This is a named option in the Curriculum and Instruction M.S. (http://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-ms/#textcontainer)

A master of science with secondary teacher certification is offered as a Master of Science in Curriculum and Instruction with named options in English, mathematics (http://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-ms/curriculum-instruction-secondary-mathematics-education-ms), science (http://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-ms/curriculum-instruction-secondary-science-education-ms), and social studies (http://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-ms/curriculum-instruction-secondary-social-studies-education-ms). The program is a streamlined, graduate-level program which prepares students for a teaching license both in a specific content area at the secondary level (English, math, science, or social studies) and to work with English language learners (ESL certification). Additional information may be found at uwteach.com (http://uwteach.com). Candidates may apply for more than one content area, however they will only be allowed to enroll in one area at a time. Elementary teacher certification is not available through the Department of Curriculum and Instruction Master’s program. Students who desire elementary teacher certification should contact Education Academic Services (https://www.education.wisc.edu/soe/academics/undergraduate-students/academic-advising).

The M.S. program with named option in Secondary English Education accepts applications starting the summer of the preceding year, until the program reaches its capacity. A new cohort begins each June. The program covers two summers and an intervening academic year. Throughout this time span, students take graduate-level courses and engage in fieldwork associated with those courses. In addition, students must complete a master’s project.

ADMISSIONS

Prerequisites to applying to the Secondary English Education named option can be found here (http://www.uwteach.org/prerequisites3.html).

ADMISSIONS REQUIREMENTS

- Baccalaureate level / bachelor's degree
- Transcripts
- GPA (grade point average) of 3.0 or better (exceptions can be made on a case-by-case basis)
- Prerequisite courses and experiences
- TOEFL scores (for candidates wherein English is a second language or whose undergraduate study was completed in languages other than English)
- Letters of recommendation
- Statement of purpose/reasons for graduate study
- Resume

Details about these requirements can be found here (http://www.uwteach.org/admissions-requirements.html).

HOW TO APPLY

Step 1: Apply to the UW–Madison Graduate School (https://grad.wisc.edu/apply)

Information required at this step includes the following:

- Autobiographical data
- Transcripts documenting undergraduate degree from an accredited college
- GRE scores—if applicants’ GPA is below 3.0
- TOEFL score 92/120 and proof of funding
- Statement of purpose
- Resume

Step 2: Final Decisions

After your application is complete, a content area team will review your application and share their recommendation with you and the Graduate School.

If the recommendation is favorable, the UW Graduate School will make a final decision on your application. At this time official transcripts would need to be submitted.

Paper official transcripts may be sent to:
Department of Curriculum and Instruction, UW–Madison
225 North Mills Street, Madison, WI 53706
If the recommendation is not favorable, a letter will be sent to you outlining the concern or issue. When applicable, you may be offered an opportunity to remain on a “wait list,” as future spots may be come available.

PLEASE REMEMBER THAT THE FIRST APPLICANT REVIEW APPLIES TO APPLICATIONS RECEIVED BY OCTOBER 15. We will review applications after October 15 as space allows.

GRADUATE SCHOOL ADMISSIONS
Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online (https://grad.wisc.edu/admissions).

CURRICULAR REQUIREMENTS
Minimum Credit Requirement: 50 credits
Minimum Residence Credit Requirement: 50 credits
Overall Graduate GPA Requirement: 3.00 GPA required.
Other Grade Requirements: Students must earn a B average or above in all coursework.
Assessments and Examinations: Requirements vary by named option; please see the program website.
Language Requirement: Candidates must demonstrate advanced proficiency in English to acquire the English as a Second Language certification.

REQUIRED COURSES
There are four distinct subject-area programs within the UW-Madison Secondary Teacher Certification Program (English, Mathematics, Science, and Social Studies). Students apply to and are admitted to one of these areas. Students in all four, however, go through the program as a cohort and take classes and participate in school field experiences with students from across the subject areas. Teaching and learning about English as a Second Language (ESL) is a co-equal area of certification and is infused throughout the program.

Course Code  Title  Credits
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ED POL 600  Problems in Educational Policy  1-3
CURRIC 536  Teaching Diverse Youth in Secondary School  2
CURRIC 672  Issues in ESL Education  2-3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRIC 635</td>
<td>Epistemology of Mathematics for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Fieldwork</td>
<td></td>
</tr>
<tr>
<td>CURRIC 510</td>
<td>Community-Based Practicum</td>
<td>1-4</td>
</tr>
<tr>
<td>Fall: Academic Semester 1 (Full Time - Early September to Mid January)</td>
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<tr>
<td><strong>Coursework</strong></td>
<td></td>
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<tr>
<td>CURRIC 507</td>
<td>Inclusive Education in Secondary Schools</td>
<td>2</td>
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<tr>
<td>ED PSYCH 621</td>
<td>Adolescent Development in Educational Contexts</td>
<td>2</td>
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<tr>
<td>Methods &amp; Practice - Content Area</td>
<td></td>
<td></td>
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<tr>
<td>CURRIC 673</td>
<td>Learning Second Language and Literacies</td>
<td>1-6</td>
</tr>
<tr>
<td>CURRIC 729</td>
<td>Classroom Management for Secondary Educators</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Fieldwork</td>
<td></td>
</tr>
<tr>
<td>CURRIC 511</td>
<td>School-Based Practicum</td>
<td>1-4</td>
</tr>
<tr>
<td>Half-Day Student Teaching</td>
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<tr>
<td>Spring: Academic Semester 2 (Full Time - Mid January to Early June)</td>
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<tr>
<td><strong>Coursework</strong></td>
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<tr>
<td>CURRIC 674</td>
<td>Advanced Methods in Teaching English as a Second Language</td>
<td>3-6</td>
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<tr>
<td>Advanced Methods - Content Area</td>
<td></td>
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<tr>
<td>CURRIC 702</td>
<td>Sociocultural Theory</td>
<td>3</td>
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<tr>
<td>3</td>
<td>Fieldwork</td>
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<tr>
<td>Full-Day Student Teaching</td>
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<tr>
<td>Summer 2 (Full Time - Early June to Early August)</td>
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<td></td>
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<tr>
<td><strong>Coursework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELPA 640</td>
<td>Legal Rights and Responsibilities for Teachers</td>
<td>1-3</td>
</tr>
<tr>
<td>CURRIC 739</td>
<td>Assessment and Data Use for Instructional Improvement in Secondary Schools</td>
<td>1</td>
</tr>
<tr>
<td>CURRIC 675</td>
<td>General Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>CURRIC 508</td>
<td>Implementing Universal Design: Curriculum Development &amp; Analysis</td>
<td>1</td>
</tr>
<tr>
<td>CURRIC 673</td>
<td>Learning Second Language and Literacies</td>
<td>1-6</td>
</tr>
<tr>
<td>ED PSYCH 622</td>
<td>Structuring Secondary Schools for Adolescent Development</td>
<td>1</td>
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<tr>
<td>Master's Project 4</td>
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</tbody>
</table>

1. The focus of this summer semester includes a field experience in the local community intended to involve program students with adolescents from diverse backgrounds. The university courses present assignments for students to carry out in the practicum sites. Within the content domain, program students will consider how academic subject knowledge is and should be translated into the curriculum.

2. In this semester, program students are placed in local secondary schools. University courses provide assignments for students in their practicum sites and present concepts useful for understanding schooling, teaching, and students. Topics addressed across all coursework are working with all students, universal curriculum design, understanding contemporary adolescence, and theories of literacy and strategies in learning languages.

3. Program students will be immersed in a semester of student teaching. University course work provides assignments for students to carry out in their student teaching as well as concepts and practices that will enhance their instructional effectiveness. Each student will also prepare and teach an instructional unit incorporating key teachings of the university courses from both semesters. This unit will also provide evidence of meeting edTPA requirements.

4. A portfolio including a multi-faceted unit, with critical reflection and rationale, incorporating major concepts taught in courses. The portfolio will also include artifacts describing how the student has demonstrated proficiency on each of the School of Education’s Teaching Standards (https://careers.education.wisc.edu/pi34/docs/Standards.pdf).

In the final summer, students will complete their master’s projects under the direction of their major professors. They will also reflect and further investigate concepts from previous semester courses, and learn central concepts in school law and data assessment.

### POLICIES

#### GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

#### NAMED OPTION-SPECIFIC POLICIES

**GRADUATE PROGRAM HANDBOOK**

A Graduate Program Handbook containing all of the program’s policies and requirements is forthcoming from the program.

#### PRIOR COURSEWORK

**Graduate Work from Other Institutions**

Students may not transfer in credits of graduate course from other institutions.

**UW–Madison Undergraduate**

No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

**UW–Madison University Special**

No credits as a UW–Madison University Special student are allowed to count toward the degree.

#### PROBATION

The status of a student can be one of two options:

1. Satisfactory progress (progressing according to standards)
2. Unsatisfactory progress (not progressing according to standards; permitted to enroll with specific plan with dates and deadlines in place in regard to removal of unsatisfactory progress to avoid dismissal from the program).
ADVISOR / COMMITTEE

All students are required to have an advisor. An advisor is assigned to all incoming students. To ensure that they are making satisfactory progress toward a degree, students should meet with their advisor on a regular basis.

The advisor serves as the thesis advisor. Students can be suspended from the program, if they do not have an advisor.

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

OTHER

Students are not permitted to accept teaching, project, or research assistantships or other appointments that would result in a tuition waiver. Students also cannot enroll in other graduate programs or take courses outside the prescribed curriculum.

PROFESSIONAL DEVELOPMENT

GRADUATE SCHOOL RESOURCES

Take advantage of the Graduate School’s professional development resources (https://grad.wisc.edu/pd) to build skills, thrive academically, and launch your career.

PEOPLE

Faculty: Professors Rudolph (chair), Baker (graduate program chair), Gomez, Grant, Graue, E. Halverson, Hawkins, Hess, Koza, Lockwood, Popkewitz, Schweber, Tochon; Associate Professors L. Berland, M. Berland, Feinstein, Ghousseini, Hassett, Ho, Pacheco; Assistant Professors Bullock, Louie, McKinney de Royston, Prasad, Russ, Wardrip, Wright; Affiliate Professors L. Bartlett, T. Dobbs, R. Halverson, P. Matthews, Nathan, H. Zhang. For more information about respective members of the faculty, see People (http://ci.education.wisc.edu/ci/people/faculty) on the department website.