



The Teacher Education Program at Cambridge College is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019, extended until June 2021. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

Master of Education

# Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)

• CIP code 131001

- For licensure: (PreK-8) 36-39\* credits, (5-12) 39-42\* credits; 4-5 terms full-time
- Non-licensure: (PreK-8) 31 credits, (5-12) 34 credits; 3-4 terms full-time .
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)

**Program Description** — The Teacher of Students with Moderate Disabilities program prepares graduates to be caring and competent special education teachers and leaders with the essential and critical skills to make the general education curriculum accessible to all students, especially those with moderate disabilities. Graduates are also prepared to become highly motivated educators who are practitioners of educational innovation. The program meets the regulations for licensure of Teacher of Students with Moderate Disabilities PreK-8 or 5-12. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates are knowledgeable of the public school curriculum and ways to engage students with moderate disabilities in accessing that curriculum. They utilize educational terminology specific to mild to moderate disabilities. They prepare, implement, and evaluate Individualized Education Programs (IEPs); design or modify curriculum material and classroom environments for students with moderate disabilities. They are familiar with augmentative and alternative communication and other assistive technologies; are knowledgeable of services provided by other agencies; federal and state laws and regulations pertaining to special education; child development, including basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence; and of characteristics and instructional implications of moderately and severely disabling conditions. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — Students who complete this program are eligible to be special educators in grades PreK-8 or 5-12 as a co-teacher, consulting teacher or teacher of record in resource room settings.

## Special Education .....PreK-8: 31 credits

### Foundation Courses..... 5-12: 34 credits

Program chair will advise on sequence

|        |  |                |
|--------|--|----------------|
| EDU558 | Introduction to Graduate School (1 credit) . . . . .                                     | every term     |
| ELE500 | Teaching Phonological & Phonemic Awareness & Phonics (0 credit) . . . . .                | every term     |
| ESP592 | Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . . . | every term     |
| ESP594 | Collab & Consultation Technq (2 credits) . . . . .                                       | every term     |
| ESP512 | Inclusion & Classroom Behavior Mgt . . . . .   | Fall, Summer   |
| ESP662 | Principles of Language Dev Bridging Differences & Disorders. . . . .                     | Fall, Summer   |
| ESP689 | Theories of Typical & Atypical Human Dev. . . . .  | Fall, Summer   |
| ESP607 | Psycho-Educational Assessment for Teaching Exceptional Children. . . . .                 | Spring, Summer |
| ESP615 | Assistive Technology: Modifying Curriculum for Diverse Learners . . . . .                | every term     |
| ESP680 | Pedagogy in Reading & Eng Lang Arts . . . . .  | Spring, Summer |
| ESP695 | Laws & Regulations Pertaining to Spec Ed . . . . .                                       | Fall, Spring   |

### Moderate Disabilities (Prek-8)

|        |                                   |              |
|--------|-----------------------------------|--------------|
| MAT623 | Common Core Math . . . . .        | Fall, Summer |
| MAT700 | Inclusion in Math Class . . . . . | every term   |

### Moderate Disabilities (5-12)

|        |  |            |
|--------|--|------------|
| ESP636 | Teaching Social Science, History & Multicultural Education in Grades 5-12. . . . . | Spring     |
| SCI680 | Attaining Science Literacy. . . . .  | Fall       |
| MAT700 | Inclusion in Math Class . . . . .  | every term |

Course schedule for Boston, subject to change.



(All courses @ 3 credits except as noted.)



Continued

# Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)

## Practicum Prerequisites ..... 1-4 credits

- Pass all MTELEs required by Massachusetts for the license:
  - PreK-8:** Communication and Literacy, General Curriculum (multi-subject + math subtest (Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.) + Foundations of Reading (Reading (08) will also meet this requirement.).
  - 5-12:** Communication and Literacy, Foundations of Reading, and either the General Curriculum test or a subject matter test in an approved academic subject: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy (5-8 or 8-12).
- SEI605 Sheltered English Immersion (3 credits) or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only)..... 4 credits

Guided and evaluated by a licensed/certified special educator in the classroom and a Cambridge College supervisor. Practicum locations are subject to DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**ESP794A Practicum (PreK-8) — 300 hours** in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 in a separate or substantially separate setting for students with moderate disabilities. (2 credits) . . . . . Fall, Spring

**ESP794B Practicum (5-12) — 300 hours** in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate setting for students with moderate disabilities (2 credits) . . . . . Fall, Spring

**ESP791 Practicum Seminar** (2 credits) . . . . . Fall, Spring  
Electronic exit portfolio (Taskstream) required for credit.

**Non-licensure option:** All program components are required (including pre-practicum) **except** for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams.

### \*Program credits:

**PreK-8:** 36 credits total if SEI is completed before enrollment, 39 credits if SEI is completed at Cambridge College.

**5-12:** 39 credits total if SEI is completed before enrollment, 42 credits if SEI is completed at Cambridge College.

**Online courses:** 50% or more of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

**Program and schedule subject to change.**

**Program chair:** Louise Andrews, Ph.D.

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