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

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


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 Science 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 Science Education named option can be found here (http://www.uwteach.org/prerequisites2.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 in length.)
- Two letters of recommendation—up to three are allowed
- Supplemental application: This section includes open-ended prompts requesting:
  - Further information about coursework or professional experience within the content field
  - GPA from your last 60 credits, and an opportunity share extenuating circumstances if you feel the number does not adequately reflect your academic abilities.
  - A brief summary of your previous work with adolescents, educational settings, and/or speakers of languages other than English. (Experience in these areas are not required, but are helpful in determining your readiness for the program.)
  - In essay format, answers to three prompts specifically tailored to your subject area.

- Please note:
  - Be certain you select “Summer” as your Term of Admission in the Graduate School application.
  - The UW Secondary Education M.S. Program admits new students only for the “summer” term.
  - Be certain you select Curriculum and Instruction M.S.—with your specified content area. This includes secondary education in English, Mathematics, Science or Social Studies.
  - Students may only be enrolled in one subject area. Science and Social Studies certification may include multiple subcategories within the subject area.
  - Please read the Graduate School’s Frequently Asked Questions (FAQ) (http://grad.wisc.edu/admissions/faq) before completing the online application.

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
Attn: Joey Lubasi

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).

FUNDING

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.

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></th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

**Evening/Weekend:** These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.

**Online:** These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.

**Hybrid:** These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.

**Accelerated:** These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements Detail</th>
<th>Minimum</th>
<th>Credit Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
<td></td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>Students must earn a B average or above in all coursework.</td>
<td></td>
</tr>
<tr>
<td>Assessments and Examinations Requirements</td>
<td>Requirements vary by named option; please see the program website</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Candidates must demonstrate advanced proficiency in English to acquire the English as a Second Language certification.</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED COURSES

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 1 (Full Time - Mid June to Late August) Coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED POL 600</td>
<td>Problems in Educational Policy</td>
<td>1-3</td>
</tr>
<tr>
<td>CURRIC 536</td>
<td>Teaching Diverse Youth in Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CURRIC 672</td>
<td>Issues in ESL Education</td>
<td>2-3</td>
</tr>
<tr>
<td>CURRIC 635</td>
<td>Epistemology of Mathematics for Teachers</td>
<td>2</td>
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</table>

Fieldwork 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CURRIC 510</td>
<td>Community-Based Practicum</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Fall: Academic Semester 1 (Full Time - Early September to Mid January)**

**Coursework**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRIC 507</td>
<td>Inclusive Education in Secondary Schools</td>
<td>2</td>
</tr>
<tr>
<td>ED PSYCH 621</td>
<td>Adolescent Development in Educational Contexts</td>
<td>2</td>
</tr>
</tbody>
</table>

Methods & Practice - Content Area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Fieldwork 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRIC 511</td>
<td>School-Based Practicum</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Half-Day Student Teaching

**Spring: Academic Semester 2 (Full Time - Early June to Early June)**

**Coursework**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRIC 674</td>
<td>Advanced Methods in Teaching English as a Second Language</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Advanced Methods - Content Area

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRIC 702</td>
<td>Sociocultural Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Fieldwork 3

Full-Day Student Teaching

**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>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>
</tr>
</tbody>
</table>

Master’s Project 4

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, Feinstein, Ghoussaini, 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.