

# SECONDARY POSTBACCALAUREATE LICENSURE PROGRAM

This program is offered across the state of Alaska.

This is an intensive, classroom-based secondary licensure program (31 credits) that prepares postbaccalaureate candidates for secondary (grades 7-12) teaching positions. The program is specifically designed to prepare candidates to teach in multicultural settings in Alaska. Contained specifically in EDSC F457 is content that addresses multicultural issues in general and Alaska rural issues in particular, and is a fundamental component of the course work within the program. When funding is available, all secondary Fairbanks candidates participate in a rural practicum.

Student outcomes for the program are aligned with the InTASC Model Core Teaching Standards (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10/>).

Students must apply to graduate with a certificate of completion through the Office of the Registrar's Degree Services. At the end of the program, if students have successfully met all of the program requirements, they will be eligible to apply for an Alaska initial teaching license.

Candidates who enter the secondary postbaccalaureate licensure program are required to have use of/own a laptop computer before they begin their internships in the fall semester of their professional year.

## Program Options

### FAST-TRACK OPTION

The fast-track option is an intensive three-semester program that allows candidates (one-year unpaid interns) to complete the secondary licensure program as full-time students in 12 months. Candidates take classes "summer-fall-spring." The academic year-long internship is completed during the fall and spring semesters.

### TWO-YEAR OPTION

The two-year option allows candidates (two-year unpaid interns) to complete the secondary postbaccalaureate licensure program as part-time students over a period of 18-24 months. The last semester of the program requires full-time placement at a public school site.

### TEACHING-WHILE-TRAINING OPTION

The teaching-while-training option is for candidates (teacher interns) who have secured a teaching position with an Alaska school district. Generally, this option is available only to those candidates in areas of teacher shortage. Candidates complete the secondary postbaccalaureate licensure program over a period of 24 months.

## Upon Acceptance to the Program

The School of Education has a systematic procedure for monitoring the progress of education students from admission through completion of their professional education program to determine if they should continue the program, be advanced to the secondary teaching internship and eventually be recommended for a teaching license. In assessing candidate progress in knowledge, skills and disposition, faculty will review grades, observations, faculty recommendations, demonstrated

academic competence and recommendations from the appropriate professionals in the schools. Systematic approaches are used to assist education candidates who are making unsatisfactory progress in their programs, but still maintain potential for successful completion.

The following are specific criteria for entry to the secondary teaching internship:

- successful completion of summer program courses;
- approval of faculty to enter the secondary education internship;
- some school districts may require candidates to pass a general physical exam and require additional shot records;
- some school districts require completion of district substitute training which may include a fee, a fingerprint card and AST background check; and
- State of Alaska certificate of student teaching authorization, fingerprint cards and money order submitted in accordance with the directions from Alaska Department of Education & Early Development by June 1 (the fee is non-refundable once submitted to the State of Alaska).

## PROFESSIONAL FIELD EXPERIENCES

The secondary postbaccalaureate licensure program includes a comprehensive internship experience in an educational setting. Internship placements are arranged and supervised by university faculty in partnership with the principal and staff from the public school. University course work and classroom practice are closely linked and communication about performance in both the course work and classroom practice is shared among the partners. Internships follow the K-12 school year calendar and not the university academic year calendar.

Performance in the internship must meet stated competencies and individual outcomes. Performance evaluations determine the candidate's progress toward meeting the InTASC Model Core Teaching Standards (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10/>) and the International Society for Technology in Education's Standards for Educators (<https://www.iste.org/standards/for-educators/>) for All Teachers and performance guidelines of Specialty Performance Organizations.

It is expected that candidates will demonstrate appropriate professional characteristics with respect to their actions, attitudes and performance. Teacher candidates are required to adhere to the characteristics of professionalism as published in the Secondary Postbaccalaureate Licensure Handbook and to abide by the State of Alaska Code of Ethics of the Education Profession. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics or other factors may result in removal from the field experience and denial of the Institutional Recommendation for teacher certification.

Internship placements are made in partnership with participating school districts, which may request additional information and/or preparation from candidates according to the district's established policies and practices. Because cooperating districts also determine the number of placements available for candidates, placement may become competitive if the number of applicants exceeds the number of spaces. Districts also reserve the right to refuse or terminate placements when candidates do not meet a minimum standard of performance. Thus, while the university will make every effort to identify appropriate field experiences,

admission to the secondary postbaccalaureate licensure program does not guarantee an internship placement.

School of Education (<https://www.uaf.edu/soe/>)  
907-474-7341

## Admission Requirements

### Admission Process and Requirements

Admission to the secondary postbaccalaureate licensure program includes meeting requirements of the UAF undergraduate admission process and of the School of Education.

Submit the following information electronically (<https://uaf.edu/admissions/apply/>) to the UAF Office of Admissions:

1. UAF undergraduate application and application fee.
2. Official transcript of bachelor's degree from an accredited institution, minimum GPA of 2.75. Applicants who have attended more than one university should include transcripts from all universities.
3. A personal statement of 500-800 words explaining your motivation for becoming a teacher. Describe how your academic qualifications and work experiences have prepared you for a career in teaching. Elaborate on your personal strengths, including your ability to work collaboratively with others. Describe your experiences with adolescents in instructional and supervisory capacities. Explain why you believe you can help young people of all cultures be successful in school.
4. A vitae/resume.
5. Three current letters of reference that address qualifications and potential as a teacher.

Submit the following information to the School of Education:

1. Passing scores on an Alaska Department of Education and Early Development approved basic competency exam (<http://education.alaska.gov/TeacherCertification/praxis.html>). SAT/ACT scores may fulfill the requirement.
2. Passing scores on the Praxis II test for each content area the applicant expects to teach. The scores must meet the score set by the State of Alaska (<https://education.alaska.gov/TeacherCertification/>). World language applicants may need an oral proficiency test as required by EED.

#### Additional Information:

Secondary faculty will interview applicants as part of the admission process.

Evidence of content competency in one of the UAF-approved secondary endorsement areas is necessary. Endorsement areas for teacher certification include art, biology, chemistry, Earth science, economics, English, French, German, history, mathematics, physics, political science and Spanish.

- a) Holding a degree in an approved secondary endorsement area; or
- b) Documenting content competency (e.g., transcript analysis by faculty). Additional coursework may be required.

Before student teaching, teacher candidates will need to complete the Alaska Department of Education and Early Development student

teaching authorization. Fingerprint cards and criminal background check necessary to work in schools.

### APPLICATION REVIEW PROCESS

Applications for admission are due March 1 (summer or fall admission) and Oct. 15 (spring admission). Reviews for admission will be ongoing thereafter.

The secondary postbaccalaureate program is a selective teacher education program. Multiple measures are used to assess personal characteristics, communication skills and qualifications of the candidates preparing to teach.

### UPON ACCEPTANCE TO THE PROGRAM

The School of Education has a systematic procedure for monitoring the progress of education students from admission through completion of their professional education program to determine if they should continue the program, be advanced to the secondary teaching internship and eventually be recommended for a teaching license. In assessing candidate progress in knowledge, skills and disposition, faculty will review grades, observations, faculty recommendations, demonstrated academic competence and recommendations from the appropriate professionals in the schools.

## Program Requirements

### Minimum Requirements for Secondary Postbaccalaureate Licensure: 30 credits

Code	Title	Credits
EDSC F407	Developing Literacy in the Content Areas	3
EDSC F415 or EDSC F205	Foundations of Modern Educational Practice Introduction to Secondary Education	3
EDSC F442	Technology Applications in Education I	1
EDSC F443	Technology Application in Education II	2
EDSC F457	Multicultural Education and School-community Relations	3
EDSC F458	Classroom Organization and Management	3
EDSC F471	Secondary Teaching: School Internship I and Seminar	3
EDSC F472	Secondary Teaching: School Internship II and Seminar	6-9
Complete one from the following:		3
EDSE F316	Introduction to Special Education for Elementary Classroom Teachers	
EDSE F422	Curriculum, Management and Strategies II: High Incidence	
EDSE F482	Inclusive Classrooms for All Children	
Complete one from the following: <sup>1</sup>		3
EDSC F432	English/Language Arts Secondary Instruction and Assessment	
EDSC F433	Mathematics Secondary Instruction and Assessment	
EDSC F434	Science Secondary Instruction and Assessment	

EDSC F435	Social Studies Secondary Instruction and Assessment
EDSC F436	Art Secondary Instruction and Assessment
EDSC F437	World Language Secondary Instruction and Assessment

<sup>1</sup> Candidates must take the section or course that corresponds with their major teaching content areas.