

Program Change Request

New Program Proposal

Date Submitted: 09/22/22 1:35 pm

Viewing: : **World Language Education**

Parent Plan: [MAJ: Curriculum & Instruction MS](#)

Last edit: 11/09/22 9:15 am

Changes proposed by: lubasi

In Workflow

1. CURR INSTR Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 09/22/22 2:07 pm
Lisa Sigurslid (lsigurslid):
Approved for CURR INSTR Dept.
Approver
2. 11/04/22 2:39 pm
Cynthia Waldeck (waldeck2):
Approved for EDU School Admin
Reviewer

Name of the school or college academic planner who you consulted with on this proposal.

Name
Cindy Waldeck - EDU

Proposal Abstract/Summary:

The Department of Curriculum and Instruction proposes establishing a new World Language Education (WLE) named option within the Curriculum and Instruction MS degree series. We developed this named option to reestablish a pathway for WLE initial teacher certification in our department. Graduates of the program earn a Master's degree and a pk-12 teaching license in World Language Education to teach a world language(s) (other than English) in various school and community contexts. This program supports students aiming to teach that have already earned an undergraduate degree and have a language proficiency and breadth of knowledge in the cultural context of that language(s).

This revised WLE program is the result of years of planning by C&I program faculty and staff, other teacher education faculty and students, and local school personnel to create an efficient, high-quality option for becoming a WLE teacher. The program derives from a collective concern to promote social justice and address social inequities manifested in schooling. An acute teacher shortage in the Dane County area and the state also drives our desire to create this program. Teachers with communicative competence and cultural expertise can use teaching and learning theories and strategies and address all students' needs in culturally responsive ways.

Basic Information

Program State: Active
 Type of Program: Named Option
 Parent Program: MAJ: Curriculum & Instruction MS
 Parent Audience: Graduate or professional
 Parent Home Department: Curriculum and Instruction (CURR INSTR)
 Parent School/College: School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes

Parent Award: Master of Science

SIS Code:

SIS Description:

Transcript Title: World Language Education

Named Options:
 SEE: Secondary English Education
 SME: Secondary Mathematics Edu
 SSE: Secondary Science Education
 SSSE: Secondary Soc Studies Edu
 242MSRSRCH: Research
 Sub Plan 1183: No Title Found
 Sub Plan 1268: No Title Found

Does the parent program offer this as an additional major as well? No

Is this a non-admitting named option for a master's degree? No

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

Role Type	Name (Last, First)	Email	Phone	Title
Primary Contact	Lubasi, Joey	lubasi@wisc.edu	608/263-3404	
Department Chair	Halverson, Erica	ehalverson@wisc.edu	608/263-4661	
Faculty Director	Stoddard, Jeremy	jdstoddard@wisc.edu	608/263-1007	
Primary Dean's Office Contact	Lee, Stacey	sjlee3@wisc.edu	608/265-5956	

List the departments that have a vested interest in this proposal.

Departments
Educational Policy Studies (ED POL ST)
College of Letters & Science (L&S)

Are all program reviews in the home academic unit up to date? Yes

Are all assessment plans in the home academic unit up to date? Yes

Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery: Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university? No

Will instruction take place at a location geographically separate from UW-Madison? No

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation. Yes

Parent Guide Certification/Licensure tab

PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

[The requirements of this program meet Certification/Licensure in the following states:](#)

[Wisconsin](#)

[The requirements of this program do not meet Certification/Licensure in the following states:](#)

[Not applicable](#)

[The requirements of this program have not been determined if they meet Certification/Licensure in the following states:](#)

[Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming, District of Columbia, American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands](#)

First term of student enrollment: Summer 2023 (1236)

Year of three year check-in to GFEC (3 years after first student enrollment): 2025

Year of first program review (5 years after first student enrollment): 2027

If this proposal is approved, describe the implementation plan and timeline.

New course proposals for the WLE content-based courses will be submitted through the LUMEN system for School and University approval in the fall semester of 2022. The new named option proposal is being submitted for School and Institutional approval in October and November of 2022. Upon approval, the Curriculum and Instruction Department in partnership with the Division of Continuing Studies and the School of Education will begin preparing recruitment materials. Once the named option is approved by the UAPC, the School of Ed and Continuing Studies will launch student recruitment activities for the WLE named option and advising of prospective students will begin. Our goal is to open Applications by December 2022, and begin the program in summer 2023.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

The Curriculum and Instruction Department approved Master of Science options in Secondary Education, including named options for secondary English, Math, Science and Social Studies. Students in the WLE named option will join with these students for more than 50% of their credits through the established MS in C&I program. Students will take 4 additional courses to focus on the knowledge and skills associated with teaching World Languages, in addition to 3 WLE-specific field experiences at K-12 schools.

Why is the program being proposed? What is its purpose?

The main goal of the WLE named option is to prepare students to teach world languages in US K-12 schools in ethical and culturally sensitive ways. The need for new world language teachers in Wisconsin has become critical. Our current MS in C&I is well situated to help prepare more people to become highly qualified teachers of WLE.

The previous Bachelor's program in WLE (closed in 2021-2022) required four consecutive semesters of teacher education coursework. Typically, this meant that undergraduate students were taking at least five years to complete a Bachelor's degree because many students entered the teacher preparation program after three years of undergraduate study in various linguistic departments. The undergraduate program was not an efficient option for candidates that decided late in their undergraduate career or those that had previously graduated and wished to transition into teaching. These factors, partnered with the lack of marketing done to attract candidates resulted in low attendance in the World Language Education teacher certification program at the University of Wisconsin-Madison.

The faculty and staff envisioned changes that would open more opportunities to prospective future WLE teachers and interested students. The Master's program with the named options covers one summer and an academic year, which keeps the time to degree the same while offering more pathways to engage. The proposed changes target (1) a reorganizing of the semesters and courses to make efficient use of the full year and reduce the number of required credits; (2) opening the program to new populations using a post-baccalaureate entry point.

Do current students need or want the program? Provide evidence.

UW-Madison has a large number of students who major in a world language: 6940 students in 2018-2019, 7062 students in 2019-2020, and 7097 students in 2020-2021. Comparison data from UW-Madison Language Institute show bachelor's degrees in a language other than English quite high on this campus. In 2018-2019; we were #1 in the country in Spanish and in French, and #4 in Russian. Thus, the newly named program has strong potential to attract students who major in a world language from this locale. Although the enrollment rate in the undergraduate World Language Education programs declined, one of the reasons for the decline is that the current undergraduate program made no efforts to recruit or collaborate with advisors in the Language Sciences or Languages Departments. The new program addresses concerns raised by these stakeholders and will be a focus of new marketing measures.

What is the market, workforce, and industry need for this program? Provide evidence.

Access to world language learning is required by state statute and administrative rules in grades 7-12 in Wisconsin. Based on the reported data from the Wisconsin Department of Public Instruction, there are 357 world language programs at the high school level, 311 at the middle school level, and 83 at the elementary school level. The demand for world language teachers in Wisconsin is high and the named program addresses the shortage of world language teachers in Wisconsin and nationwide. In the past seven years, graduates of the previous undergraduate program have an employment rate of 100%.

What gap in the program array is it intended to fill?

Currently, we offer no certification in World Language Education. The new named program option is intended to fill the gap for students with bachelor's degrees in Languages that wish to earn a teaching certificate.

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

The WLE program will prepare teacher candidates to be critical world language educators who acknowledge and respond to social and educational inequities while believing that no student's learning potential is pre-determined. Through program classes, students will develop as critical thinkers and reflective professionals who address all students' needs in culturally responsive ways. The program emphasizes equity, academic performance excellence, and reflective and meaningful fieldwork in which teacher candidates engage with students, families and other educators in diverse communities.

The new world language education program aims to foster partnerships and relationships in various communities and local schools to advance the preparation of teacher candidates to teach toward a more just society. Direct connections are made through the CURRIC 510, Community-based practicum and CURRIC 511, School-based practicum, as well as the two student teaching experiences, CURRIC 545 & 546. Teacher candidates study cutting-edge theories and pedagogies in both Teacher Education and World Language education perspectives, through courses such as CURRIC 507 (Inclusive Education), EPS 600 (Social and Cultural Impacts of Policy), EdPsy 621 (Developmental Psychology), as well as WLE Foundation and Methods courses. Through coursework in these classes, students will be cultivated as critical thinkers and reflective professionals who address all students' needs in culturally responsive ways. Upon completion, teacher candidates will be able to bridge the theoretical and practical models of teaching culture and language. They will demonstrate these outcomes through their capstone project.

Parent Value

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

The named program will actively recruit a diverse pool of students by marketing to the language departments in UW-Madison and around the world who mastering a world language and have an interest in teaching language and culture. Besides advertising on the Teacher Education Center website and through School of Education marketing campaigns, the named program will collaborate with campus language department to identify diverse language learners with character traits and aptitudes aligned with careers in teaching. The new world language faculty and instructors will engage with interested students to share about language teaching professions, allow access to observe classes, and advise their preparatory pathway.

Regarding retention and degree completion, world language education courses are designed to empower students by encouraging them to perceive themselves as confident and valuable teachers who can make a positive difference. Program instructors and supervisors will strive to create a positive learning environment by respecting and promoting intellectual diversity, by ensuring a respectful, supportive, and enthusiastic atmosphere.

Parent Value

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

Currently, a number of faculty teaching in the secondary program identify as members of traditionally underrepresented groups. However, we have been less successful in recruiting faculty associates from underrepresented groups to manage and advise in the program. This may be in part due to the fact that these positions were new, hard for candidates not familiar with the UW titles of faculty associates to understand, and were limited to a two-year limited term contract for the initial term of operation (as we note above). The role is now better defined and has been retitled as Teaching Faculty. Additionally, the Department of Curriculum & Instruction has voted to extend the role of the teaching faculty permanently within the department. We believe the shift to making the roles of teaching faculty within the program permanent and ongoing aligns more consistently with similar roles at peer institutions, and thus we may have more success recruiting a diverse and deeper pool of candidates for these important roles. In addition to faculty and academic staff within the program, there are also current efforts to recruit new cooperating teachers from underrepresented groups. This has been an identified goal for the Forward Madison coalition between the School of Education and the Madison Metropolitan School District. Currently, efforts are being made to recruit and provide professional learning for a cohort of cooperating teachers who identify as Teachers of Color and for additional cooperating teachers with a proven record of teaching for equity and diversity in their classrooms and successful support of preservice teacher candidates of color in particular.

Parent Value

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

The Secondary Education program is one of the programs that help the department meet its core mission of engaging in the development of educational professionals and contributing to the service and research mission of the department through the work of its faculty and staff.

Our focus on initial teacher preparation for pk-12 public schools also works toward the university's overall mission and the Wisconsin Idea by providing highly effective teachers to schools across the state. This mission is furthered by the research and technical expertise of the faculty and staff in the program. Within the School of Education's current strategic plan, our program works toward the belief stated within the opening paragraph of the Strategic Framework (2015-2019), "As part of a public land-grant university, we are steadfast in the belief that a high-quality public education for all is vital to our contemporary democratic society."

The SED program is also explicitly identified within the academic and outreach goals, which state a key goal as the "continued expansion of the secondary teacher education program." We have succeeded in this goal, with a solid upward trend of applications during the program's first five years. Overall, the SED program works directly to fulfill the very public mission of the School of Education through the development of highly qualified teachers prepared to work in Wisconsin schools and in schools around the US and the world.

Parent Value

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

Name (Last, First)	Department	Title
Randolph Jr, Lj	Curriculum and Instruction (CURR INSTR)	Assistant Professor
Lubasi, Joey	Curriculum and Instruction (CURR INSTR)	Program Manager

What resources are available to support faculty, staff, labs, equipment, etc.?

The WLE program will rely on equipment, support, and other resources provided by the C&I department and the Teacher Ed Center. The program is joining existing cohorts of students and will share space or classrooms with them.

Program advisor(s) with title and departmental affiliation(s).

Name (Last, First)	Department	Title
Randolph Jr, Lj	Curriculum and Instruction (CURR INSTR)	Assistant Professor
Stoddard, Jeremy	Curriculum and Instruction (CURR INSTR)	Professor
Lubasi, Joey	Curriculum and Instruction (CURR INSTR)	Program Manager
Baik, Grace	Curriculum and Instruction (CURR INSTR)	Program Assistant

Describe how student services and advising will be supported.

The students in the program will be supported by four staff members. Prof Randolph and Prof Stoddard will serve as their academic advisors. Ms Lubasi will oversee their teaching.

Students will serve as their academic advisors, Ms Ludasi will serve as their teaching certification advisor, and Ms Baik will serve as their administrative support for course registration and standards verification. Before the start of the program, the C&I Department will hire a World Language Program coordinator to take on the students' day-to-day student service and advising needs for on-campus and in-the-field activities.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes

Resources, Budget, and Finance

Is this a revenue program? Yes

Upload the Service-Based Pricing budget spreadsheet. [131 CI MSK12 single strand model WLE 2022.xls](#)

Service-Based Pricing Budget Review: Approved on 19 May 2022,

What is the tuition structure for this program? Standard graduate, per-credit resident/MN/nonresident

Will segregated fees be charged? Yes

Rationale for segregated fees.

Upload Memo(s) of Agreement:

Provide a summary business plan. n/a

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

The WLE program is part of a larger collection of MS-named options in the Dept of C&I. Five programs come together to share the cost of administration, program assessment and general teacher education classes. The WLE program is a 131 program that will use the candidates' tuition to fund itself. In the preparation year, it will be funded by revenue generated through the other four programs and funds provided by the School of Education Dean's office. Once the program is running, three people will staff it. A faculty member and a teaching faculty will share instructional duties, with a graduate student helping to support the field supervision of the program participants. The instruction of general education courses, s, a Program Director, and a part-time administrative staff member. The Program Director and instructional staff will initially be funded by revenue generated through other sources and through short-term deficits. C&I administrative staff will contribute 0.15 FTE to support the effort. It is expected that the tuition from the WLE will fully cover program costs by the third year. The new costs of the program are almost entirely staffing needs: the full-time WLE Program Coordinator and the part-time Graduate student supervisor, as well as the costs of faculty buyouts. The other key expenses relate to recruitment materials and efforts. The academic unit, in partnership with the School of Education Dean's office, will cover the costs of launching the program; by the third year of the program, C&I expects it to break even, and soon after expect to be able to balance all costs of the program through tuition collection.

What is the marketing plan? The WLE staff will work closely with the existing named options, the Teacher Education Center and the School of Education in developing marketing materials that target interested candidates whose background in languages makes them qualified candidates to join the program. Career changers and recent graduates with undergraduate majors or an equivalent background in languages interested in teaching would all be good candidates.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources. No new substantial resources are required. The Dean in the School of Education is committed to providing resources to ensure a successful program.

Are new Library resources needed to support this program? No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made. Students admitted to the World Language Education named option will not be funded as a general rule. However, they will be eligible for the Teacher Pledge program and additional scholarships available to prospective teachers. The Graduate Program Manager will advise those students who seek funding on the options available to them.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Curriculum and Instruction through one of the named options:

- [Research](#)
- [Secondary English Education](#)
- [Secondary Mathematics Education](#)
- [Secondary Science Education](#)
- [Secondary Social Studies Education](#)

World Language Education [JEN PLEASE ADD THE LINK]

Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/ Last Approved: May 3, 2022 8:54am

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

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

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

** If GPA is below a 3.0, a GRE may be required. Applicants will be notified after initial application review.

Prerequisites to applying to the World Language Education named option can be found [here](#).

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 to demonstrate depth and breadth of the language of certified instruction.

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

PRAXIS or ACTFL scores in alignment with Wisconsin Department of Public Instruction teacher standards, which currently include a passing PRAXIS score or an ACTFL score of Intermediate High on the Oral and Written Exam of the language of certified instruction. (PRAXIS score vary by content area ranging from 147 and up)

Details about these requirements can be found [here](#).

How to Apply

Step 1: [Apply to the UW-Madison Graduate School](#)

Information required at this step includes the following:

Autobiographical data

Transcripts documenting undergraduate degree from an accredited college

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 to 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 is not required, but is 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 online 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, Social Studies, or World Language

Students may only be enrolled in one subject area.

Please read the Graduate School's [Frequently Asked Questions \(FAQ\)](#) 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. Official transcripts and a background check must be submitted and meet the necessary guidelines prior to final admission.

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 become available.

PLEASE REMEMBER THAT THE EARLY APPLICANT REVIEW APPLIES TO APPLICATIONS RECEIVED BY **DECEMBER 1**.

We will review applications between Dec 1 and June 1 as space allows.

Describe plans for recruiting students to this program.

Recruitment efforts for a diverse cohort of students include reaching out to on-campus student groups such as SOAR and various student organizations with high numbers of students from underrepresented groups.

We also utilize available scholarships where possible to recruit and admit applicants from underrepresented groups. We are currently working with the Teacher Education Center, the SOE Associate Dean for Diversity and Inclusion, and other groups to increase efforts for recruiting and admitting students from traditionally underrepresented groups. To this point, our efforts have had marginal success in recruiting students from underrepresented groups into the program. For the first four cohorts, there were roughly 10% of students in the cohort who identified as students of color. In the current cohort, 15% of students identify as students of color. The majority of the students of color identify as either LatinX or Asian, with fewer numbers who identify as Black or Hmong, which are both groups we seek to increase in the future. To this end, we are particularly targeting recruitment efforts to increase the number of applicants and yield from these particular groups of students, as well as to continue to work to increase our overall enrollment of a broadly diverse cohort.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	15
Year 2	20
Year 3	25
Year 4	25
Year 5	25

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent

Requirements

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/

Last Approved: Apr 26, 2022 10:55am

Minimum Graduate School Requirements

Review the Graduate School minimum [academic progress and degree requirements](#), in addition to the program requirements listed below.

Major Requirements

CURRICULAR REQUIREMENTS

Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	See Named Options for requirements information.
Minimum Graduate Coursework Requirement	See Named Options for requirements information.
Overall Graduate GPA Requirement	See Named Options for requirements information.
Other Grade Requirements	See Named Options for requirements information.
Assessments and Examinations	See Named Options for requirements information.
Language Requirements	See Named Options for requirements information.

Required Courses

Select a [Named Option](#) for courses required.

Named Options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Curriculum and Instruction must select one of the following named options:

View as list View as grid

[Curriculum and Instruction: Research, M.S.](#)[Curriculum and Instruction: Secondary English Education, M.S.](#)[Curriculum and Instruction: Secondary Mathematics Education, M.S.](#)[Curriculum and Instruction: Secondary Science Education, M.S.](#)[Curriculum and Instruction: Secondary Social Studies Education, M.S.](#)

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/

Last Approved: Apr 26, 2022 10:55am

Minimum Graduate School Requirements

Review the Graduate School minimum [academic progress and degree requirements](#), 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](#)

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/

Last Approved: May 3, 2022 8:54am

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.**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

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).
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	This program follows the Graduate School's policy: https://policy.wisc.edu/library/UW-1203 . Students must earn a B average or above in all coursework to earn the MS degree. For teaching certification, a candidate must earn a B or better in each graded course (or CR in credit/no credit courses). If a candidate does not earn a B or better additional coursework may be required.
Assessments and Examinations	Requirements vary by named option; please see the program website

REQUIRED COURSES

There are five distinct subject-area programs within the UW–Madison Secondary Teacher Certification Program ([English](#), [Mathematics](#), [Science](#), [Social Studies](#), and World Language). Students apply to and are admitted to one of these areas. Students in all five, however, go through the program as a cohort and take classes and participate in school field experiences with students from across the subject areas.

Summer 1 (Full Time - Mid June to Mid 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
Fieldwork ¹		
CURRIC 435	Foundations of World Language Education	2-3
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
CURRIC 545	Teaching World Languages I	2-3
CURRIC 546	Teaching World Languages II	2-3
CURRIC 673	Learning Second Language and Literacies	1-6
CURRIC 729	Classroom Management for Secondary Educators	1
Fieldwork		
CURRIC 442	Student Teaching in World Languages (PK-8)	2-12
CURRIC 511	School-Based Practicum ²	1-4

Spring: Academic Semester 2 (Full Time - Mid January to Early June) ⁵

Coursework		
CURRIC 675	General Seminar	1-3
CURRIC 747	Masters Capstone in Teacher Education	3
Fieldwork ³		
CURRIC 443	Student Teaching in World Languages (6-12)	2-12
CURRIC 511	School-Based Practicum	1-4

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 [CURRIC 510](#) Community-Based Practicum is typically taken for 2-3 credits and [CURRIC 511](#) School-Based Practicum is typically taken for 1-2 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 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 coursework 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

Students will also complete a Performance Assessment Portfolio including artifacts demonstrating proficiency on each of the [School of Education's Teaching Standards](#).

Approved Shared Content from /shared/division-continuing-studies-131-requirements/

Last Approved: Apr 26, 2022 10:55am

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, graduate or certificate programs.

Total credits required:

30

Parent Plan Graduate Policies

[Students should refer to one of the named options for policy information:](#)

[Research](#)

[Secondary English Education](#)

[Secondary Mathematics Education](#)

[Secondary Science Education](#)

[Secondary Social Studies Education](#)

World Language Education [JEN PLEASE ADD THE LINK]

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Last Approved: Apr 26, 2022 10:55am

Graduate School Policies

The [Graduate School's Academic Policies and Procedures](#) 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

Prior Coursework

[Graduate Work from Other Institutions](#)

Students may not transfer graduate course credits 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

This program follows the [Graduate School's Probation policy](#).

ADVISOR / COMMITTEE

All students are required to have an advisor. An advisor is assigned to all incoming students. To ensure that they are making satisfactory progress toward a degree, students should meet with their advisor on a regular basis.

The advisor serves as the primary contact within the program and approves the candidate's capstone project. Students can be suspended from the program if they do not have an advisor.

CREDITS PER TERM ALLOWED

15 credits

Time limits

This program follows the [Graduate School's Time Limits policy](#).

Grievances and Appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/

Last Approved: Apr 26, 2022 10:55am

These resources may be helpful in addressing your concerns:

[Bias or Hate Reporting](#)

[Graduate Assistantship Policies and Procedures](#)

[Hostile and Intimidating Behavior Policies and Procedures](#)

[Office of the Provost for Faculty and Staff Affairs](#)

[Dean of Students Office](#) (for all students to seek grievance assistance and support)

[Employee Assistance](#) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)

[Employee Disability Resource Office](#) (for qualified employees or applicants with disabilities to have equal employment opportunities)

[Graduate School](#) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)

[Office of Compliance](#) (for class harassment and discrimination, including sexual harassment and sexual violence)

[Office of Student Conduct and Community Standards](#) (for conflicts involving students)

[Ombuds Office for Faculty and Staff](#) (for employed graduate students and post-docs, as well as faculty and staff)

[Title IX](#) (for concerns about discrimination)

Approved Shared Content from /shared/education-grievance-policy/

Last Approved: Apr 26, 2022 10:54am

Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the [Office of Compliance](#), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

Other

n/a

Discrimination against persons on the basis of race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status is prohibited by state law.

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes (Breadth of Knowledge) Examples of competence may include demonstrating awareness of historical and intellectual context, educational practices, critical research paradigms within the broader field of Curriculum and Instruction, and theories and approaches from other fields as appropriate for their research.

(Depth of Knowledge) Examples of competence may include demonstrating mastery of concepts, theories, and research, and understanding of relevant educational practices and contexts, sufficient to pose questions that extend the current boundaries of knowledge within their chosen subfield of Curriculum and Instruction.

Summarize the assessment plan.

The learning outcomes for an M.S. in Curriculum and Instruction are defined as having a breadth and depth of knowledge in the field. Illustrating a breadth of knowledge may include "demonstrating awareness of historical and intellectual context, educational practices, critical research paradigms within the broader field of Curriculum and Instruction, and theories and approaches from other fields as appropriate for their research." Depth of knowledge in the field may include demonstrating "mastery of concepts, theories, and research, and understanding of relevant educational practices and contexts, sufficient to pose questions that extend the current boundaries of knowledge within their chosen subfield of Curriculum and Instruction."

Learning outcomes within the Named Options in Secondary Education are demonstrated through required elements in coursework, field experiences and in their capstone project completed in Summer II. The program takes a research to practice approach that asks teacher candidates to develop an understanding of theory and research within their field and how this theory and research translates to high quality practice within complex learning environments and social and political contexts. As an initial teacher certification program, our program is also required to align with the UW Teacher Education Standards, which are approved by the Wisconsin Department of Public Instruction as sufficient to provide Wisconsin Professional Education Licenses in their secondary subject area as well as ESL.

Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Supporting Information

List name and department of those who are in support of this proposal.

Name (Last, First)	Date of contact/support letter received	School, College, or Department	Comment by contact person	On behalf of
Dressler, Alex	9/7/2022	Classic & Ancient Near E Stds (CANES)	This program provides an exciting pathway for our undergraduates to continue their education and to move towards a career in teaching. Many of our students express an interest in teaching and we have been awaiting an opportunity to partner with the Department of Curriculum & Instruction in this way.	
Schueler, Jeanne	9/15/2022	German, Nordic, and Slavic (GNS)	The new Master's program in World Language Education will be an attractive option for students pursuing German at UW who may be interested in teaching. Given the current shortage of applicants to fill open positions in the state, we fear that German programs will be discontinued as German teachers retire and schools are unable to hire their successors. We are eager to collaborate with the Department of Curriculum & Instruction to support this program and its future students, which will benefit German language education in the state and beyond.	
Sapega, Ellen	9/16/2022	Spanish and Portuguese (SPAN PORT)	This program provides an important option for our undergraduates to continue their education and to move towards a career in teaching, and it also broadens the career options of many of our graduate students who join our program with the goal of continuing their careers as teachers. The new named option in WLE is an exciting opportunity to partner with the Department of Curriculum & Instruction in this way.	
Dunne, John		Asian Languages and Cultures (ASIAN L C)		
Menechella, Grazia		French and Italian (FRIT)		
Dima, Viad		African Cultural Studies (AFR CUL ST)		

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

[WLE Support Spanish _ Portuguese.pdf](#)
[WLE Support Letter Classical and Ancient Near Eastern Studies- CANES.pdf](#)
[WLE Support Letter German_Sen 2022.pdf](#)

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here: Approved by Department of Curriculum and Instruction faculty on September 19th, 2022

Entered by:

Cindy Waldeck

Date entered:

11/4/2022

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here: Approved unanimously by SoE Programs Committee on 10/7/2022.

Entered by:

Entered by and Cindy Waldeck Date entered: 11/4/2022
date:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes
about the approval
here:

Entered by: Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes
about approval
here:

Entered by: Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Guide publish
date/type:

Tuition start term: