

**Human Relations Requirement**  
**Wisconsin Teacher Standard #3 Teachers understand that children learn differently**

**Directions**

**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 critically analyze 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.

**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 Elem/Sec 201, "Individual, School & Society". The completed Human Relations Report and Verification Form must be submitted with your class assignment. Your instructor will submit the forms to the PEP Office.
- **Transfer students** who have already taken this class may submit forms directly to the PEP Office in N/E 113 verifying a minimum of 15 documented clock hours completed as part of the class or complete a minimum of 25 hours as a self-initiated experience.
- **Special Education majors**, including **Transfer students**, will complete this requirement as a self-initiated experience. The completed Human Relations Report and Verification Form should be submitted directly to the PEP Office in N/E 113.

**What types of experiences will fulfill this requirement?**

- Placement sites suggested by the Diversity Experiences Coordinator
- Opportunities recommended by Individual, School, and Society course instructor

**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.)

## 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.
- **All majors** will complete this requirement during the semester that you take Spec Ed 352, "Children and Youth with Disabilities in General Education". The completed Human Relations Report and Verification Form must be submitted with your class assignment. Your instructor will submit the forms to the PEP Office.
- **Transfer students** who have already taken this class may submit forms directly to the PEP Office in N/E 113 verifying a minimum of 15 documented clock hours completed as part of the class or complete a minimum of 25 hours as a self-initiated experience.

### **What types of experiences will fulfill this Requirement?**

- Placement sites suggested by the Diversity Experiences Coordinator
- Opportunities recommended by Spec Ed 352, Child/Youth with Disabilities in General Education course instructor.

### **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 members of historically marginalized diverse groups and 25 hours working with individuals with disabilities. The Human Relations Report Form and Verification Form are submitted when the total 50-hour commitment has been met. Please return completed forms to your Graduate Program Coordinator in their office. 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.

<b>SENSITIVITY/COMPETENCY:</b>	<b><u>Usually</u></b>	<b><u>Occasionally</u></b>	<b><u>Rarely Or Never</u></b>
1. Student demonstrated professional behavior i.e. Punctual, ethical, cooperative	_____	_____	_____
2. Student was accepting of learners of historically marginalized diverse groups or learners with disabilities.	_____	_____	_____
3. Student was sensitive in communications with or about learners from historically marginalized diverse groups or learners with disabilities.	_____	_____	_____
4. Student was accepted by learners of historically marginalized diverse groups or learners with disabilities.	_____	_____	_____
5. Student displays understanding of a learning community in which individual differences are respected.	_____	_____	_____

COMMENTS (student growth, effectiveness, accomplishments, etc.):

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_