



Teacher of Students with Moderate Disabilities (PreK-8) • CIP code 131001

For licensure: 45-48* 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)

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 make the general education curriculum accessible to all students, especially those with moderate disabilities. The program meets the regulations for licensure of Teacher of Students with Moderate Disabilities PreK-8. 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 as a co-teacher, consulting teacher or teacher of record in resource room settings.

Professional Seminar & Project7 credits

ESP691N-692N Professional Seminar in Special Education-Initial (2 terms @ 2 credits)

An additional professional seminar may be required, based on the student's experience and progress made in Seminar I.

ESP800 Independent Learning Project (take with Seminar II)

Courses — program chair will advise on sequence. . . . 33 credits

- 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 Summer, Fall
- ESP662 Principles of Language Dev Bridging Differences & Disorders. Summer, Fall
- ESP689* Theories of Typical & Atypical Human Development Summer, Fall
- ESP607* Psycho-Educational Assessment for Teaching Exceptional Children. Summer, Spring
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners Summer, Spring
- ESP680* Pedagogy in Reading & Eng Lang Arts . . Summer, Spring
- ESP695* Laws & Regulations Pertaining to Special Education. Fall, Spring
- MAT618 Math Essentials Fall, Spring
- MAT623 Teaching Numerical & Geometric Structures . . Fall, Spring
- MAT708 Diagnosis & Remediation of Learning Problems in Math Fall, Spring

Note: Asterisk (*) indicates pre-practicum experience required.

Course schedule for Boston, subject to change.

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

***Program credits:** 45 credits total if SEI is completed before enrollment, 48 credits if SEI is completed at Cambridge College.

Program and schedule subject to change.

Program chair: Mary Garrity, EdD
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(All courses @ 3 credits except as noted.)



MEd

Continued

Moderate Disabilities (PreK-8)

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts MTEs: **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.).
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pre-Practicum — Successfully complete 75 hours in diverse settings (0 credit)
- Pass all required courses.
- Submit Practicum Application and Practicum Placement Approval Form.

Practicum & Seminar (licensure students only) 5 credits

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
 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.