COURSES THAT SATISFY DPI STIPULATIONS

Courses are located at www.uwm.edu/schedule.

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<thead>
<tr>
<th>ABBREVIATION</th>
<th>DESCRIPTION / DEPARTMENT</th>
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<tr>
<td>AIS</td>
<td>American Indian Studies</td>
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<td>ANTHRO</td>
<td>Anthropology</td>
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<tr>
<td>CES</td>
<td>Conservation &amp; Environmental Sciences</td>
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<td>CURRINS</td>
<td>Curriculum &amp; Instruction</td>
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<td>ED POL</td>
<td>Educational Policy &amp; Community Studies</td>
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<td>ENGLISH</td>
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<td>EXCEDUC</td>
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<td>GEOG</td>
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<td>History</td>
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<td>PEACEST</td>
<td>Peace Studies</td>
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HUMAN RELATIONS, #1
All license applicants must complete preparation in minority group relations including all of the following:

1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.

Select the following one-day seminar or a 3-credit course to satisfy HUMAN RELATIONS, #1:

____ ACT 31: One-Day Seminar
____ AIS 203: Western Great Lakes American Indian Community Life of the Past
____ ANTHRO 213: American Indian Peoples of Wisconsin
____ ENGLISH 276: Introduction to American Indian Literature
____ HIST 263: North American Indian History Since 1887

HUMAN RELATIONS, #2 thru #6 (Minority Group Relations)

2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
3. The philosophical and psychological bases of attitude development and change.
4. The psychological and social implications discrimination, especially racism and sexism in the American society.
5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
6. Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

Select the following course to satisfy the HUMAN RELATIONS, 2 - 6 (Minority Group Relations):

____ ED POL 530: Urban Education: Foundations
CONFLICT RESOLUTION

1. Resolving conflicts between pupils and between pupils and school staff.
2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

Select one of the following courses to satisfy the CONFLICT RESOLUTION stipulation:

___ Ed Pol 520: Peace Education
___ Ed Pol 534: The Student At-Risk (Causes)
___ Ed Pol 535: Educating At-Risk Students (Cultural Foundations of Education)
___ PEACEST 201: Intro to Conflict Resolution and Peace

ENVIRONMENTAL EDUCATION

Applicants for licensure in agriculture, early childhood-regular education, early childhood to middle childhood regular education, middle childhood to early adolescence-regular education, any science, and any social studies, except psychology, must complete preparation in environmental education, including:

1. Knowledge of the wide variety of natural resources and methods; the interactions between the living and non-living elements of the natural environment; the concept of energy and its various transformations in physical and biological systems; the ways in which citizens can actively participate in the resolution of environmental problems; the local, national, and global interactions among people and the natural and built environments.

2. Ability to use affective education methods to examine attitudes and values inherent in environmental problems and the 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 multiple methodologies.

Select one of the following courses to satisfy the ENVIRONMENTAL EDUCATION stipulation:

___ CURRINS 338: Teaching Science in Early Childhood (PK-3)
___ GEOG 350: Conservation of Natural Resources (1-8 and 6-12)
___ CES 210: Introduction to Conservation & Environmental Science (1-8 and 6-12)
___ CES 471: Principles of Natural Resources Management (6-12)
___ CURRINS 525: Bringing Field Research Into the Classroom (for 1-8, not for secondary)
___ CURRINS 525: Fit for Survival: Animal Habitats & Adaptations (for 1-8, not for secondary)
___ CURRINS 525: Study of the World’s Carnivores (for 1-8, not for secondary)
___ CURRINS 525: Study of the World’s Endangered Species (for 1-8, not for secondary)
___ U416-339: Environmental Conservation (This course is offered through UW-Extension, https://il.wisconsin.edu/catalog/course.aspx?course=U416-339) (for Secondary 6-12)
SPECIAL EDUCATION
All license applicants must complete preparation that demonstrates their knowledge and understanding of:
1. Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.
2. Modifying the regular education curriculum when instructing pupils with disabilities.

Select one of the following courses to satisfy the SPECIAL EDUCATION stipulation:

___ EXCEDUC 300: The Exceptional Individual: General overview of special education law and categories
___ EXCEDUC 531: Inclusion for Secondary Educators: Humanities, the Arts, Foreign Language (6-12)
___ EXCEDUC 532: Assessment and Monitoring
___ EXCEDUC 570: Curriculum and Methods for Special Education: Modifying the regular education curriculum (PK-3)
___ EXCEDUC 574: Curriculum Accommodations II: Modifying the regular education curriculum (1-8)
___ EXCEDUC 600: Survey of Exceptional Education: General overview of special education law and categories
___ EXCEDUC 630: Survey of Early Childhood Intervention: Young Children with Special Needs, Families
___ EXCEDUC 636: Curriculum Accommodations: Modifying the regular education curriculum (6-12)
___ EXCEDUC 662: Collaborative Strategies: Roles and responsibilities of special education and general education providers

COOPERATIVE MARKETING & CONSUMER COOPERATIVES
Applicants for licensure in agriculture and any social studies, except psychology, must complete preparation in cooperative marketing and consumer cooperatives, including:
1. History and philosophy of the cooperative movement.
2. Basic principles of the cooperative within the framework of alternative economic systems.
3. Basic operation of the cooperative, including production, marketing, farm supply, and legal, financial, and taxation aspects.
4. Basic understanding of consumer and service functions of rural and/or urban cooperatives.
5. Basic understanding of how urban and rural cooperatives play a role in our social and economic life.

Select from the following courses to satisfy the Cooperative Marketing & Consumer Cooperatives stipulation:

___ CURRINS 313: Teaching Economics in the Social Studies Curriculum (6-12)

READING AND LANGUAGE ARTS
Verify knowledge and skills in the teaching of reading and language arts appropriate to his or her level or position of licensure.

Select one of the following courses to satisfy the READING/LANGUAGE ARTS stipulation:

___ CURRINS 502: Emergent Literacy and Biliteracy in the Early Childhood classroom (PK-3)
___ CURRINS 504: Methods for Biliteracy and Language Arts in Primary Grades (PK-3)
___ CURRINS 545: Reading in the Content Areas: Middle, Junior, and Senior High School (6-12)
___ CURRINS 643: Balanced Literacy Instruction in the Elementary School (PK-3, 1-8, All Special Education)

Find your course at www.uwm.edu/schedule.