

## The “Modified” Program

Over the course of the last several years the CLASS PDS faculty have been engaged in a process to investigate how best to better meet the needs of non-traditional students who wish to obtain K-8 teacher certification at USM/LA when they already have a significant number of college credits. Currently, the CLASS program’s developmental, field-based, PDS structure is such that these students may be discouraged from enrolling in the program due to its required nine semester course and fieldwork scope and sequence curriculum. For these students the other choices are few with regards to gaining certification: complete their undergraduate degree and enter a post-Bac. certification program (ETEP) or apply for alternative certification through the State’s Department of Education.

So that we can better meet the needs of these students, the CLASS PDS program offers a modified scope and sequence for selected transfer students who already have a significant number of college credits which would qualify them for “Special Student Status” and allow them to complete the program in less than the four and one half years if accepted into the program.

NOTE: Due to the tremendous variety in the number and types of college credits that prospective candidates would bring into the college, it is impossible to predict the length of each student’s individualized program. Therefore, each student would develop an individualized program with the faculty CLASS PDS student academic advisor after he/she had been accepted into the program.

The process of developing an individualized program will include the following steps:

- Student will meet with CLASS PDS Administrative Assistant for program overview and to determine initial program admission qualifications.
- Student will meet with Student Services Advisor for an overview of program, LAC majors and feasibility of following a modified scope and sequence if appropriate, as well as to determine which courses will transfer to USM/LAC. In addition to assessing whether student is a candidate for the modified scope and sequence, the advisor will also assess if the LAC major could be completed during the same time frame that the student would be completing CLASS PDS. This information will help the student decide if he/she should try to complete the modified scope and sequence or if he/she should complete the program with the normal 4.5 year scope and sequence.
- Student will complete the USM and CLASS PDS program applications.
- Once student has been accepted to USM, CLASS PDS Administrative Assistant will schedule interview with CLASS faculty.
- Student will interview with CLASS PDS faculty, et. al. As part of the interview materials, CLASS PDS Administrative Assistant will provide a CLASS Transcript Analysis Form which will outline the courses that have transferred to USM, note relevant life and professional experiences and will serve as a guide to show how CLASS and LAC major can be completed within approximately the same time frame. The CLASS PDS Administrative

Assistant will complete this form with assistance from the Student Services Advisor and only CLASS PDS faculty will be provided the completed form. The student will not receive the form as it is intended only as a guide for CLASS PDS faculty in determining if student will be permitted to pursue a modified scope and sequence. The form is not a guarantee to student for program completion nor is it to serve as the individual learning plan.

- Student will receive acceptance or denial as regular or special student status.
- Student will meet with the CLASS PDS academic advisor to develop a comprehensive individualized educational plan who will then work closely with the student throughout matriculation and program completion.
- Initiate individualized educational plan.



**Projected Program/Major Completion Schedule:**

*Note: After Candidacy, students will follow the traditional scope and sequence.*

Semester __	_____ credits: _____ _____ credits: _____ _____ credits: _____ _____ credits: _____
Semester __	_____ credits: _____ _____ credits: _____ _____ credits: _____ _____ credits: _____
Semester __	_____ credits: _____ _____ credits: _____ _____ credits: _____ _____ credits: _____
Semester __	_____ credits: _____ _____ credits: _____ _____ credits: _____ _____ credits: _____
<b>CANDIDACY</b>	
Semester __	<b>MAT 242 Applied Problem Solving</b> credits: 3 <b>EDU 552 Teaching Science LTT</b> credits: 3 <b>EDU 565 Reading Development LTT</b> credits: 3 <b>LAC 410 Science and Reading Seminar</b> credits: 3 _____ credits: 3
Semester __	<b>SCI 100K Natural Science Topics</b> credits: 4 <b>EDU 551 Teaching Social Studies LTT</b> credits: 3 <b>EDU 505 Teaching Math LTT</b> credits: 3 <b>LAC 00B Math and Social Studies Seminar</b> credits: 0 <b>SED 540 Exceptionality</b> credits: 3 _____ credits: 3
Semester __	<b>CPI 510 Curriculum Design Seminar</b> credits: 3 <b>CPI 511 Applied Pedagogy Internship</b> credits: 3 <b>EDU 566 Writing Process LTT</b> credits: 3 _____ credits: 3 _____ credits: 3
Semester __	<b>CPI 520 Reflecting on Practice Seminar</b> credits: 3 <b>CPI 521 Professional Internship</b> credits: 9