



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.

Master of Education

Teacher of Students with Moderate Disabilities & Applied Behavior Analysis

- For licensure: (PreK-8) 51 credits, (5-12) 54 credits; 4-5 terms full-time
- Non-licensure: 40 credits, 3-4 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)
- BCBA course sequence approved by the Behavior Analyst Certification Board.
- Graduates are eligible to sit for the BCBA examination.

The **TEACHER of STUDENTS WITH MODERATE DISABILITIES & APPLIED BEHAVIOR ANALYSIS** program offers a unique opportunity for educators to become licensed special educators and certified behavior analysts. The program prepares special educators and behavior analysts to be caring and competent in the classroom with the essential and critical skills to understand the use of diverse curriculum design and development and also provide all the services necessary to implement behavior plans in schools. 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 (preK-8 and 5-12). They are prepared to take the exams required by the Behavior Analyst Certification Board.

Outcomes — Graduates demonstrate the knowledge, skills and values necessary to enable their students to excel academically and socially. They understand how moderate disabilities affect progress in learning academic content of the general curriculum that their non-disabled peers learn. They understand their responsibility to provide strategies for their students to access the regular education curriculum. They are also prepared to become behavior analysts upon completion of the BACB exam.

Careers — Students who complete this program will be eligible for licensure to teach in grades Pre-K-12 as a co-teacher, a consulting teacher or a teacher of record in resource room settings. They will also be able to become certified behavior analysts with a teaching license, creating opportunities for multiple opportunities for employment in fields which are in extremely high demand.

Special Education Courses

PreK-8: 24 credits

5-12: 27 credits

ESP689	Theories of Typical & Atypical Human Development	Fall, Summer
ESP594	Collab & Consultation Technq (2 credits)	every term
ELE500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit)	every term
MAT708	Diagnosis & Remediation of Learning Problems in Math	every term
ESP680	Pedagogy in Reading & Eng Lang Arts	Spring, Summer
ESP615	Assistive Technology: Modifying Curric for Diverse Learners	Summer, Spring
ESP607	Psycho-Educational Assessment for Teaching Exceptional Children.	Spring, Summer
ESP698	Laws and Regulations Pertaining to Behavioral Intervention and ABA (1 credit)	Spring
ESP800B	Supervised Learning Project (2 credits)	Spring
ESP662	Principles of Language Dev Bridging Differences & Disorders.	Fall, Summer
ESP592	Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit)	every term

One additional course for 5-12:

SCI680	Attaining Science Literacy.	once/year
or ESP636	Teaching Social Science, History and Multicultural Education in Grades 5-12	once/year

All courses 3 credits except as noted.

BCBA Course Sequence 19 credits

- All courses @ 45 contact hours.
- Courses **must** be taken in the order delineated here.

ESP622	Basic Applied Behavior Analysis (ASD).	Fall 1
ESP726	Advanced Applied Behavior Analysis (ASD).	Spring 1
ESP704	Ethics & Professionalism in Applied Behavior Analysis	Summer 1
ESP724	Research Design in Applied Behavior Analysis - ASD	Fall 2
ESP722	Clinical Applications of Applied Behavior Analysis (ASD).	Spring 2
ESP705*	Fluency Seminar ABA Certification Track (1 credit) required at end of program	Spring 2
ESP723	Implementing Behavior Analysis in Educational Settings (ASD)	Summer 2

*ESP705 is completed over two terms, with credit applied in the second term of enrollment for course completion.

(All courses @ 3 credits except as noted.)





Teacher of Students with Moderate Disabilities & Applied Behavior Analysis

Continued

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts MTELS:
 - PreK-8:** Communications 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.). In addition, a Competency Review is required for a Preliminary license.
 - 5-12:** Those seeking this license for 5-12 must take and pass the Communications and Literacy, Foundations of Reading and pass either the General Curriculum test or a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy at the 5-8 or 8-12 grade level.
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pre-Practicum — 75 hours embedded in courses, in diverse settings (0 credit)
- Pass all required courses.

Practicum: Moderate Disabilities

(licensure students only) 5 credits

Guided and evaluated by a licensed/certified special educator in the classroom and by a licensed/certified Cambridge College supervisor. Practicum locations are subject to state regulations and are to be approved by the program coordinator or regional site director.

ESP790A 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. (3 credits) Fall, Spring

or

ESP790B 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. (3 credits) Fall, Spring

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

Admission requirements: Bachelor's degree or higher and other general requirements (see Admission). In addition, a master's degree in behavior analysis, education, or psychology is required for the BCBA Certificate.

Required to enter program for licensure:

- Massachusetts Educator Personnel ID (MEPID) number.
- Pass Massachusetts Communication & Literacy Test.
- 3.0 GPA at entry; maintained throughout program.

Professional work experience: Current employment in a BCBA-related setting is required for the field experiences specific to the BCBA Certificate. This includes having a BCBA certified professional supervise work during this period.

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

Students are responsible for:

- Monitoring and understanding the requirements established by the Behavior Analyst Certification Board and for ensuring that their program of study complies with all requirements for BCBA certification.
- Discussing options for licensure practicum with the program chair or regional site director prior to enrollment.
- Supervision and field experiences specific to national standards at the time of application to the BCBA.

In addition, graduates must pass the BCBA examination to become a Board Certificated Behavior Analyst.

Program and course schedule subject to change.

Program chair: Mary Garrity, EdD • mary.garrity@cambridgecollege.edu • Teacher Education Department

(All courses @ 3 credits except as noted.)