation of personnel involved in instructional technology activities.
- (f) Promotion of effective use of media and other resources and technologies by providing inservice instruction and teaching staff.
- (g) Application of microcomputer technology in teaching and learning activities.
- (h) Development and application of standards for evaluation of media produced by local school district staff.
- (i) Analysis of present and future curriculum requirements to identify instructional technology needs.
- (j) Planning and management of effective procedures for selection, purchase, maintenance, and repair of instructional equipment.
- (k) Sources of information on current and future trends and developments in instructional technology.
- (l) Principles and theories of general elementary, middle, and secondary level curriculum development and educational psychology.
- (m) Establishment and maintenance of effective interpersonal relationships with the entire educational community, including pupils, administrators, parents, and school personnel.

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

Subchapter IX — Indian Language, Culture and History

PI 3.44 Indian home-school coordinator - 924, language and culture aide - 925. (1) A regular license to serve as an aide or home-school coordinator in an American Indian language and culture education program shall be issued under s. 115.28 (17) (b), Stats., to an applicant who is recommended as competent to serve in the position by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee pursuant to s. 115.735, Stats.

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

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

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

PI 3.45 Indian language - 926, history and culture - 927. (1) A regular license to teach Indian language or to teach Indian history and culture in an American Indian language and culture education program may be issued under s. 115.28 (17) (a), Stats., to an applicant who holds or is eligible for a regular teaching license and who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee as possessing the following competencies and who provides the department with evidence of possessing the following competencies:

(a) Teacher of Indian language.

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

(b) Teacher of Indian history and culture.

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

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

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

1. Teacher of Indian language.

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

2. Teacher of Indian history and culture.

- a. Knowledge and understanding of the history and culture of the target pupil population.
- b. Ability to teach the history and culture of the target pupil population.

- (b) The designee of the tribal council or of the local American Indian parent advisory committee shall be competent in the target Indian language and knowledgeable about the history and culture of the target Indian population.
- (3) (a) Upon verification of 2 years of successful teaching experience by the school or district administrator, a regular license shall be issued to the applicant who has attended the biannual workshops sponsored by the American Indian language and culture education board or the equivalent or who has been exempted from attendance by the board and who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee as possessing the following competencies:
1. Teacher of Indian language.
 - a. Ability to plan and organize instructional materials, units, and lessons designed to instruct pupils in the use of the target Indian language.
 - b. Ability to analyze the sound systems, grammatical forms, and syntax of the target Indian language and English and to apply that knowledge to the process of teaching the target Indian language.
 - c. Ability to develop drills and exercises that develop pupil awareness of the structure of both the target Indian language and English.
 - d. Ability to guide pupils toward informal conversation in the target Indian language.
 - e. Knowledge of the principles and theories of child, young adolescent, or adolescent growth and development, as appropriate to the level or levels of licensure, and the relationship of that knowledge to teaching the target Indian language at the elementary, middle, or secondary level.
 2. Teacher of Indian history and culture.
 - a. Ability to plan and organize instructional materials, units, and lessons designed to instruct pupils in the history and cultural traditions of the target Indian population.
 - b. Ability to classify the principal ways in which the target Indian culture resembles and differs from that of the non-Indian culture of the United States.
 - c. Ability to draw from personal experience in order to create a variety of learning situations which bring the reality of the target Indian culture closer to the pupil.
 - d. Ability to devise teaching methods appropriate to the culture of the target Indian population.
 - e. Ability to develop, encourage, and promote pupil participation in activities and events which reflect the contemporary ways of life of the target Indian culture.
 - f. Knowledge of the principles and theories of child, young adolescent, or adolescent growth and development, as appropriate to

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the level or levels of licensure, and the relationship of that knowledge to teaching the target Indian history and culture at the elementary, middle, or secondary level.

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

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

PI 3.46 School counselor-Indian language and culture - 963. A regular license to serve as a school counselor in an American Indian language and culture program shall be issued under s. 115.28 (17) (a), Stats., to an applicant who holds or is eligible for a regular license as a counselor and who is recommended by the employing school district administrator or the employing administrator of an alternative school and by the designee of the tribal council or by the designee of the local American Indian parent advisory committee and who provides the department with evidence of possessing knowledge and understanding of the culture and traditions of the target pupil population.

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

Subchapter X — Bilingual/Bicultural Education

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

- (1) Holds a regular license in subjects or grades to be taught in the bilingual/bicultural teaching assignment.
- (2) Is proficient in English and in the target language.
- (3) Has completed an approved program in bilingual/bicultural education at the level of the license being sought which includes at least 24 semester credits of course work including all of the following:
 - (a) At least 9 semester credits of course work in cultural and cross-cultural studies including all of the following:
 1. Contemporary social problems with emphasis on the bilingual/bicultural child.
 2. Culture of the target group or groups.
 3. Contrastive analysis of the target culture or cultures with other cultures.
 4. Bilingual/bicultural field experiences in the community of the target group or groups.
 - (b) At least 12 semester credits of course work including all of the following:
 1. Foundations of bilingual/bicultural education, including rationale, history, and survey of existing models.

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

- a. In all basic content areas to teach at the elementary or elementary/middle level.
- b. In the teacher's field of specialization to teach at the middle, middle/secondary or secondary level.

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

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

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

Subchapter XI — Pupil Services

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

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

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

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

- (a) A master's degree with a major in school counseling and guidance or a master's degree with at least 30 semester credits in an approved school counseling and guidance program and the institutional endorsement.
- (b) 1. Eligibility for a license to teach or completion of an approved program and 2 years of successful teaching experience at the elementary, middle, or secondary level, or
2. An approved one-year, full-time internship in school counseling at the elementary, middle, or secondary level, or
3. A minimum of 2 years of successful experience as a licensed school counselor in an assigned position of one-half time or more.

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

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

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2. Understanding the psychological foundations of individual and group behavior, including vocational psychology, the structure of personality, child and adolescent development, and the teaching and learning processes.
3. Understanding cultural and societal conditions which affect pupils' development and learning including ethnicity, special education populations, work values, economic systems, urban and rural lifestyles, cultural mores, health and nutrition problems, changing sex roles, stereotyping, demographics, and parenting.
4. Ability to develop staff relationships for the effective implementation of guidance programs within the total curriculum including the understanding of and ability to engage in consulting, coordinating, and communicating functions.
5. Understanding career development theories and practices over the lifespan and the ability to use this knowledge effectively in the school guidance program.
6. Understanding professional issues including pupil rights, the school counselor's relationship to the law, codes of ethics, goals and objectives of professional organizations, standards of preparation and licensing, and role identity of counselors.
7. Understanding child welfare systems such as but not limited to juvenile justice, public health, mental health, developmental disabilities, and county social services; systems which provide services to children identified as juvenile delinquent, mentally ill, developmentally disabled or in need of protection and services.
8. Ability to effectively organize and administer comprehensive school guidance programs including the utilization of community resources and appropriate technology in the program.
9. Ability to generate, analyze, and synthesize data about the behaviors, progress, and needs of pupils individually and within groups.
10. Ability to interpret relevant pupil services research and to implement evaluation procedures necessary for the improvement of school practices related to counseling and guidance.
11. Understanding how to provide counseling and group guidance processes which facilitate pupils' self-awareness, self-understanding and self-acceptance in relation to educational and career development as evidenced by satisfactory completion of a supervised practicum experience in a school setting.

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

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

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

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

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

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

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

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

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

- (a) At least 3 semester credits in human growth and development throughout the life span.
- (b) At least 9 semester credits distributed among at least 3 of the following areas:
 - 1. Sociology, which may include social psychology, child welfare, and sociology of education.
 - 2. Philosophy, which may include philosophy of education, philosophical issues in education, philosophical conceptions of teaching and learning, and philosophy of health education.
 - 3. Psychology, which may include human abilities and learning, educational psychology of learning, psychology of the exceptional child, and learning processes in children.
 - 4. Special education, which may include health problems of the exceptional child, psychological appraisal of the physically handicapped, speech correction, and guidance of exceptional children.
 - 5. Other electives, which may include individualizing instruction, general curriculum, problems and materials in health education, principles of health education, and guidance and counseling.

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

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

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

- (1) A master's degree from an accredited college or university.
- (2) Course work in all of the following which shall include a minimum of 48 graduate level semester credits, as specified:
 - (a) Psychological foundations including course work in all of the following of which a minimum of 6 semester credits, as specified:
 1. Developmental psychology or child and adolescent psychology.
 2. Measurement theory.
 3. Personality theory.
 4. Psychology of learning.
 5. Psychopathology, abnormal behavior disorder.
 6. Research theory and methods. The thesis or dissertation may be used to meet this requirement.
 7. Statistics.
 - (b) Education foundations including at least 9 semester credits as follows, of which at least 6 semester credits shall be at the graduate level:
 1. At least 3 semester credits in regular education methods or curriculum.
 2. At least 3 semester credits in special education methods.
 3. At least 3 semester credits in supervision, administration, school law, or other educational foundations courses.
 - (c) Core professional program including at least 33 graduate semester credits as follows:
 1. At least 6 semester credits in individualized academic and behavioral programming.
 2. At least 6 semester credits in psychoeducational interventions including direct and indirect interventions and consultation and therapeutic interventions.
 3. At least 9 semester credits in psychological and psychoeducational assessment including intelligence, personality, achievement, adaptive and sensory motor assessment.
 4. At least 3 semester credits in school psychological services including role, issues, ethics, laws, and regulations.
 5. At least 600 hours of supervised practicum in school psychological services for at least 9 semester credits.

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

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

- (1) All requirements for the provisional school psychologist license under s. PI 3.52.
- (2) An approved program for the preparation of school psychologists, resulting in a Doctor of Philosophy, Doctor of Psychology, Doctor of Education, Education Specialist degree, or consisting of at least 60 graduate semester credits.
- (3) Completion of one of the following:
 - (a) One year of successful experience as a school psychologist under the supervision of a cooperating school psychologist and a written recommendation from the school system administration.
 - (b) An internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school system administration. The internship shall be part of the approved program and shall be taken for a maximum of 12 graduate semester credits.

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

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

- (1) A master's degree in social work.
- (2) Competencies in all of the following areas:
 - (a) Family management.
 - (b) Group dynamics.
 - (c) Human growth and development.
 - (d) Organizational theory.
 - (e) Program planning and coordination.
 - (f) Research.
 - (g) Special populations, such as handicapped, aged, delinquent youth and poverty groups.
 - (h) Systems analysis.
 - (i) Various treatment modalities, such as behavior modification, transactional analysis and reality therapy.
- (3) At least 18 semester credits of professional education or its equivalent is required. At least 6 of these semester credits shall be in professional education. Graduate and undergraduate credits obtained in social work, psychology, or sociology which the university school of education will accept as equivalent to professional education credits, will be accepted toward completion of the 18 semester credit education requirement.

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

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

Subchapter XII — School Administration

PI 3.55 School administration: applicability and general requirements. (1) **APPLICABILITY.** An administrator in this section means a person employed by a public school board of education or a private school as a principal, assistant principal, district administrator, or assistant district administrator. All public school administrators included under this section shall hold the appropriate administrative license. The regular administrator license shall be issued for a 5-year period. If there is a minor deficiency, a one-year license may be issued. This one-year license may be renewed for one additional year if evidence is provided to the state superintendent that satisfactory effort has been made to remove the deficiency.

- (2) **GENERAL REQUIREMENTS.** The regular district administrator license issued under this section requires completion of an approved specialist degree program or the equivalent. The regular license issued under this section for all other administrators requires completion of an approved master's degree program in school administration or an equivalent approved program. An approved program shall include a practicum and shall be competency-based; candidates shall possess the following competencies before program completion and before institutional endorsement which shall include but not be limited to the following:

- (a) Knowledge of the social context in which the school operates, including the organizational, political, and legal relationship between and among the school, the local community, and state and national agencies.
- (b) Ability for planning, budgeting, organizing, coordinating, stimulating, and evaluating school programs.
- (c) Vision and commitment to improving education including expertise in curriculum development and implementation which reveals a thorough understanding of children and youth.
- (d) Ability to motivate people to work together.
- (e) Knowledge and skill in utilizing both human and material resources, and in evaluating and improving one's own performance and that of staff.

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- (f) Skill in utilizing effectively techniques of decision-making, communication, authority and influence, conflict resolution, leadership, problem-solving, and the introduction of change.

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

PI 3.56 District administrator - 04. This license permits the holder to serve as a district administrator or as an assistant district administrator and to serve in all positions included in this subchapter. For the regular license, the applicant shall complete or possess the following:

- (1) Eligibility to hold a license as a school administrator under s. PI 3.57 or 3.58.
- (2) Successful completion of an approved specialist's degree program for the preparation of district administrators or its equivalent and receipt of the institutional endorsement.

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

PI 3.57 Elementary/middle level administrator - 34. A license issued under this section permits the holder to serve as a principal or an assistant principal at the elementary, elementary/middle, or middle level. For the regular license, the applicant shall meet all of the following requirements:

- (1) Either of the following:
 - (a) Eligibility to hold a license to teach at the elementary, elementary/middle, or middle level, or to serve as a school counselor, a school psychologist, or a school social worker at the elementary, elementary/middle, or middle level; and 18 semester credits in professional education course work not included as a part of an approved school administrator program under sub. (4).
 - (b) Completion of an approved elementary, elementary/middle, or middle level, or kindergarten through grade 12 teacher education program, school counselor program, school psychologist program, or school social work program; and 18 semester credits in professional education course work not included as a part of an approved school administrator program under sub. (4).
- (2) Three years of successful experience as a classroom teacher at the elementary, elementary/middle, or middle level; or 3 years of successful experience as a school counselor, school psychologist, or school social worker at the elementary, elementary/middle, or middle level which included evidence of not less than 540 hours of successful classroom teaching experience.
- (3) A master's degree.
- (4) Successful completion of an approved master's degree program for the preparation of elementary/middle level administrators or its equivalent and receipt of the institutional endorsement.

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

PI 3.58 Middle/secondary level administrator - 24. A license issued under this section permits the holder to serve as a principal or an assistant principal at the middle, middle/secondary, or secondary level. For the regular license, the applicant shall meet the following requirements:

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(1) Either of the following:

- (a) Eligibility to hold a license to teach at the middle, middle/secondary, or secondary level, or to serve as a school counselor, a school psychologist, or a school social worker at the middle, middle/secondary or secondary level; and 18 semester credits in professional education course work not included as a part of an approved school administrator program under sub. (4).
 - (b) Completion of an approved middle, middle/secondary, or secondary level or kindergarten through grade 12 teacher education program, school counselor program, a school psychologist program, or a school social work program; and 18 semester credits in professional education course work not included as a part of an approved school administrator program under sub. (4).
- (2) Three years of successful experience as a classroom teacher at the middle, middle/secondary or secondary level or 3 years of successful experience as a school counselor, school psychologist, or school social worker at the middle, middle/secondary or secondary level which included evidence of not less than 540 hours of successful classroom teaching experience.
- (3) A master's degree.
- (4) Successful completion of an approved master's degree program for the preparation of middle/secondary level administrators or its equivalent and receipt of the institutional endorsement.

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

Subchapter XIII — Other Areas of Administration and Supervision

PI 3.59 School business manager - 08. This classification applies to a person who has general responsibility for the administration of the business affairs of the district. Effective July 1, 1972, the school business manager in any district having an average daily membership exceeding 1,500 shall hold a valid license for this position issued by this department. A regular license to serve as school business manager may be issued to an applicant who meets the requirements in sub. (1) or (2).

- (1) Holds a district administrator license and has 3 years of experience as a chief school district administrator in a district employing at least 16 teachers, not including administrators.
- (2) Has a master's degree from an accredited college or university and has completed all of the following:
 - (a) At least 9 graduate semester credits in the area of school business administration, including courses such as:
 - 1. Personnel management.
 - 2. Purchasing and supply management.
 - 3. School business management.
 - 4. School financial accounting.

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5. School plant planning.

(b) At least 9 graduate or undergraduate semester credits in business administration, including courses such as:

1. Accounting.
2. Data processing.
3. Insurance.
4. Investments.
5. Public finance.
6. Public relations.

(c) At least 9 graduate or undergraduate semester credits in educational foundation areas.

(d) Credit for equivalent courses may be approved by the state superintendent.

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

PI 3.60 Administrative assistant - 90. An administrative assistant - 90 license applies to central office professional positions not described elsewhere in this chapter and which do not involve curriculum development, staff development, supervision of the teaching staff, or direct contact with pupils. A regular license may be issued to an applicant who meets the following requirements:

- (1) A minimum of a bachelor's degree with a major appropriate for the professional responsibilities for which employed.
- (2) A written request for the license including a job description from the employing school administrator.

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

PI 3.61 Supervisor, coordinator, or director - 10, 15, 20. A regular license to serve as a supervisor, curriculum coordinator or director of instruction may be issued to an applicant who meets all of the following requirements:

- (1) Eligibility to hold a license to teach or completion of an approved teacher education program.
- (2) A minimum of 3 years of teaching experience.
- (3) A master's degree in any field.
- (4) Graduate courses in:
 - (a) Child or adolescent psychology, or both.
 - (b) General curriculum.
 - (c) Educational tests and measurements.
 - (d) Guidance.
 - (e) Supervision of instruction.

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- (5) An applicant seeking a license for kindergarten through grade 12 shall complete elementary curriculum and supervision if licensed to teach at the middle, middle/secondary, or secondary level; and secondary curriculum and supervision if licensed to teach at the elementary or elementary/middle level.

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

PI 3.62 Special education supervisor - level B - 82. A regular license to serve as a level B special education supervisor under s. PI 11.14 may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:

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

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

PI 3.63 Special education supervisor - level A - 81. A regular license to serve as a level A special education supervisor under s. PI 11.13 may be issued to an applicant who has obtained the institutional endorsement from a preparation institution and has completed or possesses the following:

- (1) Eligibility to hold the level B license for supervisor of special education under s. PI 3.62.
- (2) A 6th year specialist's degree or its equivalent. One year of graduate work in special education beyond the master's degree or a minimum of 18 semester credits of post-master's level course work in special education meets this requirement. At least 12 semester credits of

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this graduate work shall be in areas other than the original area of specialization in special education.

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

PI 3.64 Local vocational education coordinator - 65. A regular license to serve as local vocational education coordinator may be issued to an applicant who has completed or possesses all of the following:

- (1) A teaching major in agriculture or in a vocational subject area as listed in s. PI 3.22 and course work in the following areas:
 - (a) Curriculum planning and development-general;
 - (b) Guidance with an emphasis on career development;
 - (c) Issues, principles or philosophy of vocational education;
 - (d) Organization and administration of cooperative vocational programs;
 - (e) School administration;
 - (f) Supervision of instruction.
- (2) Work experience outside of teaching to include at least 2,000 hours in one or more occupational fields. College field experience resulting in college credit may be used to satisfy occupational requirements, each contact hour counting up to 3 clock hours of occupational experience as follows: one clock hour of approved workshop experience counts up to 3 clock hours of occupational experience. Approval by the state superintendent is required.
- (3) Three years of successful teaching experience in a vocational subject area or 2 years of successful teaching experience in vocational subject areas and an additional 2 years of successful experience in administration and guidance.

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

PI 3.65 Instructional library media supervisor - 91. This license is not required. A person holding the regular or life school library supervisor - 09-900 license may continue to serve with this license. Effective July 1, 1986, for the regular instructional library media supervisor - 91 license, the applicant shall meet all the following requirements:

- (1) Holds or is eligible for the instructional library media specialist - 902 license under s. PI 3.42.
- (2) Has 3 years of successful experience as an instructional library media specialist while holding either the instructional library media - 901 license under s. PI 3.41 or initial or regular instructional library media specialist - 902 license under s. PI 3.42.
- (3) Has completed a master's degree from an approved library media services program plus 12 graduate semester credits in educational administration, school personnel management, supervision of instruction, and district level library media program supervision from an approved program covering all of the following competency areas:

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

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

PI 3.66 Supervisor of counseling and guidance - 968. This license is not required. Effective July 1, 1984, a regular license may be issued to an applicant who meets all of the following requirements:

- (1) Holds or is eligible for a school counselor - 966 license under s. PI 3.49.
- (2) Has at least 3 years of successful experience as a licensed school counselor in an assigned position of one-half time or more.
- (3) Has completed an education specialist degree in counseling and guidance or at least 24 semester credits of graduate study beyond the course work requirements for the school counselor - 966 license under s. PI 3.49 and the institutional endorsement. Credits shall be earned in an approved program. The graduate studies shall include work and demonstrated proficiency in each of the following areas:
 - (a) Advanced practica in individual counseling and group guidance strategies.
 - (b) Direction, supervision, and evaluation of the work of school counselors.
 - (c) Advanced research and evaluation techniques especially in the area of conducting counseling and guidance program assessment.
 - (d) Advanced work in the use of consultive and teaching strategies concerned with the psychological education and mental health of pupils, staff, and parents.

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

PI 3.67 Supervisor of counseling and guidance - bilingual 969. This license is not required. Effective July 1, 1984, a regular license may be issued to an applicant who meets all of the following requirements:

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- (1) Holds or is eligible for a supervisor of counseling and guidance - 968 license under s. PI 3.66.
- (2) Has completed advanced counseling and guidance practica and field experiences in the community of the target language group.
- (3) Demonstrates ability to supervise the work of other bilingual counselors.
- (4) Is proficient in English and in the target language.

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

Subchapter XIV — Obsolete Licenses

PI 3.68 Obsolete licenses. The department no longer issues initial licenses in the following areas:

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

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- (f) Assistant junior high school principal - 31 - may serve as assistant junior high school principal or assistant middle school principal.
- (g) Elementary school principal - 35 - may serve as elementary school principal, middle school principal, assistant elementary school principal, or assistant middle school principal.
- (h) Assistant elementary school principal - 36 - may serve as assistant elementary school principal or assistant middle school principal.
- (i) Elementary school principal - 40 - may serve as elementary school principal or assistant elementary school principal in elementary schools with 6-10 teachers.

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

Subchapter XV — Advisory Council

PI 3.69 Advisory council. The state superintendent shall appoint a broadly based, representative advisory council for teacher education and licensure, as described in this section.

- (1) MEMBERSHIP. (a) The advisory council shall consist of the following members:
 - 1. Five practicing teachers.
 - 2. Four school administrators,
 - 3. Four higher education representatives,
 - 4. Four lay citizens,
 - 5. One post-secondary school student.
- (b) Members in the several categories shall be selected by the state superintendent in a manner that maximizes diversity of educational perspectives.
- (2) TERMS OF OFFICE. (a) The term of office shall be for 3 consecutive years.
- (b) Terms of office shall be staggered to provide for the expiration of the terms of only one-third of the members annually for continuity in the membership and council functioning.
- (c) A member shall serve no more than 2 consecutive full 3-year terms.
- (d) The term of office shall begin on July 1 and expire on June 30.
- (e) A member whose classification has changed should have his or her term expire immediately and vacate the position so that an interim appointment can be made of someone who fulfills the requirements for representing that classification.
- (3) DUTIES. (a) Propose to the state superintendent requirements for licensure of school personnel.
- (b) Propose to the state superintendent guidelines to be used in the issuance of all types of licenses to school personnel.

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- (c) Propose to the state superintendent policies and procedures to insure that school personnel in the public schools are employed within their respective areas of licensing.
- (d) Propose to the state superintendent standards for the approval of preparation programs for school personnel.
- (e) Propose to the state superintendent policies and procedures for evaluating the effectiveness of programs for the preparation of school personnel.
- (f) Review annually the activities of the department relating to the approval of school personnel education programs and to the issuance of licenses in order to advise the state superintendent.
- (g) Receive complaints, suggestions, or inquiries on matters regarding licensure and programs for preparation of school personnel, inquire into such complaints, suggestions, or inquiries, and, if appropriate, advise the state superintendent of action to be taken.
- (h) Review the budget requests for the licensure and program approval functions within the department and make recommendations to the state superintendent related to these requests.
- (i) Prepare and report an annual summary of its actions and recommendations to the state superintendent.

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

APPENDIX A

LICENSES AND LICENSE CODES

LICENSE TYPE	LICENSE PAGE	
	CODE NO.	NO.
Administration - see school administrators		
Administrative Assistant	90	59
Afro-American Studies - see Social Science, Other ..		24
Agriculture	200	33
Agriculture-Special Education - see Special Education - Adaptive Education		43
Anthropology	702	31
Art	550	33
Art-Special Education - see Special Education - Adaptive Education		43
Audio-Visual Coordinator and Director	905, 904	36
Basic Business - see Business Education		33
Bilingual/Bicultural Teacher	28, 33, 44	50
Biology/Life Science	605	30
Bookkeeping - see Business Education		33
Business Education	250, 251	33
Business Education-Special Education		43
Business-Vocational	281	34
Chemistry	610	30
Civics/Citizenship - see Social Science, Other		24
Coaching Athletics	540	32
Computer Science	405	29
Dance	536	29
Data Processing - see Business Education		33
Distributive Education - see Marketing Education		34
Drama - see Theater		
Driver Education	450	28
Early Childhood Education	080, 100	24
Earth and Space Science	635	30
Economics	710	31
Elementary Education	42	25
English	300	28
English as a Second Language	395	29
Environmental Education - see Resource Management		30
Foreign Language - Other	390	29
French	355	29
Geography	715	31
German	370	29
Health	910	29
Health Occupations-Vocational	911	34
History	725	31
Home Economics Education	210	33
Home Economics-Special Education - see Special Education - Adaptive Education		43
Home Economics-Related Occupations	211-216	34
Indian History and Culture	927	48
Indian Home School Coordinator	924	47

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<i>LICENSE TYPE</i>	<i>LICENSE CODE NO.</i>	<i>PAGE NO.</i>
Indian Language and Culture Aide.....	925	39
Indian Language	926	48
Industrial Arts - see Technology Education		33
Industrial Arts-Special Education - see Special Education - Adaptive Education		43
Industrial Arts-Vocational - see Technology Related Occupations		35
Instructional Library Media Specialist.....	901, 902	44, 45
Instructional Technology Specialist.....	903	46
International Studies - see Social Science, Other.....		31
Italian - see Foreign Language, Other	360	29
Journalism	310	28
Latin	350	29
Local Vocational Education Coordinator.....	65	61
Marketing Education	285	34
Mathematics	400	29
Music Education	506, 511, 515	33
Music-Special Education - see Special Education - Adaptive Education.....		43
Office Practice - see Business Education		33
Philosophy	730	29
Physical Education	530	33
Physical Education-Special Education - see Special Education - Adaptive Physical Education		44
Physical Science	637	30
Physics.....	625	30
Polish - see Foreign Language, Other		29
Political Science	735	31
Psychology	740	31
Reading Teacher and Reading Specialist	316, 317	35
Recreation.....	535	29
Religious Studies	755	29
Resource Management	615	30
Russian	385	29
Safety Education.....	455	29
School Administrators	04, 24, 34	57
School Business Manager	08	58
School Counselor	966	51
School Counselor-Bilingual.....	967	52
School Counselor-Indian Language & Culture	963	50
School Librarian	900	36
School Nurse	75	53
School Psychologist	61, 62	54, 55
School Social Worker.....	50	55
Science, Broad Field	601	30
Science, Grades 6-9.....	621	31
Shorthand - see Business Education		33
Social Problems - see Social Science, Other		31
Social Science, Broad Field.....	701	31
Social Science, Grade 6-9	703	32
Social Science, Other	760	31
Sociology	745	31

<i>LICENSE TYPE</i>	<i>LICENSE CODE NO.</i>	<i>PAGE NO.</i>
Spanish	365	29
Special Education-Adaptive Education	859	43
Special Education-Adaptive Physical Education	860	44
Special Education-Early Childhood - Exceptional Educational Needs	808	40
Special Education-Emotional Disturbance	830	38
Special Education-Hearing Impaired	805	39
Special Education-Learning Disabilities	811	38
Special Education-Mild or Moderate Mental Retardation	806	37
Special Education-Occupational Therapist	812	43
Special Education-Orientation and Mobility	826	40
Special Education-Orthopedic Disability	815	40
Special Education-Physical Therapist	817	43
Special Education-Severely Handicapped	807	37
Special Education-Speech and Language Pathology	820	41
Special Education-Visually Impaired	825	39
Special Education Program Aide	883	44
Speech Communication	320	28
Substitute Teachers	43	10
Supervisor, Coordinator, Director of Instruction....	10, 15, 20	59
Supervisor, Counseling and Guidance	968	62
Supervisor, Counseling and Guidance-Bilingual.....	969	62
Supervisor, Instructional Library Media	91	61
Supervisor, Special Education	81, 82	60
Technology Education	220	33
Theater	325	28
Technology Related Occupations	291-299	35
Typewriting - see Business Education		33