**MINIMUM GRADUATE SCHOOL REQUIREMENTS**

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

**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.

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**CURRICULAR REQUIREMENTS**

**Code** | **Title** | **Credits**
--- | --- | ---
ED POL 600 | Problems in Educational Policy | 3
CURRIC 672 | General Seminar (Understanding Language) | 2
CURRIC 675 | Epistemology of Mathematics for Teachers | 2
CURRIC 635 | Inclusive Education in Secondary Schools | 2
CURRIC 507 | 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
CURRIC 511 | School-Based Practicum | 1-4
CURRIC 494 | Student Teaching in Middle School Mathematics | 2-12

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

**REQUIREMENTS**

**MINIMUM GRADUATE SCHOOL REQUIREMENTS**

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

**NAMED OPTION REQUIREMENTS**

**MODE OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
<td>Courses typically meet during weekdays on the UW-Madison Campus.</td>
</tr>
<tr>
<td>Evening/Weekend</td>
<td>Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.</td>
</tr>
<tr>
<td>Online</td>
<td>These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.</td>
</tr>
<tr>
<td>Hybrid</td>
<td>These programs combine face-to-face and online learning formats. Contact the program for more specific information.</td>
</tr>
</tbody>
</table>

**CURRICULAR REQUIREMENTS**

**Code** | **Title** | **Credits**
--- | --- | ---
ED POL 600 | Problems in Educational Policy | 3
CURRIC 672 | General Seminar (Understanding Language) | 2
CURRIC 675 | Epistemology of Mathematics for Teachers | 2
CURRIC 635 | Inclusive Education in Secondary Schools | 2
CURRIC 507 | 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
CURRIC 511 | School-Based Practicum | 1-4
CURRIC 497 | Student Teaching in Middle School Mathematics | 2-12
CURRIC 494 | Student Teaching in High School Mathematics |
Spring: Academic Semester 2 (Full Time - Mid January to Early June)  

**Coursework**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRIC 394</td>
<td>The Teaching of Secondary School Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 674</td>
<td>Advanced Methods in Teaching English as a Second Language</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fieldwork**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRIC 494</td>
<td>Student Teaching in High School Mathematics</td>
<td>4-12</td>
</tr>
<tr>
<td>or CURRIC 497</td>
<td>Student Teaching in Middle School Mathematics</td>
<td></td>
</tr>
<tr>
<td>CURRIC 675</td>
<td>General Seminar</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Summer 2 (Full Time - Early June to Early August)  

**Coursework**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRIC 747</td>
<td>Masters Capstone in Teacher Education (Master’s Project)</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 640</td>
<td>Legal Rights and Responsibilities for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>CURRIC 675</td>
<td>General Seminar (Professional Launch Series)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

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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. CURRIC 510 Community-Based Practicum is typically taken for 2 credits and CURRIC 511 School-Based Practicum is typically taken for 1 credit.

3. 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.

4. Fall student teaching is typically 4 credits and spring student teaching is typically 8 credits, and includes a seminar. These courses are only required for certification; however, they are not required for the master’s degree.

5. 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.

6. Recommended but not required for the master’s degree.

7. In the final summer, students will complete their master’s projects under the direction of their capstone instructor and advisor. Students will also complete a portfolio including artifacts demonstrating proficiency on each of the School of Education’s Teaching Standards (https://careers.education.wisc.edu/pi34/docs/Standards.pdf).