

Human Relations Requirement Wisconsin Educator Standard – Teachers #3 Teachers understand that children learn differently

What are the objectives (or intent) of the Human Relations requirement?

The broader goal of this requirement is to contribute to the mission of the College of Education and Human Services in preparing educators who are caring intellectuals. Given this mission, consider the following criteria for selecting meaningful Human Relations experiences. The experience will:

1. contribute to an understanding of historically marginalized diverse groups;
2. improve the ability to analyze critically stereotypes, preconceptions, and prejudices directed at these groups;
3. enhance the ability to promote effective and empathetic social interaction; and
4. contribute to an understanding of the educator's role as a change agent (a person committed to a vision of education that strives for a democratic society in which exceptionality, social class, race, ethnicity, and gender are included and affirmed in all realms of social and political life).

Note: In addition to completing the Human Relations Requirement, students considering admission into the Professional Education Program in the College of Education and Human Services are encouraged to engage in self-initiated hours of working with children and youth and/or teaching, supervising, and training others. As part of your admission to COEHS, you will be asked to discuss your work with children or youth.

The Human Relations Requirement consists of two separate and unique experiences. One experience will contribute to your understanding of diversity and one experience will contribute to your understanding of individuals with disabilities. The requirements for each of these experiences are described below.

1. Diversity Requirement

- A minimum of 15 documented clock hours of direct involvement with members of historically marginalized racial, cultural, language, and economic groups who are different from self.
- In a large group situation, at least 20% must be members of diverse groups.
- **Regular Education and Dual Majors**, will complete this requirement during the semester that you take "Individual, School & Society", Elem/Sec 201. **Transfer students** who have already taken this class may submit verification of a minimum of 15 documented clock hours as part of their class or will complete a minimum of 25 hours as a self-initiated experience. **Regular Education majors** will include the completed Human Relations Report and Verification forms under Wisconsin Educator Standard #3 as part of the **Initial Portfolio**. **Dual Education majors** will include the completed Human Relations and Verification forms under Wisconsin Educator Standard #3 as part of the **Admission to Student Teaching Portfolio**.
- **Special Education majors**, including **Transfer students**, will complete this requirement as a self-initiated experience. You will include the completed Human Relations and Verification forms under Wisconsin Educator Standard #3 as part of the **Admission to Student Teaching Portfolio**.

Note: Regular Education and Dual (Regular Ed and Special Ed) majors will complete these hours in Individual, School & Society (Elem/Sec 201).

What types of experiences will fulfill this requirement?

- Placement sites suggested in the Field Experience Placement Binder in N/E 113.
- Opportunities offered in the course Individual, School, and Society.

Examples of inappropriate experiences:

- Babysitting for an ethnic infant (Fewer insights can be gained from a non-verbal child.)
- Working with a newly adopted Russian child (Child is being assimilated into your cultural group.)

Note: Please provide your supervisor with a self-addressed stamped envelope, if they prefer to return the completed verification form to you by mail.

2. Individuals With Disabilities Requirement

- A minimum of 15 documented clock hours of direct involvement with individuals who are physically, emotionally, or cognitively disabled.
- In a large group situation, at least 20% must be individuals with disabilities.
- **Regular Education majors**, including **Transfer Students**, will complete this requirement during the semester that you take Spec Ed 352, "Children and Youth with Disabilities in General Education". **Regular Education majors** will include the completed Human Relations Report and Verification forms under Wisconsin Educator Standard #3 as part of the **Admission to Student Teaching Portfolio**
- **Special Education and Dual majors**, will complete this requirement through your Sophomore Practicum Experience. You will include the completed Human Relations Report and Verification forms under Wisconsin Educator Standard #3 as part of the **Initial Portfolio**.

Note: Documented hours will be completed in Children and Youth with Disabilities in General Education (Spec Ed 352).

What types of experiences will fulfill this Requirement?

- Placement sites suggested in the Field Experience Placement Binder in N/E 113.
- Opportunities offered in Spec Ed 352, Child/Youth with Disabilities in General Education.

Examples of inappropriate individuals with disabilities experiences:

- Tutoring a disabled family member (Time spent with any family members will not be applicable.)

Note: Please provide your supervisor with a self-addressed stamped envelope, if they prefer to return the completed verification form to you by mail.

Submission of Evidence of Completion

Verification of your experiences working with both ethnically diverse populations and individuals with disabilities **must** include:

- _____ 1. Completion of a minimum of 15 documented clock hours
- _____ 2. Human Relations Report Form
- _____ 3. Signed Supervisor Verification Form

Graduate Students ONLY – Students who are in a graduate program must complete 25 hours working with a historically marginalized diverse population and 25 hours working with disabled learners. The Human Relations Report Form and Verification Form are submitted when the total 50-hour commitment has been met. Please return completed forms to Nancy Mugerauer in the Field Experience Office, N/E 113. These hours must be completed prior to student teaching.

**University of Wisconsin Oshkosh
College of Education and Human Services
Human Relations
Supervisor Verification Form**

Thank you for working with our students to help them fulfill their Human Relations Requirement. We believe that this is a critical piece of their teacher preparation and it could not be done without your support. It is our hope that this experience will:

1. contribute to an understanding of historically marginalized diverse groups;
2. improve the ability to analyze critically stereotypes, preconceptions, and prejudices directed at these groups;
3. enhance the ability to promote effective and empathetic social interaction; and
4. contribute to an understanding of the educator's role as a change agent (a person committed to a vision of education that strives for a democratic society in which exceptionality, social class, race, ethnicity, and gender are included and affirmed in all realms of social and political life).

Any additional support provided to the student in fulfilling these expectations is greatly appreciated.

Please complete this form when the student has completed their experience, adding any additional comments you see fit. Thank you again for your support in preparing future teachers to meet the needs of today's classroom.

SENSITIVITY/COMPETENCY:	<u>Usually</u>	<u>Occasionally</u>	<u>Rarely Or Never</u>
1. Student demonstrated professional behavior i.e. Punctual, ethical, cooperative	_____	_____	_____
2. Student was accepting of historically marginalized diverse or disabled learners.	_____	_____	_____
3. Student was sensitive in communications with or about historically marginalized diverse or disabled learners.	_____	_____	_____
4. Student was accepted by historically marginalized diverse or disabled learners.	_____	_____	_____

Your prediction of future success of student in working with historically marginalized diverse/disabled learners (Please circle one): 1 2 3 4 5
Low High

COMMENTS (student growth, effectiveness, accomplishments):

Working with Historically Marginalized Diverse Groups: # of hours completed: _____
 Working with Individuals with Disabilities - # of hours completed: _____

Supervisor's Signature: _____ Date: _____