



# Teacher of Students with Moderate Disabilities (5-12) • CIP code 131001

For licensure: 39-42\* credits, 4-5 terms full-time • Non-licensure: 34 credits, 3-4 terms full-time  
Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

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. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**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 understand the use of diverse curriculum design and development. Graduates are prepared to become highly motivated educators who are practitioners of educational innovation, and meet the regulations for licensure of Teacher of Students with Moderate Disabilities 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 at the secondary level 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 for licensure to be special educators in grades 5-12 as a co-teacher, a consulting teacher or a teacher of record in resource room settings.

**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:** 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:** Mary Garrity, EdD

• mary.garrity@cambridgecollege.edu

(All courses @ 3 credits except as noted.)

## Courses — program chair will advise on sequence. . . . 34 credits

- 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
- ESP695 Laws & Regulations Pertaining to Spec Ed . . . Fall, Spring
- 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 Curric for Diverse Learners . . . . . Spring, Summer
- ESP680 Pedagogy in Reading & Eng Lang Arts . . . . . Spring, Summer
- 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.

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

- Pass all MTEs required by Massachusetts for the **5-12** license: 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 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

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

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