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/#policiesandrequirementstext), in addition to the program requirements listed below.

NAMED OPTION REQUIREMENTS

MODE OF INSTRUCTION

Face to Face	Evening/ Weekend	Online	Hybrid	Accelerated
Yes	No	No	No	Yes

Mode of Instruction Definitions

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students typically take enough credits aimed at completing the program in a year or two.

Evening/Weekend: 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.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: 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.

CURRICULAR REQUIREMENTS

Requirement	Detail
Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	30 credits
Minimum Graduate Coursework Requirement	24 credits must be graduate-level coursework. Details can be found in the Graduate School's Minimum Graduate Coursework (50%) policy (https://policy.wisc.edu/library/UW-1244 (https://policy.wisc.edu/library/UW-1244/)).
Overall Graduate GPA Requirement	3.00 GPA required. This program follows the Graduate School's policy: https://policy.wisc.edu/library/UW-1203 (https://policy.wisc.edu/library/UW-1203/).
Other Grade Requirements	Students must earn a B average or above in all coursework. For certification, if a candidate does not earn a B or better in a course, additional work may be required.
Assessments and Examinations	PRAXIS subject test may be required if breadth of coursework does not match licensing content standards.
Language Requirements	Candidates must demonstrate advanced proficiency in English to acquire the English as a Second Language certification.

REQUIRED COURSES

There are five distinct content-area programs within the UW-Madison Teacher Certification Program (English (https://uwteach.education.wisc.edu/program-subject-areas/english/), Mathematics, Science (https://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-ms/curriculum-instruction-secondary-science-education-ms/), Social Studies (https://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-ms/curriculum-instruction-secondary-social-studies-education-ms/), and World Language (https://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-ms/curriculum-instruction-world-language-education-ms/)). Students are admitted to one of these areas. Students in each of the five areas 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) [1]		
Coursework		
ED POL 600	Problems in Educational Policy	3
CURRIC 736	Educating Linguistically and Culturally Diverse Learners	2
CURRIC 737	Linguistics for Educators	2
CURRIC 635	Epistemology of Mathematics for Teachers	2
Fieldwork [1]		
CURRIC 510	Community-Based Practicum [2]	1-4
Fall: Academic Semester 1 (Full Time - Early September to Mid January) [3]		
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 [3]		
CURRIC 511	School-Based Practicum [2]	1-4
CURRIC 497	Student Teaching in Middle School Mathematics [4]	2-12
or CURRIC 494	Student Teaching in High School Mathematics	
Spring: Academic Semester 2 (Full Time - Mid January to Early June) [5]		
Coursework		
CURRIC 394	The Teaching of Secondary School Mathematics II	3
CURRIC 674	Advanced Methods in Teaching English as a Second Language [6]	3
Fieldwork [5]		
CURRIC 494	Student Teaching in High School Mathematics [4]	4-12
or CURRIC 497	Student Teaching in Middle School Mathematics	
CURRIC 675	General Seminar [4]	1-3
Summer 2 (Full Time - Early June to Early August) [7]		
Coursework		
CURRIC 747	Masters Capstone in Teacher Education (Master's Project) [7]	3
ELPA 640	Legal Rights and Responsibilities for Teachers	1
CURRIC 675	General Seminar (Professional Launch Series) [6]	1-3

1

The focus of the 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 2-3 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 coursework include teaching methods to engage 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 1 credit seminar. Field-based courses are required for certification.

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. During this semester, each student will prepare and teach an instructional unit incorporating concepts and theories from all previous semesters. The instructional unit exercise will also provide evidence for the Performance Assessment Portfolio.

6

Recommended but not required for the master's degree.

7

In the final summer, MS-Math students will complete their master's projects under the direction of their capstone instructor and advisor. Students will also complete a Performance Assessment Portfolio including artifacts demonstrating proficiency on each of the School of Education's Teaching Standards (https://tec.education.wisc.edu/current-students/meeting-wisconsin-educator-standards/).

Students in this program may not take courses outside the prescribed curriculum without faculty advisor and program director approval. Students in this program cannot enroll concurrently in other undergraduate or graduate degree programs.