CURRICULUM AND INSTRUCTION: SECONDARY MATHEMATICS EDUCATION, M.S.

A master of science with secondary teacher certification is offered as a Master of Science in Curriculum and Instruction with named options in English (http://soe/academics/undergraduate-students/academic-advising), mathematics, science (http://soe/academics/undergraduate-students/academic-advising), and social studies (http://guide.wisc.edu/graduate/curriculum-instruction/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 https://uwteach.education.wisc.edu/. 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 Mathematics 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

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program’s website. Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements (https://grad.wisc.edu/apply/requirements) of the Graduate School as well as the program(s). Once you have researched the graduate program(s) you are interested in, apply online (https://grad.wisc.edu/apply).

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
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<tbody>
<tr>
<td>Fall Deadline</td>
<td>This program does not admit in the fall.</td>
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<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
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<tr>
<td>Summer Deadline</td>
<td>June 1*</td>
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GRE (Graduate Record Examinations) | May be required in certain cases; consult program.  
English Proficiency Test | Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/english-proficiency).  
Other Test(s) (e.g., GMAT, MCAT) | PRAXIS 2 content exam may be required if the breadth of coursework does not match licensing content standards.  
Letters of Recommendation Required | 2  

* December 1 is the deadline for early admission and priority scholarship consideration. As space allows, the program will continue to review applications from Dec 1 until June 1. Additional financial options are available for later applicants.

Prerequisites to applying to the Secondary Mathematics Education named option can be found here (http://www.uwteach.org/prerequisites.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
- International applicants—TOEFL score 92/120 and proof of funding
- Statement of purpose—open-ended format, usually not to exceed one page
- Resume (or short CV) listing your academic and professional experience as well as any other information that might be helpful to us in evaluating your application. (No specific format is required, but it should not exceed two pages.)
- Two letters of recommendation—up to three are allowed
**REQUIREMENTS**

### MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/policiesandrequirementstext), in addition to the program requirements listed below.

### NAMED OPTION REQUIREMENTS

#### MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction definitions</th>
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<tbody>
<tr>
<td>Face to Face</td>
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<td>Yes</td>
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**CURRICULAR REQUIREMENTS**

<table>
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<tr>
<th>Requirement</th>
<th>Detail</th>
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<tbody>
<tr>
<td><strong>Minimum Credit Requirement</strong></td>
<td>30 credits</td>
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<tr>
<td><strong>Minimum Residence Credit Requirement</strong></td>
<td>30 credits</td>
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<tr>
<td><strong>Minimum Graduate Coursework Requirement</strong></td>
<td>80% of the credits taken at UW–Madison must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
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<tr>
<td><strong>Overall Requirement</strong></td>
<td>3.00 GPA required.</td>
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**GRADUATE SCHOOL RESOURCES**

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (https://grad.wisc.edu/funding) is available from the Graduate School. Be sure to check with your program for individual policies and processes related to funding.

**PROGRAM RESOURCES**

Students are not permitted to accept teaching, project, or research assistantships or other appointments that would result in a tuition waiver.
Teaching and learning about English as a Second Language (ESL) is a co-school field experiences with students from across the subject areas. Students go through the program as a cohort and take classes and participate 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.

REQUIRED COURSES

There are four distinct subject-area programs within the UW-Madison Secondary Teacher Certification Program (English, Mathematics (p. 1), Science (http://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-secondary-science-education-ms), and Social Studies (http://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-secondary-social-studies-education-ms)). 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.

Code | Title | Credits
---|---|---
**Summer 1 (Full Time - Mid June to Late August)**
Coursework
ED POL 600 | Problems in Educational Policy | 3
CURRIC 672 | Issues in ESL Education | 2
CURRIC 675 | General Seminar (Understanding Language) | 3
CURRIC 635 | Epistemology of Mathematics for Teachers | 2
Fieldwork
CURRIC 510 | Community-Based Practicum | 2-4
**Fall: Academic Semester 1 (Full Time - Early September to Mid January)**
Coursework
CURRIC 507 | Inclusive Education in Secondary Schools | 2
ED PSYCH 621 | Adolescent Development in Educational Contexts | 2
CURRIC 393 | The Teaching of Secondary School Mathematics I | 3
CURRIC 673 | Learning Second Language and Literacies | 2
CURRIC 729 | Classroom Management for Secondary Educators | 1
Fieldwork
CURRIC 511 | School-Based Practicum | 1-4
CURRIC 497 | Student Teaching in Middle School Mathematics | 4-12
or CURRIC 494 | Student Teaching in High School Mathematics
**Spring: Academic Semester 2 (Full Time - Mid January to Early June)**
Coursework
CURRIC 394 | The Teaching of Secondary School Mathematics II | 3
CURRIC 674 | Advanced Methods in Teaching English as a Second Language | 3
CURRIC 713 | Technology Integration for Teaching and Learning | 1
Fieldwork
CURRIC 494 | Student Teaching in High School Mathematics | 4-12
or CURRIC 497 | Student Teaching in Middle School Mathematics

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. In the final summer, students will complete their master's projects under the direction of their capstone instructor and advisor. They will also complete a portfolio demonstrating proficiency on the School of Education's Teaching Standards (https://careers.education.wisc.edu/pi34/docs/Standards.pdf), with critical reflection and rationale.

* 510 is typically taken for 2 credits and 511 is typically taken for 1 credit. Fall student teaching is typically 4 credits and spring student teaching is typically 8 credits.

**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 a specific plan including dates and improvement benchmarks necessary 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 primary contact within the program and approves the candidate’s capstone project. 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.

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**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.