



Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) & Applied Behavior Analysis • CIP code 131001

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.

- For licensure: (PreK-8) 49-52* credits, (5-12) 52-55* credits; 4-5 terms full-time
- Non-licensure: (PreK-8) 44 credits, (5-12) 47 credits; 3-4 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)
- The ABA course sequence is a Verified Course Sequence as determined by the Behavior Analyst Certification Board.
- Graduates are eligible to sit for the BCBA examination.

Program Description — 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. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

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. 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 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 eligible to become certified behavior analysts with a teaching license, creating opportunities for multiple opportunities for employment in fields which are in high demand.

(All courses @ 3 credits except as noted.)

Special Education Foundation Courses 5-12: 28 credits

EDU558	Introduction to Graduate School (1 credit) . . . every term
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
MAT700	Inclusion in Math Class 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 (licensure and non-licensure):
SCI680 Attaining Science Literacy Fall
or ESP636 Teaching Social Science, History and Multicultural Education in Grades 5-12 Spring

Practicum Prerequisites 1-4 credits

- Pass all MTELs 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 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.





Teacher of Students with Moderate Disabilities & Applied Behavior Analysis

Continued

Practicum & Seminar: Moderate Disabilities

(licensure students only)4 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 ESE 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

or

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.

Students must complete all special education foundation courses including the Practicum and Practicum Seminar prior to entering into the ABA course sequence. Exceptions must be approved by ABA program chair. Consultation with ABA program chair required before entering the ABA course sequence.

ABA Course Sequence 19 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- 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.

Timely completion of ABA course sequence: ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.

Required to begin the ABA course sequence:

- Master's degree or higher in education, special education, or psychology in an area that meets the current BACB™ standards at time of enrollment. Please consult the ABA program chair prior to enrollment.
- Active employment in a relevant, related field with at least one year of experience in an ABA-based treatment setting.
- Be working with or supervised by certified BCBA personnel. (Supervisor name and contact information must be submitted and verified upon program entry.)

Student responsibility (ABA): A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

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

Endorsement: Candidates are endorsed for licensure in moderate disabilities upon completion of the entire Moderate Disabilities/ABA program.

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 Certified Behavior Analyst.

***Program credits (PreK-8):** 49 credits total if SEI is completed before enrollment, 52 credits if SEI is completed at Cambridge College. **(5-12):** 52 credits total if SEI is completed before enrollment, 55 credits if SEI is completed at Cambridge College.

Online courses, Moderate Disabilities only: 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 course schedule subject to change.

Program chair, Moderate Disabilities:

Mary Garrity, EdD • mary.garrity@cambridgecollege.edu

Program co-coordinators, ABA:

Bob Ross, Ed.D. • robert.ross@go.cambridgecollege.edu

Joseph Vedora, Ed.D. • joseph.vedora@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)