

BS in the Teaching of Mathematics

Program Codes:

20FT0290BS

Degree Requirements

To earn a Bachelor of Science in the Teaching of Mathematics degree from UIC, students must complete university, college, and department degree requirements. The Department of Mathematics, Statistics, and Computer Science degree requirements are outlined below. Students should consult the [College of Liberal Arts and Sciences](#) section for additional degree requirements and college academic policies.

Code	Title	Hours
Summary of Requirements		
Major Requirements		33
Additional Requirements for Teacher Licensure		34
General Education and Electives to reach minimum Total Hours		53
Total Hours		120

General Education

See General Education and Writing-in-the-Discipline in the [College of Liberal Arts and Sciences](#) section for a list of courses to meet this requirement.

Major Requirements

Code	Title	Hours
Required Courses		
MATH 180	Calculus I ^{a,b}	4
MATH 181	Calculus II ^a	4
MATH 210	Calculus III ^a	3
MATH 215	Introduction to Advanced Mathematics	3
MATH 300	Writing for Mathematics ^c	1
MTHT 411	Advanced Euclidean Geometry	3
MTHT 430	Real Analysis for Teachers I	3
or MATH 313	Analysis I	
MATH 310	Applied Linear Algebra	3
or MATH 320	Linear Algebra I	
MATH 330	Abstract Algebra I	3
or MTHT 435	Abstract Algebra	
MTHT 420	Computers in Secondary School Mathematics	3
or STAT 381	Applied Statistical Methods I	
One additional elective course in MATH, MTHT, or STAT.		3
Total Hours		33

a This course is approved for the Analyzing the Natural World General Education category.

b MATH 180 fulfills the LAS Quantitative Reasoning requirement.

c MATH 300 fulfills the Writing-in-the-Discipline requirement.

Additional Requirements for Teacher Licensure

Code	Title	Hours
Required Courses		
ED 200	Education Policy Foundations	3
ED 210	Principles of Learning and Instruction Across the Lifespan	3
ED 425	Curriculum, Instruction, and Assessment in the Urban Secondary Classroom	4
CI 414	Middle and High School Literacy	3
SPED 410	Exceptional Learners	3
MTHT 400	Methods of Teaching Secondary Mathematics I	3
MTHT 401	Methods of Teaching Secondary Mathematics II	3
MTHT 438	Educational Practice with Seminar I	6
MTHT 439	Educational Practice with Seminar II	6
Total Hours		34

Students in the Teacher Education in Mathematics curriculum must have a GPA of at least 2.50/4.00 in all mathematics courses (MATH, MCS, MTHT, or STAT) beginning with all calculus (excluding MTHT 400 and MTHT 401) to be recommended for student teaching (MTHT 438 and MTHT 439). The candidate must also maintain a minimum cumulative GPA of 2.50/4.00 and a minimum GPA of 3.00/4.00 in education courses. Students must receive a grade of C or higher in all professional education and content-area coursework required for licensure and endorsement.

The teaching license is not automatically awarded upon successful completion of licensure and degree requirements. Before the license is issued, the candidate must file an application for the Illinois teaching license with the Council on Teacher Education. The candidate must also pass a series of examinations required by the Illinois State Board of Education. The Content Area Test must be passed before the candidate is allowed to student teach. For information on application procedures, contact the Council on Teacher Education located at 412 S. Peoria, Suite 634. See the [Council on Teacher Education](#) section of the catalog. For detailed information concerning degree and state teacher licensure requirements, see the Program Guide for Teacher Education in Mathematics, available from the secondary education coordinator of the Office of Mathematics and Computer Education.

Recommended Plan of Study

Course	Title	Hours
First Year		
Fall Semester		
Declare Secondary Education Curriculum		
Take General Education/Curriculum courses		16-18
Hours		16-18
Spring Semester		
Take General Education/Curriculum Courses		16-18
(Meet with Program Advisor) ^b		
Hours		16-18
Second Year		
Fall Semester		
Take General Education/Curriculum courses		16-18
Hours		16-18

Spring Semester		
ED 200	Education Policy Foundations	3
ED 210	Principles of Learning and Instruction Across the Lifespan	3
Complete Application to Candidacy ^c		
Take General Education/Curriculum courses		10-12
Hours		16-18
Third Year		
Fall Semester		
SPED 410	Exceptional Learners	3
CI 414	Middle and High School Literacy (after admission to candidacy) ^d	3
Complete Application to Candidacy ^c		
Take General Education/Curriculum courses		10-12
Hours		16-18
Spring Semester		
Request Enrollment Approval for:		
ED 425	Curriculum, Instruction, and Assessment in the Urban Secondary Classroom (March 15) ^d	
Complete Application to Student Teach ^c		
Take Content Area Test by deadline ^{a,c}		
Complete General Education/Curriculum courses		16-18
Hours		16-18
Fourth Year		
Fall Semester		
ED 425	Curriculum, Instruction, and Assessment in the Urban Secondary Classroom	4
Complete General Education/Curriculum courses		8
Hours		12
Spring Semester		
File Intent to Graduate Form (No later than the 3rd week of the semester in which you plan to graduate)		
Complete Student Teaching		12
Complete Entitlement Application		
Hours		12
Total Hours		120

a <http://www.il.nesinc.com>

b <https://las.uic.edu/advising/major-minor-advising>

c Consult program advisor or CTE website for deadline

d Only for Teaching of History and Mathematics

Secondary and Foreign Language Education Information

Declaration of Teaching Curriculum

When: As soon as a student decides to pursue licensure as a secondary or foreign language teacher, the student should declare the appropriate curriculum in the host department.

Prerequisites

To declare the Teaching of Mathematics curriculum, students need a B or better in MATH 180 or a cumulative math GPA of 2.50 or higher in all courses from MATH 180 and up. There are specific GPA requirements to remain in good standing and remain eligible for candidacy in each of the programs.

Timeline

Most "Teaching of..." curriculum students enrolled full-time should be able to complete their undergraduate course work and licensure requirements in four years, if they declare within their first four semesters.

If a student does not make this decision until their junior year (5th semester or later), pursuit of the curriculum and teaching licensure will result in an extended undergraduate career. Model plans are available for transfer students and those beginning at UIC and declaring early; these are only to serve as an example for students considering the curriculum. Students should meet with the advisor in their department for personalized recommendations and timelines.

Education Courses

All Secondary Education curriculum students must take the following Education courses: ED 200, ED 210, SPED 410, and ED 425. Teaching of History and Math must also take CI 414. Students should meet with their department advisors to determine appropriate course sequence. Non-Education students may only take limited 100-level Education courses.

Curriculum vs. Licensure

Simply completing the requirements for a "Teaching of..." curriculum, does not guarantee licensure. Students should be completing licensure requirements in conjunction with meeting curriculum and college graduation requirements. There are several steps in the licensure process, so it is imperative that a student meet with their program advisor to remain on track.

Council on Teacher Education (CTE)

cte.uic.edu

Contact: (312) 355-0714

412 S. Peoria, Suite 634, MC 134

Hours: 8:30 a.m. - 5:00 p.m. Monday-Friday

"The Council on Teacher Education oversees and supports all professional education programs. The Council is responsible for the coordination of professional education curricula and serves as a liaison between the University of Illinois Chicago and the Illinois State Board of Education. In addition, the Council serves as a liaison between the university and school service personnel. The Council on Teacher Education was established by the University of Illinois' Board of Trustees in 1943-44 to formulate policies and programs of student selection, retention, guidance, preparation, and placement in elementary and secondary schools. The Council was created in conformity with educational policies established by the campus Senate (Mission and History, CTE website)." Students will be in close contact with the Council on Teacher Education for all levels of the licensure process. Prospective students can also find additional information on their website (listed above) and in the Teacher Education Handbook for Secondary and Foreign Language.