November 6, 2014

To: Graduate Faculty Executive Committee
From: Cheryl Hanley-Maxwell, Associate Dean, Teacher Education

RE: Master of Science in Curriculum and Instruction with named options

Attached are two documents from the Master of Science in Curriculum and Instruction with named options program.


2. The full plan for the Master of Science with Named Options in Curriculum and Instruction:
   - Secondary English Education
   - Secondary Mathematics Education
   - Secondary Science Education
   - Secondary Social Studies Education

Please note that this program has been reviewed and approved by all approval bodies. However, because of the long lead time, the curricular details and the implementation plan weren’t fully articulated. As a result, we are submitting the updated and detailed program proposal, including the missing details.

CC: Julie Underwood, Dean, School of Education
    David Rosenthal, Associate Dean, Academic and International Initiatives, School of Education
    Jeff Hamm, Associate Dean, Student Services, School of Education
    Cheryl Hanley-Maxwell, Associate Dean, Teacher Education, School of Education
    Jocelyn Milner, Associate Provost, Director of Academic Planning and Institutional Research
    Kelly Haslam, Assistant Dean, Graduate School
TO: Jocelyn Milner, Director of Academic Planning and Institutional Research

FROM: Alan Lockwood, Professor and Coordinator, Graduate Teacher Education Program


DATE: November 29, 2014

This progress report contains the following:

1) A summary of the new graduate teacher education program as approved by all relevant departmental, school of education, university, and state departments and agencies.

2) A description of how the new graduate program differs from the undergraduate program it is replacing.

3) Status of new courses created for the graduate program.

4) An updated budget indicating anticipated expenses and revenue.

Also, please see the attached full proposal for the MS in C&I with named options.

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1) Summary of the Program:

The new graduate certification program for secondary mathematics, English, science, and social studies replaces the current undergraduate teacher-education certification program in those areas. In addition to providing certification in these subject areas, graduates of the new program will also receive a certification in teaching English as a Second Language. The program derives from general faculty concern with the promotion of social justice and the need to address social inequities that are manifested in schooling. This program is the result of years of planning by the secondary program heads, other teacher education faculty and students, and local school personnel. (See Addendum #1 for curriculum, overview of previous program and program.)

Need for the Program:

In part, the new program is a response to significant competition from other education programs in the state that provide teacher certification in a faster time than our current program. The new program is also a response to significant success of Teach for America in attracting top students from the University. Finally, the new program reflects
the growing number of graduate teacher education programs at other research one universities that draw top quality students that we seek to attract.

The program also will better serve our students, and respond to growing needs experienced by secondary schools in our state and nationwide. Our current program requires four consecutive semesters. Typically, this means that undergraduate students are taking at least five years to complete a bachelor’s degree. The new program’s duration is two summers and an academic year and results in students receiving a master’s degree as well as dual certification.

The program also responds to growing needs experienced by secondary schools in our state and nationwide. Addressing these needs requires teachers who are skilled in dealing with mounting diversity in student bodies and teachers educated to address the needs of students for whom English is their second language. The program features in-depth work with a wide range of diverse students and, in addition, provides graduates who will meet the rising demand for teachers with certification in English as a Second Language.

As a graduate program, it is expected that the program will attract students with an abiding commitment to becoming excellent teachers for contemporary students and schools. Graduates will have a greater likelihood than many of our current graduates of remaining in teaching for substantial years of service. In addition, by drawing from a larger body of applicants we can attract students with greater diversity and broader experiences that will serve them well as teachers.

2) Masters of Science in Curriculum and Instruction comparison:
Masters of Science in Curriculum and Instruction (MS)
Masters of Science in Curriculum and Instruction with named options (MS+ SEE, SME, SSE, SSSE)

The MS in C&I (with no named options) prepares students for Ph.D. programs and begins training for educational research. This program is also for current teachers who wish to further their professional development and learn state-of-art instructional skills and curriculum development. Students’ coursework is determined in consultation with their advisors.

The MS in C&I with Named Options (Secondary Teacher Certification) prepares students for an initial educator licensing, both in a specific content area at the secondary level (English, Math, Science, or Social Studies certifications) and in English as a Second Language (ESL certification). Students’ coursework in this program is a set curriculum.

3) New course Status:

The new Secondary Education program includes 39 courses within the curriculum requirements, 17 of which were new courses. At this time, all new courses are approved or are in the approval pipeline. Fourteen of the new courses are approved or awaiting approval by the University Curriculum Committee. The remaining three courses in the
approval process have been approved by the School of Education programs committee. These courses still moving through the approval process include

- CURRIC 709 Digital Media & Technology in Schools- (1 credit)
- CURRIC 739 Assessment and Data Use for Instructional Improvement- (1 credit)
- ED PSYCH 622 Structuring Secondary Schools for Adolescent Development- (1 credit)

Each of these 1 credit courses will be taught for the first time during spring or summer 2016.

In addition to the above courses, one course was cycled back through this the School of Education’s Program committee due to clerical error. C&I 725 should have been listed as C&I 735. The proposal reflects the correct number.

All course numbers and credits listed in the proposal have been confirmed in ISIS.

4) Budget

Our anticipated budget expenses total $930,000 per cohort group. This includes faculty, lecturer, teaching assistants, cooperating teachers, and staff salaries. It also includes a 5-year payback plan to the School of Education for incurred start-up costs, as well as additional supplies and expenses including marketing.

Our projected revenue flow is dependent on the tuition we generate. Assuming that each area accepts 15 students, each paying in-state tuition, our income would equal $1,225,000 (using 2014 tuition rates). These projections estimate our unobligated revenue to equal $295,000 per cohort. 33% of this will be returned to the School of Education, and 66% will be retained by the Department of Curriculum and Instruction. The appropriate 131 accounts have been created on the accounting software, and are ready to be used by the C&I staff.
**ADDENDUM 1:**

**Current Undergraduate Program**

The current bachelor’s program prepares students for certification in English, mathematics, science, and social studies for teaching at the secondary level. Only undergraduate students who are completing majors in these identified areas can seek this certification.

The current program encompasses four semesters and is organized as follows:

**Semester One – 12 credits**
- EPS 300, School and Society (3 cr)
- Ed Psy 521, Adolescent Development (3 cr)
- C&I 506, Inclusive Schooling (3 cr)
- C&I 296, 361, 290, 358, Practicum I (3 cr)

**Semester Two – 12 credits**
- C&I 313, Literacy Across the Curriculum (3 cr)
- C&I 396, 393, 390, 359, Subject Methods (3 cr)
- C&I 537, Teaching Diverse Learners (3 cr)
- C&I 296, 361, 290, 358, Practicum II (3 cr)

**Semester Three – 12 credits**
- Ed Psych 301, Learning (3 cr)
- C&I 596, 394, 590, 559, Advanced Subject Area Methods (3 cr)
- C&I 472,497 49,458, Half-day Student Teaching (6 cr)

**Semester Four – 13 credits**
- C&I 496, 494, 490, 459, Full-day Student Teaching (12 cr)
- C&I 690, Independent Field Work (1 cr)

**MS in C&I with Named Options Program**

The new Master’s of Science in Curriculum and Instruction with named options program covers two summers and an intervening academic year. Students take university courses and engage in fieldwork associated with those courses. In addition to course and fieldwork, students must complete a master’s project in order to receive their degree. The course and fieldwork are distributed as follows:

**Summer Semester 1 (11-12 credits)**
- The focus of this summer semester includes a practicum in the local community intended to involve program students with adolescents in a variety of organized settings. The adolescents come from diverse backgrounds, including racial, ethnic and language diversity. The university courses will present assignments for students to carry out in the practicum sites.

The Epistemology and Learning Theory courses will be taught grouped by content area of expertise. These courses will engage program students in considerations of how academic subject knowledge is and should be translated into the secondary school curriculum.
- C&I 690, Independent Field Work (2 cr)
- C&I 672, Issues in ESL Education (3 cr)
- EPS 600, Social And Cultural Approaches to Ed Policy (3 cr)
- C&I 537, Teaching, Diverse Youth in Secondary Schools (2 cr)
- C&I 635 Epistemology in Math OR C&I 735 Epistemic Science Teaching (2cr)
- OR Ed Psy 510 Learning Theory & Applications (for English and Social Studies) (1cr)
Fall Semester (14 credits)
This semester’s themes are conceptualized as covering two broad topical areas. Additionally, the semester includes two different field experiences. As a result, the semester is broken into two thematic halves. The central topics addressed during the first half of the semester include working with all students, universal curriculum design, and understanding contemporary adolescent psychology. The second half of the semester builds on this foundational content and focuses on English Language Learners. In both halves of this semester, program students will be in local secondary schools. University courses will provide assignments for students in their practicum sites and present concepts useful for understanding schooling, teaching, and students.

- C&I 507, Inclusive Education in Secondary Schools (2 cr)
- Ed Psych 621 Adolescent Development in Educational Contexts (2 cr)
- C&I 396, 393, 390, 359 Subject Area Methods (3 cr)
- C&I 673, Learning Second Language and Literacies (2 cr)
- C&I 690, Independent Field Work (1 cr)
- C&I 472, 497, 495, 458, Middle School Student Teaching (4 cr)

Spring Semester (14 credits)
Program students are in a full semester of student teaching. University course-work is closely integrated and provides assignments for students to carry out in their student teaching. During this semester, students will learn new concepts and practices) classroom management and digital media and technology in the classroom).and refine their knowledge and use of previously covered concepts and practices (advanced methods courses) 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 serve as the foundation for the student’s master’s project.

- C&I 674, Advanced Methods in Teaching English as a Second Language (3 cr)
- C&I 596, 394, 590, 559 (Subject Area Methods) (3 cr)
- C&I 729 Classroom Management (1 cr)
- C&I 709 Digital Media and Technology in the Classroom (1 cr)
- C&I 496, 494, 490, 459, High School Student Teaching (6 cr)

Summer Semester 2 (12 credits)
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 (universal design, schools and adolescent development, languages and literacies), and learn central concepts in school law and using assessment and data in instructional improvement.

- C&I 675, General Seminar in the subject area (3 cr)
- ELPA 640 Legal Rights & Responsibilities for Teachers (1cr)
- C&I 739 Assessment and Data Usage for Instructional Improvement (1 cr)
- C&I 508, Implementation of Universal Design (1 cr)
- C&I 622, Structuring Secondary Schools for Adolescent Development (1 cr)
- C&I 673, Learning Second Language and Literacies (1 cr)
- C&I 496,494, 490, 459, Student Teaching at a High School (4 cr)

The Masters Project:
As part of the Master’s program, all students will have to complete an in-depth writing project. To be awarded a Master's degree from the Department of Curriculum and Instruction, a student needs to identify, analyze, appraise, synthesize, and report a problem of scholarly significance. The Master's Project is usually accomplished through preparation of a Master's paper, thesis, or substantial study project and usually completed under the supervision of the student's advisor.
For this program, in addition to the scholarly significance of the topic, the project must also have application to the classroom. In general, the project in this program requires students to create, implement, and assess students learning in an instruction unit. The project requires students to incorporate major concepts taught in courses addressing (1) instructional design issues in their specific licensing area, (2) the needs and strengths of English Language Learners, (3) inclusive learning environments, (4) pedagogy, and (5) assessment. Students also are required to incorporate learning theory and educational issues (as appropriate) into their descriptions and justifications. After approval by the student’s major professor, relevant unit components will be incorporated into the student’s electronic portfolio (in which students address the UW-Madison teacher education performance standards). Other aspects of the project will be negotiated between advisors and students.

The electronic portfolio is, in effect, each student’s individualized website. The portfolio presents a variety of information about each student’s knowledge and skills as represented in artifacts. These artifacts are focused on providing evidence that the student has demonstrated proficiency on each of the standards in the School of Education’s 5 standard areas. Proficiency on each standard is required for completion.
## ADDENDUM #2

**GRADUATE SECONDARY TEACHER EDUCATION PROGRAM**

### Budget: General Operating Budget

<table>
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<th>General Expenses</th>
<th>$156,500</th>
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<th>In 2016 moves to 2 months</th>
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<tr>
<td>Faculty coordinator summer (1 mo.)</td>
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<td>$12,000 + fringe</td>
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<tr>
<td>Full-time academic staff</td>
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<td>S&amp;E</td>
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<td>$60,000</td>
<td>Includes $40,000 annually to pay back start up loan</td>
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<td>Promotion, recruitment</td>
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<td>$15,000</td>
<td>Reduces by 10% annually until $10,000</td>
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<td>Application and Admissions</td>
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### Summer One: $82,500

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<th>Course</th>
<th>Cost</th>
<th>Description</th>
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<tbody>
<tr>
<td>Course 672- Lit in Community and Workplaces</td>
<td>$16,000</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td>Course EPS 600-2 sections, 3 cr</td>
<td>$16,000</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
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<td>Course C&amp;I 537 -2 sections, 2 cr</td>
<td>$16,000</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
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<tr>
<td>Course 63 or 735 -Epistemology – 2 sections</td>
<td>$21,000</td>
<td>Ave cost of 2 faculty instructors</td>
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<tr>
<td>Course 510 – Learning Theory – 1 sec, 1 cr</td>
<td>$4,000</td>
<td>Ave cost of faculty instructor for 1 credit course</td>
</tr>
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<td>Course 690, Ind. field work Supervisors, 2 cr</td>
<td>$8,000</td>
<td>Ave cost of 1 faculty instructor for 1 credit course</td>
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<td>Coop. Teachers Honoraria</td>
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<td>$100 per site coordinator</td>
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### Semester One: $194,000

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<tr>
<td>Course C&amp;I 507 - Inclusive Schooling-2 sections, 2 cr</td>
<td>$16,000</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td>Course C&amp;I 673 – Lang and literacies – 2 sections, 2 cr</td>
<td>$16,000</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
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<td>Course Edu Psy 621 Ed Psychology--2 sections, 2 cr</td>
<td>$16,000</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
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<td>Course C&amp;I- 396, 393, 390, 359- Methods, 3 credits</td>
<td>$4,800</td>
<td>Ave cost of 4 faculty instructors</td>
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<td>Ind. Field work (690, 1 cr) &amp; St Teaching -Supervisors (C&amp;I 472, 497, 495, 458; 4 cr)</td>
<td>$70,000</td>
<td>1 semester salary for 4 supervisor lines at 40hrs/week</td>
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<td>Coop. Teachers Honoraria, practicum</td>
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<td>Semester Two:</td>
<td>Course C&amp;I 674, Adv ESL Methods- 2 sec, 3 cr</td>
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<tr>
<td>$218,000</td>
<td>Course C&amp;I 709 Technology-2 sec, 1 cr</td>
<td>$7,000 + fringe</td>
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<td>Course C&amp;I 729 Class Management-2 sec, 1 cr</td>
<td>$6,000 + fringe</td>
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<td></td>
<td>Course C&amp;I- 596, 394, 590, 559- Adv. Methods, 4 sec by subject area, 3 cr</td>
<td>$48,000 + fringe</td>
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<td>St Teaching - Supervisors</td>
<td>$70,000 + fringe</td>
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<td>St Teaching – Supervisors- ESL</td>
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<td>Coop. Teachers Honoraria, student teacher</td>
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<td>Summer Two:</td>
<td>Course C&amp;I 675, Capstone- 4 sections, 3 cr</td>
<td>$48,000 + fringe</td>
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<td>$90,000</td>
<td>Course C&amp;I 739 Assessment/Data- 2 sec, 1 cr</td>
<td>$5,500 + fringe</td>
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<td></td>
<td>Course ELPA 640, School Law-2 sections, 1 cr</td>
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<td>*Course Ed Psy 622 Adols Dev- 1 sec, 1 cr</td>
<td>$4000 + fringe</td>
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<tr>
<td></td>
<td>*Course C&amp;I 508, Implementation of Universal Design Round Table- 1 sec, 1 cr</td>
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</tr>
<tr>
<td></td>
<td>*Course 673 Lang Lit, -1 sec, 1 cr</td>
<td>$4000 + fringe</td>
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<tr>
<td></td>
<td>C&amp;I 496,494, 490, 459, St Teaching (4 cr) &amp; TA’s for each subject area</td>
<td>$21,000 + fringe</td>
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| TOTAL w/o fringe: | $740,500 |
| TOTAL w/ fringe:  | $930,000 |
| TOTAL Expected Revenue: | $1,225,000 |
| Projected Net Gain | $295,000 |

*Assumptions:
1. Figures based on initial admission of 60 total students.
2. Faculty salaries based on $98,000/annual, 9 mo. Fringe will be added at 37% for faculty and Academic Staff; 25.4% for Lecturers, TA’s and supervisors.
3. 2014 Tuition rates have been used, assuming all in-state tuition.
4. 67% of net income will be retained by the Department, 33% will be retained by the School of Education.
5. Program will need 45 students to cover all anticipated costs.
Proposal Updates: Approved

Master of Science in Curriculum & Instruction with Named Options

- Secondary English Education
- Secondary Mathematics Education
- Secondary Science Education
- Secondary Social Studies Education
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summary</td>
<td>3</td>
</tr>
<tr>
<td>II. Background and Rationale</td>
<td>3</td>
</tr>
<tr>
<td>III. Redesign of Program Implementation</td>
<td>4</td>
</tr>
<tr>
<td>Name of Program</td>
<td></td>
</tr>
<tr>
<td>Curriculum of current and new program</td>
<td></td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td></td>
</tr>
<tr>
<td>Admissions and Requirements</td>
<td></td>
</tr>
<tr>
<td>IV. Collaboration, Faculty, and Governance</td>
<td>9</td>
</tr>
<tr>
<td>V. Financial Support</td>
<td>11</td>
</tr>
<tr>
<td>VI. Assessment and Program Review Plan</td>
<td>13</td>
</tr>
<tr>
<td>VII. Support Letters</td>
<td>15</td>
</tr>
<tr>
<td>VIII. Appendices</td>
<td></td>
</tr>
<tr>
<td>A. Comparison of Existing Master of Science with Proposed C&amp;I Master of Science with Named Options</td>
<td>16</td>
</tr>
<tr>
<td>B. Additional Information on Teacher Licensing</td>
<td>19</td>
</tr>
<tr>
<td>C. 131 Proposal Submitted to Provost (Approved) and Approval Letters</td>
<td>21</td>
</tr>
<tr>
<td>D. UW-Madison Teacher Education Standards</td>
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</tr>
</tbody>
</table>
Proposal Updates: Approved
Master of Science in Curriculum and Instruction with Named Options

I. Summary

The new graduate certification program for secondary mathematics, English, science, and social studies replaces the current undergraduate teacher-education certification program in those areas. In addition to providing certification in these subject areas, graduates of the new program will also receive a certification in teaching English as a Second Language. The program derives from general faculty concern with the promotion of social justice and the need to address social inequities that are manifested in schooling. This program is the result of years of planning by the secondary program heads, other teacher education faculty and students, and local school personnel.

II. Background/Rationale

The faculty of the Department of Curriculum and Instruction will begin offering named options within the Master of Science-Curriculum and Instruction degree program in the Summer of 2015. These options include "Secondary English Education," "Secondary Mathematics Education," "Secondary Science Education," and "Secondary Social Studies Education." Completion of these options will lead to teacher certification in the respective secondary education areas, as well as an additional certification in Teaching English Language Learners. These graduate-level options replace the current School of Education undergraduate teacher education program in these subjects.

In part, the program and its named options are a response to significant competition from other education programs in the state that provide teacher preparation in a faster time than our current Bachelor’s level program. The new Master’s level program is also a response to significant success of Teach for America in attracting top students, who have Bachelor’s degrees but no preparation to be educators. Finally, the program with its named options also reflects the growing number of Master’s level teacher preparation programs at other major research universities that draw the top quality students that we seek to attract.

The current Bachelor’s program in Secondary Education (admissions suspended) required four consecutive semesters. Typically, this meant that undergraduate students were taking at least five years to complete a Bachelor’s degree since many entered the teacher preparation program after three years of undergraduate study. The Master’s program with the named options covers two summers and an academic year. The new format means that a student can complete a Bachelor’s degree, this Master’s degree, and preparation for dual teacher certification (described below) in the time it took to complete a Bachelor’s degree and preparation for a single certification.

The program also responds to growing needs experienced by secondary schools in our state and nation. Addressing these needs requires teachers who are skilled in dealing with
increasing numbers of students from diverse backgrounds, especially English Language Learners (ELLs). This increase results in school districts needing teachers who are prepared to address a greater diversity of needs, including accommodating for language differences and assisting students in English language development. The program features in-depth work with a wide range of diverse students and specifically includes training and experience in working with ELLs, as reflected in graduates being eligible for certification in English as a Second Language.

We hope that moving the program to the graduate level will result in the program attracting mature students who are committed to teaching as a profession, becoming excellent career-teachers for contemporary students. Because of the maturity associated with Graduate students, we believe that a graduate-level program will have a greater likelihood in producing graduates who remain in teaching for a substantial number of years. Moving the program to the graduate level provides us with opportunities to recruit from a larger body of potential applicants, opening new possibilities in attracting students from backgrounds that are more diverse and a greater variety of life experiences that will serve them well as teachers.

Finally, it is necessary to offer options different from the current Master of Science degree in C&I. The named options reflect the specific foci of the program, distinguishing it from the more general Master’s degree study options. Additionally, the named options will be more readily recognizable to teacher licensing bodies in various states.

III. Redesign of Program and Implementation

A. Name of Program and Degree

The University of Wisconsin-Madison’s Graduate Faculty Executive Committee (GFEC) approved the request for the following Named Options within the Master’s of Science in the Department of Curriculum and Instruction.

- Secondary Mathematics Education (SME)
- Secondary English Education (SEE)
- Secondary Science Education (SSE)
- Secondary Social Studies Education (SSSE)

The intent of the MS (only) program in C&I is to provide students with opportunities to pursue advanced studies in specific areas of interest. This program is also for current teachers who wish to further their professional development and learn state-of-art instructional skills and curriculum development. The MS program also prepares students for Ph.D. programs and begins training in educational research. Because of the varying interests and goals, much of the MS (only) students’ coursework is individualized through consultation with their advisors.

The C&I MS with named options, the Secondary Teacher Certification program, prepares students for initial educator teaching licenses, 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). Students’ coursework in the program is a set curriculum. Like the MS (only) coursework, the coursework associated with this program is taught at a more advanced level than that previously included in the undergraduate program. The streamlined program
allows us to create courses that reflect instructional threads that weave throughout the program, building on one another. For further comparison, please see Appendix A.

B. Curriculum overview of previous program and proposed program

Current Undergraduate Program

The current bachelor’s program (admissions suspended) prepares students for certification in English, mathematics, science, and social studies for teaching at the secondary level. Undergraduate students who complete majors in these identified areas can seek initial educator certification. The current undergraduate program encompasses four semesters, across two academic years. It is organized as follows:

Semester One – 12 credits
EPS 300, School and Society (3 cr)
C&I 506, Inclusive Schooling (3 cr)
Ed Psy 521, Adolescent Development (3 cr)
C&I 296, 361, 290, 358, Practicum I (3 cr)

Semester Two – 12 credits
C&I 313, Literacy Across the Curriculum (3 cr)
C&I 537, Teaching Diverse Learners (3 cr)
C&I 396, 393, 390, 359, Subject Methods (3 cr)
C&I 296, 361, 290, 358, Practicum II (3 cr)

Semester Three – 12 credits
Ed Psych 301, Learning (3 cr)
C&I 596, 394, 590, 559, Advanced Subject Area Methods (3 cr)
C&I 472, 497 49, 458, Middle School St Teac (6 cr)

Semester Four – 13 credits
C&I 496, 494, 490, 459, High School St Teach (12 cr)
C&I 690, Independent Field Work (1 cr)

Master of Science with Named-Options Program

Like the currently suspended undergraduate program, the new MS with named options program prepares students for certification in English, mathematics, science, and social studies for teaching at the secondary level. Unlike the undergraduate program, the new program also prepares students for certification in English as a Second Language. Program graduates will be eligible for initial educator licensing in Wisconsin. They will also be eligible for licensing with qualifications or deficiencies in most, if not all other states. (See Appendix B for further explanation of teacher licensing.)

The new, Master’s of Science with named options, program covers two summers and an intervening academic year. Students take university courses and engage in fieldwork associated with those courses. In addition to course and fieldwork, students must complete a
master’s project in order to receive their degree. The course and fieldwork are distributed as follows:

**Summer Semester 1** (11-12 credits)
The focus of this summer semester includes a practicum in the local community intended to involve program students with adolescents in a variety of organized settings. The adolescents come from diverse backgrounds, including racial, ethnic and language diversity. The university courses will present assignments for students to carry out in the practicum sites.

The Epistemology and Learning Theory courses will be taught grouped by content area of expertise. These courses will engage program students in considering how academic subject knowledge currently is and should be translated into the secondary school curriculum.

- C&I 690, Independent Field Work (2 cr)
- C&I 672, Issues in ESL Education (3 cr)
- EPS 600, Social and Cultural Approaches to Ed Policy (3 cr)
- C&I 537, Teaching, Diverse Youth in Secondary Schools (2 cr)
- C&I 635 Epistemology in Mathematics OR C&I 735 Epistemic Practices in Science Teaching (2cr) OR Ed Psy 510 Learning Theory & Applications (for English and Social Studies) (1cr)

**Fall Semester** (14 credits)
The fall semester covers two thematic areas, and as a result includes two different field experiences. The central topics addressed during the first half of the semester include working with all students, universal curriculum design, and understanding contemporary adolescent psychology. The second half of the semester builds on this foundational content and focuses on English Language Learners. In both halves of this semester, program students will be in local secondary schools. University courses will provide assignments for students in their practicum sites and present concepts useful for understanding schooling, teaching, and students.

- C&I 507, Inclusive Education in Secondary Schools (2 cr)
- Ed Psych 621 Adolescent Development in Educational Contexts (2 cr)
- C&I 396, 393, 390, 359 (Subject Area Methods) (3 cr)
- C&I 673, Learning Second Language and Literacies (2 cr)
- C&I 690, Independent Field Work (1 cr)
- C&I 472, 497, 495, 458, Middle School Student Teaching (4 cr)

**Spring Semester** (14 credits)
Program students are in a full semester of student teaching. University course-work is closely integrated and provides assignments for students to carry out in their student teaching. During this semester, students will learn new concepts and practices (classroom managements and digital media and technology in the classroom) and refine their knowledge and use of previously covered concepts and practices (advanced methods courses) 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 serve as the foundation for the student’s Master’s project.

C&I 674, Advanced Methods in Teaching English as a Second Language (3 cr)
C&I 596, 394, 590, 559 (Advanced Subject Area Methods) (3 cr)
C&I 729 Classroom Management (1 cr)
C&I 709 Digital Media and Technology in the Classroom (1 cr)
C&I 496, 494, 490, 459, High School Student Teaching (6 cr)

**Summer Semester 2 (12 credits)**
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 (universal design, schools and adolescent development, languages and literacies), and learn central concepts in school law and using assessment and data in instructional improvement.

C&I 675, General Seminar in the subject area (3 cr)
ELPA 640 Legal Rights & Responsibilities for Teachers (1 cr)
C&I 739 Assessment and Data Usage for Instructional Improvement, (1 cr)
C&I 508, Implementation of Universal Design (1 cr)
C&I 622, Structuring Secondary Schools for Adolescent Development (1 cr)
C&I 673, Learning Second Language and Literacies (1 cr)
C&I 496, 494, 490, 459, Student Teaching at a High School (4 cr)

The Masters Project:

As part of the Master’s program, all students will have to complete an in-depth writing project. To be awarded a Master's degree from the Department of Curriculum and Instruction, a student needs to identify, analyze, appraise, synthesize, and report a problem of scholarly significance. The Master's Project is usually accomplished through preparation of a Master's paper, thesis, or substantial study project and usually completed under the supervision of the student's advisor.

For this program, in addition to the scholarly significance of the topic, the project must also have application to the classroom. In general, the project in this program requires students to create, implement, and assess students learning in an instruction unit. The project requires students to incorporate major concepts taught in courses addressing (1) instructional design issues in their specific licensing area, (2) the needs and strengths of English Language Learners, (3) inclusive learning environments, (4) pedagogy, and (5) assessment. Students also are required to incorporate learning theory and educational issues (as appropriate) into their descriptions and justifications. After approval by the student’s major professor, relevant unit components will be incorporated into the student’s electronic portfolio (in which students address the UW-Madison teacher education performance standards). Other aspects of the project will be negotiated between advisors and students.
The electronic portfolio is, in effect, each student’s individualized website. The portfolio presents a variety of information about each student’s knowledge and skills as represented in artifacts. These artifacts are focused on providing evidence that the student has demonstrated proficiency on each of the standards in the School of Education’s 5 standard areas. Proficiency on each standard is required for completion.

C. Timeline for implementation:

Initial steps towards creating the new program began five years ago as part of a proposal for the Madison Initiative for Undergraduates. Although this proposal was not funded, the in-depth reflection and discussions about the current program, collection of research and progressing nature of classrooms and skill sets for teachers prompted us to continue the pursuit to re-examine and improve our program.

This program has been approved by the necessary governing bodies within the campus community and state. We are ready to start working with students this summer, June 2015.

- 11/18/2009 – submission of MIU proposal (not funded)
- 5/24/2012 – submission of 131 proposal and initial proposal for named options (approved) (see Appendix C for Approved proposal and approval letters)
- 1/30/2013 – Program Approval Department of Public Instruction
- Spring, Summer, Fall 2014 – recruitment (note, date of implementation is one year earlier than approved proposal)
- Fall 2014 - update report for named options
- Fall 2014 – final course approvals
- Fall 2014 - begin admissions
- Fall 2014 – Spring 2015 – Admissions decisions
- Summer 2015 – First cohort starts
- Fall 2015 – new admissions cycle begins
- Summer 2016 – Second cohort begins, first cohort graduates cycle repeats

D. Admissions and Degree Requirements

The target audience for this program is recent and former graduates from L&S programs, math and science related programs, and other liberal studies degree programs seeking teacher certification. We plan to enroll 60 students in each cohort, with at least 50% of the enrollments reserved for University of Wisconsin-Madison graduates.

Eligibility Criteria

To be eligible for admission to the program, applicants must meet the following requirements:

- Completed program application form and all related application materials:
  - Graduate School application
  - Three subject area focused essay questions
  - Content survey verifying relevant domain breadth and depth
Program Admission Selection Criteria
Admissions committee will judge each applicant on the following criteria:

• Is the applicant well qualified academically? Does the academic background reflect the needs of the profession?

• Is the applicant thoughtful and reflective about the meaning of teaching? Are his or her motivations for entering the profession worthwhile and do they reflect a commitment to professional improvement?

• Has the applicant shown the ability to work effectively with young people, especially those different in important ways from the applicant?

• Does the applicant show a genuine commitment to working with all children, not just the privileged or highly motivated? Does the applicant provide evidence of working with adolescents?

• Is the applicant capable to working effectively with other professionals in the school, parents, caregivers, and members of the community outside of school?

• Does the applicant have work experience that may add to their ability to assist students in building their own knowledge of the subject?

• Criminal Background Investigation and Disclosure

Degree Requirements
• Satisfactory completion of program
• Successful completion of Master Project
• Mastery of UW-Madison Teacher Education Performance Standards as evaluated in e-portfolio artifacts
• Satisfactory student teaching evaluation

IV. Collaborations, Faculty, and Governance

The program reflects collaboration between the School of Education’s Departments of Curriculum and Instruction, Educational Leadership and Policy Analysis, Educational Policy
Studies, and Educational Psychology. In addition, personnel in local school districts collaborate in providing instructional settings in their middle and high schools. The administrative responsibilities for the program rest in the department of Curriculum and Instruction.

Governance of the program will remain as is currently in place for all teacher education programs. The Master’s in Curriculum Instruction with named options will continue to have an advisory committee that sets policies for the program and, if necessary, makes recommendations for actions by departments and other appropriate bodies. The committee has representatives from all relevant departments, instructors, and local school representatives.

We have commenced recruitment and advising partnerships through meetings and outreach with the advising staff at Education Academic Services in the School of Education, Advising Services at the College of Letters and Sciences, Academic Advising and Career Services in the Department of Continuing Studies, and Cross College Advising Services. These meetings have resulted in the formation of an advising toolkit; this toolkit is currently being prepared by an outside professional marketing group, GROW Industries.

The program also has extensive partnerships inside and outside the University.

- Coordinating Council for Professionals (CCPE). The CCPE promotes innovation and excellence in the preparation of education professionals by providing leadership, targeted advice, and information for the units and programs of UW-Madison and its collaborating institutions. Some members include employees of UW-Madison, Madison Metropolitan School District (MMSD), Madison College, and relevant community agencies i.e. The United Way, The Urban League. To meet its mission, CCPE works to identify relevant and appropriate topics and issues related to personnel preparation, collect associated information, and connect information to campus and UW Madison School of Education policies and practices. CCPE also disseminates information to associated programs and units, campus groups/committees, and policy makers. Because CCPE is a forum for information exchange and deliberation, CCPE recommends policies (up the system and down to programs and units); advises the Dean, the teacher education programs, and other committees regarding professional preparation programs and issues; and assists in determining school-wide responses to system, state and federal mandates.

- Educational Academic Resources (EAS). EAS is the undergraduate student affairs office for the School of Education at the University of Wisconsin-Madison. EAS works with current and prospective School of Education students in all programs. EAS’ will work with the current program around admissions, supporting the practicum and student teaching placement processes, and certification.

- Education Outreach and Partnership (EOP). EOP seeks bold, innovative sustainable partnerships that result in improvements in teaching and learning. They envision partnerships as a two-way interaction with communities and other external constituencies utilizing the development, exchange, and application of knowledge,
information, and expertise for mutual benefit. EOP’s vision is to be a "bridge" for education outreach on a campus and beyond (i.e., local, statewide, national, international). EOP’s current work includes Forward Madison, Transformative Education, Responsive Outreach and Sustainable Partnerships initiatives. Through the work in Forward Madison, EOP is strengthening the connections among pre-service teacher education and on-going professional development. EOP actively works with community leaders, business representatives, state policy makers, K-12 educators; and campus partners, students, faculty and staff. Recently, EOP began providing support to student throughout the UW-System as they prepare for their national performance assessment, edTPA. EOP’s work reinforces and extends the preparation provided by the individual campuses’ teacher education programs.

- Partner Schools Network (PSN). PSN is made up of twenty two schools across four local districts and various programs in the School of Education. School- and University-based partners are committed to the high achievement of all students, focusing on high need schools and the promotion of inclusive, equitable education. While a key function of this network is to prepare pre-service educators and to secure consistent, high-quality sites for clinical experiences, partnerships are established so that the UW plays a greater role in strengthening school communities and improving student outcomes. Educational research and professional development activities in the partner schools are more directly connected with the needs of the school. This reciprocal flow of expertise within and between institutions results in more collaborative and effective teacher preparation.

**Faculty**

Members of the planning committee include Professors Brown (Educational Psychology), Professor Mead (Educational Leadership and Policy Studies), Professor Lee (Educational Policy Studies), Professors Braaten, Ellis, Gomez, Halverson, Hawkins, Hess, Knuth, Lockwood, Rudolph, and Udvari-Solner, and Deans Hanley-Maxwell and Hamm were on planning committee. In addition, staff members Anderson-Lubasi, Garner, Gerloff, and Warren.

Program faculty for implementation of Program include Melissa Braaten, Assistant Professor; Amy Ellis, Associate Professor; Mary Louise Gomez, Professor; Erica Halverson, Associate Professor; Margaret Hawkins, Professor; Diana Hess, Professor; Li-ching Ho, Assistant Professor; Eric Knuth, Professor; Alan Lockwood, Professor; John Rudolph, Professor; and Maisha Winn, Professor.

**Overlap with Other Programs**

This program does not overlap with any other program. Students in the program will take courses in Educational Psychology, Educational Policy, and Educational Leadership and Policy Analysis. Faculty members from these departments were part of the planning process. As a result, these departments are fully aware of their contributions to the program.
V. Financial Support and Budget Implications (Cost-recovery if applicable)

The program is a 131, cost-recovery program. Funds have been advanced to assist the program in its beginning stages; however, the program will reimburse the School of Education for the funds advanced. All implementation costs will be covered through tuition.

Our anticipated budget expenses total $930,000 per cohort group. This includes faculty, lecturer, teaching assistants, cooperating teachers, and staff salaries, a 5-year payback plan for incurred start-up costs, as well as additional supplies and expenses including marketing.

Our projected revenue flow is dependent on the tuition we generate. Assuming that each area accepts 15 students, each paying in-state tuition, our income would equal $1,225,000 (using 2014 tuition rates). These projections estimate our unobligated revenue to equal $295,000 per cohort. 33% of this will be returned to the School of Education, and 66% will be retained by the Department of Curriculum and Instruction. The appropriate 131 accounts have been created on the accounting software, and are ready to be used by the C&I staff. (see budget below, on next page).

VI. Assessment and Program Review Plan

Teacher Education, broadly speaking, and individual teacher education programs and students are evaluated extensively at the University of Wisconsin – Madison. Programs are evaluated using internal tools as well as external measures. Internally, this program will be reviewed in 3 years by the Graduate School to ensure the start-up plans are coming to fruition. There will also be an initial institutional review by the Dean's office of the School of Education in five years; after which time the program will continue using the UW's 10-year program review cycle, and every five years by the Dean’s office in the School of Education. Externally, the program has been approved by the state’s Department of Public Instruction (DPI), is reviewed annually and every five years.

In addition to the formal measures, program evaluation also includes monitoring program alignment with content expectations of professional disciplinary standards for beginning teachers, UW-Madison Teacher Education Content/Knowledge Standards, and the INTASC standards for teachers (National). Programs also evaluate themselves using patterns of student performance from their fieldwork on content tests (Praxis II), in relation to UW-Madison Teacher Education Performance Standards, and the edTPA (national performance evaluation). Please see Appendix D for the UW-Madison Teacher Education Standards. Finally, as part of program review and improvement, programs analyze exit survey data and 3-year follow-up data collected from all graduates of the program.
## Budget: General Operating Budget

<table>
<thead>
<tr>
<th>General Expenses:</th>
<th>Faculty coordinator summer (1 mo.)</th>
<th>$12,000 + fringe</th>
<th>In 2016 moves to 2 months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time academic staff</td>
<td>$65,500 + fringe</td>
<td>12mo appointment</td>
</tr>
<tr>
<td></td>
<td>S&amp;E</td>
<td>$60,000</td>
<td>Includes $40,000 annually to pay back start up loan</td>
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<tr>
<td></td>
<td>Promotion, recruitment</td>
<td>$15,000</td>
<td>Reduces by 10% annually until $10,000</td>
</tr>
<tr>
<td></td>
<td>Application and Admissions</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td><strong>$156,500</strong></td>
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</tbody>
</table>

| Summer One:       | Course 672- Lit in Community and Workplaces- 2 sections, 3 credits | $16,000 + fringe | Ave cost of 1 faculty instructor & 1 senior lecturer |
|                   | Course EPS 600-2 sections, 3 cr | $16,000 + fringe | Ave cost of 1 faculty instructor & 1 senior lecturer |
|                   | Course C&I 537 -2 sections, 2 cr | $16,000 + fringe | Ave cost of 1 faculty instructor & 1 senior lecturer |
|                   | Course 63 or 735 -Epistemology – 2 sections, 2 crs | $21,000 + fringe | Ave cost of 2 faculty instructors |
|                   | Course 510 – Learning Theory – 1 sec, 1 cr | $4000 + fringe | Ave cost of faculty instructor for 1 credit course |
|                   | Course 690, Ind. field work Supervisors, 2 cr | $8000 + fringe | 1 mo. salary for 4 sr supervisors |
|                   | Coop. Teachers Honoraria           | $1500            | $100 per site coordinator |
| **$82,500**       |                                   |                  |                          |

| Semester One:     | Course C&I 507 - Inclusive Schooling--2 sections, 2 cr | $16,000 + fringe | Ave cost of 1 faculty instructor & 1 senior lecturer |
|                   | Course C&I 673 – Lang and literacies – 2 sections, 2 cr | $16,000 + fringe | Ave cost of 1 faculty instructor &1 senior lecturer |
|                   | Course Ed Psy 621 Ed Psychology--2 sections, 2 cr | $16,000 + fringe | Ave cost of 1 faculty instructor & 1 senior lecturer |
|                   | Course C&I- 396, 393, 390, 359- Methods, 3 credits | $48,000 + fringe | Ave cost of 4 faculty instructors |
|                   | Ind. Field work (690, 1 cr) & St Teaching -Supervisors (C&I 472, 497, 495, 458; 4 cr) | $70,000 + fringe | 1 semester salary for 4 supervisor lines at 40hrs/week |
|                   | Coop. Teachers Honoraria, practicum | $13,000          | $75 per practicum         |
|                   | Coop. Teachers Honoraria, 1/2 Day StT | $15,000          | $250 per ½ Day student teacher |
| **$194,000**      |                                   |                  |                          |
| Semester Two: | Course C&I 674, Adv ESL Methods- 2 sec, 3 cr | $16,000 + fringe | Ave cost of 1 faculty instructor &
| | Course C&I 709 Technology-2 sec, 1 cr | $7,000 + fringe | Ave cost for 1 faculty instructor
| | Course C&I 729 Class Management-2 sec, 1 cr | $6,000 + fringe | Ave cost of 1 faculty instructor & 1 senior lecturer
| | Course C&I- 596, 394, 590, 559- Adv. Methods, 4 sec by subject area, 3 cr | $48,000 + fringe | Ave cost of 4 faculty instructors
| | St Teaching - Supervisors | $70,000 + fringe | 1 semester salary for 4 supervisor lines at 40hrs/week
| | St Teaching – Supervisors- ESL | $35,000 + fringe | 1 semester salary for 2 supervisor lines at 40hrs/week
| | Coop. Teachers Honoraria, student teacher | $36,000 | $600 per student teacher

| Summer Two: | Course C&I 675, Capstone- 4 sections, 3 cr | $48,000 + fringe | Ave cost of 4 faculty instructors
| | Course C&I 739 Assessment/Data- 2 sec, 1 cr | $5,500 + fringe | Ave cost of 1 faculty instructor & one senior lecturer
| | Course ELPA 640, School Law-2 sections, 1 cr | $3,500 + fringe | Ave cost for two senior lecturers
| | *Course Ed Psy 622 Adols Dev- 1 sec, 1 cr | $4000 + fringe | Ave cost of faculty instructor for 1 credit course
| | *Course C&I 508, Implementation of Universal Design Round Table- 1 sec, 1 cr | $4000 + fringe | Ave cost of faculty instructor for 1 credit course
| | *Course 673 Lang Lit, -1 sec, 1 cr | $4000 + fringe | Ave cost of faculty instructor for 1 credit course
| | C&I 496,494, 490, 459, St Teaching (4 cr) & TA's for each subject area | $21,000 + fringe | Assist in running the review sections & work with Grad project

TOTAL w/o fringe: | $740,500
TOTAL w/ fringe: | $930,000
TOTAL Expected Revenue: | $1,225,000
Projected Net Gain | $295,000

*Assumptions:
1. Figures based on initial admission of 60 total students.
2. Faculty salaries based on $98,000/annual, 9 mo. Fringe will be added at 37% for faculty and Academic Staff; 25.4% for Lecturers, TA’s and supervisors.
3. 2014 Tuition rates have been used, assuming all in-state tuition.
4. 67% of net income will be retained by the Department, 33% will be retained by the School of Education.
5. Program will need 45 students to cover all anticipated costs.
VII. Support Letters

• **Letters of Support from Executive Committee** (not applicable; already approved program)
• **Letters of Support from Dean of School** (not applicable; already approved program)

Letters of support for the original proposal are posted with the original proposal at http://apir.wisc.edu/uapc201112may.htm
Appendix A

Comparison of Current MS with MS with Named Options
<table>
<thead>
<tr>
<th><strong>C&amp;I MS</strong></th>
<th><strong>C&amp;I MS with Named Options</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions:</strong></td>
<td><strong>Admissions:</strong></td>
</tr>
<tr>
<td>• Transcripts</td>
<td>• Auto Biographical Data</td>
</tr>
<tr>
<td>• A Bachelor’s degree from an approved institution.</td>
<td>• Transcripts</td>
</tr>
<tr>
<td>• An undergraduate major or equivalent evidence of suitable background for entering the proposed field of graduate study.</td>
<td>• Bachelor’s degree from regionally accredited U.S. institution, or a comparable degree from an international institution.</td>
</tr>
<tr>
<td></td>
<td>• Undergraduate major or a minors in English; Comparative Literature, Linguistics, or Theater &amp; Drama; a set of courses or experiences that address each of the elements in the Next Generation Science Standards in at least one of the science certification areas (Biology, Chemistry, Physics, Earth and Space Science, Environmental Science, Broad field Science); a set of courses or experiences that address each of the elements in the Mathematics foundational domains (UW-Madison students and graduates may use the L&amp;S Mathematics Major, Option 2); Undergraduate major or a minor(s) in one of the social studies certification areas (History, Economics, Political Science, Geography, Psychology, Sociology, Broad field Social Studies).</td>
</tr>
<tr>
<td>• GPA: 3.0 on last 60 credits</td>
<td>• GPA: 3.0 GPA on last 60 credits</td>
</tr>
<tr>
<td>• 3 letters of recommendation</td>
<td>• 2 letters of recommendation</td>
</tr>
<tr>
<td>• Résumé or curriculum vitae</td>
<td>• Résumé</td>
</tr>
<tr>
<td>• As appropriate: TOEFL</td>
<td>• As appropriate: TOEFL</td>
</tr>
<tr>
<td>o No older than two years</td>
<td>o No older than two years</td>
</tr>
<tr>
<td>o Score minima = 92</td>
<td>o Score minima = 92</td>
</tr>
<tr>
<td></td>
<td>• GRE scores</td>
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<tr>
<td></td>
<td>• Statement of Purpose</td>
</tr>
<tr>
<td></td>
<td>• A range of university courses, life experiences, or previous employment that fulfills the content domain requirements within the teaching certification area of application (Named Option).</td>
</tr>
<tr>
<td></td>
<td>• Experience with education, adolescents, and/or English Language Learners.</td>
</tr>
<tr>
<td></td>
<td>• 3 Essay questions: addressing general issues about student learning, handling professional challenges within the content area and working with students that are English Language Learners.</td>
</tr>
<tr>
<td></td>
<td>• Possibly, interview</td>
</tr>
<tr>
<td><strong>Areas of study:</strong></td>
<td><strong>Areas of study: Named Options</strong></td>
</tr>
<tr>
<td>• Curriculum Studies &amp; Global Studies</td>
<td>• Secondary English Education</td>
</tr>
<tr>
<td>• Digital Media</td>
<td>• Secondary Math Education</td>
</tr>
<tr>
<td>• Disciplinary Studies</td>
<td>• Secondary Science Education</td>
</tr>
<tr>
<td>o Art</td>
<td>• Secondary Social Studies Education</td>
</tr>
<tr>
<td>o Mathematics</td>
<td></td>
</tr>
</tbody>
</table>
**C&I MS**
- Music
- Science
- Social Studies
- Language & Literacies
  - English as a Second Language
  - Bilingual Education
  - World Language Education
- Multicultural Education
- Teacher Education

**Coursework:**
- 8 year time limit
- Minimum of 30 credits of graduate work, not including credits earned through research/thesis credits (272-990); at least 15 credits in graduate-level courses other than Independent Reading (272-699/999) in the UW-Madison Department of Curriculum and Instruction.
- Coursework specific by area of study. Students schedule as appropriate for course availability, interest, and advisor approval (no set sequence)
- Students are encouraged, but not required, to enroll in a 3 credit introductory course during their first or second semesters.

**C&I MS with Named Options**

<table>
<thead>
<tr>
<th>Coursework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 summers and one academic year (four consecutive semesters)</td>
</tr>
<tr>
<td>46-47 credits sequence of specified courses</td>
</tr>
<tr>
<td>Coursework specified by semester and Named Option</td>
</tr>
<tr>
<td>All coursework required</td>
</tr>
<tr>
<td><strong>Summer 1:</strong></td>
</tr>
<tr>
<td>- C&amp;I 690, Independent Field Work (2 cr)</td>
</tr>
<tr>
<td>- C&amp;I 672, Issues in ESL Education (3 cr)</td>
</tr>
<tr>
<td>- EPSE 600, Social And Cultural Approaches to Ed Policy (3 cr)</td>
</tr>
<tr>
<td>- C&amp;I 537, Teaching, Diverse Learners in Secondary Schools (2 cr)</td>
</tr>
<tr>
<td>- C&amp;I 635 Epistemology in Math OR C&amp;I 735 Epistemic Science Teaching (2cr) OR Ed Psy 510 OR Learning Theory &amp; Application (for English and Social Studies) (1cr)</td>
</tr>
<tr>
<td><strong>Fall:</strong></td>
</tr>
<tr>
<td>- C&amp;I 507, Inclusive Education in Secondary Schools (2 cr)</td>
</tr>
<tr>
<td>- Ed Psych 621 Adolescent Development in Educational Contexts (2 cr)</td>
</tr>
<tr>
<td>- C&amp;I 396, 393, 390, 359 (Subject Area Methods) (3 cr)</td>
</tr>
<tr>
<td>- C&amp;I 673, Learning Second Language and Literacies (2 cr)</td>
</tr>
<tr>
<td>- C&amp;I 690 Independent Field Work (1 cr)</td>
</tr>
<tr>
<td>- C&amp;I 472, 497, 495, 458, Half-Day Student Teaching (4 cr)</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
</tr>
<tr>
<td>- C&amp;I 674, Advanced Methods in Teaching English as a Second Language (3 cr)</td>
</tr>
<tr>
<td>- C&amp;I 596, 394, 590, 559 (Subject Area Methods) (3 cr)</td>
</tr>
<tr>
<td>- C&amp;I 729 Classroom Management (1 cr)</td>
</tr>
<tr>
<td>C&amp;I MS</td>
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<tr>
<td>--------</td>
</tr>
<tr>
<td>• Master’s paper, thesis, or substantial study project.</td>
</tr>
</tbody>
</table>
| • Master’s examination  
  1. a four-hour written examination.  
  2. a one-week take-home examination.  
  3. a 1½ - 2 hour oral exam. |
| • C&I 709 Digital Media and Technology in the Classroom (1 cr)  
  C&I 496, 494, 490, 459, Full-day Student Teaching (6 cr)  
  **Summer 2**  
  • C&I 675, General Seminar in the subject area (3 cr)  
  • ELPA 640 Legal Rights & Responsibilities for Teachers (1 cr)  
  • C&I 739 Assessment and Data Usage for Instructional Improvement, (1 cr)  
  • C&I 508, Implementation of Universal Design (1 cr)  
  • C&I 622, Structuring Secondary Schools for Adolescent Development (1 cr)  
  • C&I 673, Learning Second Language and Literacies (1 cr)  
  • C&I 496,494, 490, 459, Student Teaching at a High School (4 cr)  
| • The Masters Project: unit planned, taught, and assessed; incorporates major concepts taught in courses addressing instructional design, English Language Learners, inclusive schooling, learning, and assessment. Submitted as part of e-portfolio.  
| • Mastery of UW-Madison Teacher Education Performance Standards as evaluated in e-portfolio artifacts |
| • Positive student teaching evaluations |
Appendix B

Additional Information on Teacher Licensing
Because education is a state not federal responsibility, teacher licensing is not national licensing. It is state-level licensing. Teacher certification programs, which prepare individuals for licenses, are approved by individual states. Individuals who complete a state accredited program are eligible for licensing in the state in which the program is located. Some states have licensure reciprocity. In these cases, if an applicant is eligible for a license in the “home” state the applicant is eligible for licensing in the state in which the application is being made. More often, states do not have reciprocity. Instead, they use a process in which they compare the licensing requirements of the “home” state with their state’s licensing requirements. In all of these cases, the states have specific requirements that are not included in teacher preparation programs in other states. For example, Wisconsin requires that applicants for initial educator licenses have training in the history, culture, and tribal sovereignty of the eleven federally recognized tribes and bands in the state. This content would not be included in teacher education programs outside of the state. Out-of-state applicants will be issued a license with deficiencies. Other states use the same process, adding deficiencies or qualifications to the licenses issued to out-of-state applicants. Applicants who receive a license with qualifications or deficiencies are required to address the deficiencies in a specified period or lose the license. This is a process and its outcomes apply regardless of the level of the degree (BS or MS). It is impossible to include all states’ requirements in any licensing program because of the multiplicity of unique requirements. As a result, all teacher education programs across the country focus on meeting the requirements of the state in which the program is located.
Appendix C

Approved 131 Proposal Submitted to Provost and Approval Letters

The original proposal is posted at
http://apir.wisc.edu/uapc201112may.htm