### 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.

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### Special Education

#### PreK-8: 25 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU558 Introduction to Graduate School</td>
<td>1</td>
<td>every term</td>
</tr>
<tr>
<td>ESP689 Theories of Typical &amp; Atypical</td>
<td></td>
<td></td>
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<tr>
<td>Human Development</td>
<td></td>
<td>Fall, Summer</td>
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<tr>
<td>ESP594 Collab &amp; Consultation Technique</td>
<td>2</td>
<td>every term</td>
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<tr>
<td>ESP500 Teaching Phonological &amp; Phonemic</td>
<td></td>
<td></td>
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<tr>
<td>Awareness &amp; Phonics</td>
<td></td>
<td>every term</td>
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<tr>
<td>MAT700 Inclusion in Math Class</td>
<td></td>
<td>every term</td>
</tr>
<tr>
<td>ESP680 Pedagogy in Reading &amp; Eng Lang Arts</td>
<td></td>
<td>Spring, Summer</td>
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<tr>
<td>ESP615 Assistive Technology: Modifying</td>
<td></td>
<td></td>
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<tr>
<td>Curriculum for Diverse Learners</td>
<td></td>
<td>Summer, Spring</td>
</tr>
<tr>
<td>ESP607 Psycho-Educational Assessment</td>
<td></td>
<td></td>
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<tr>
<td>Teaching Exceptional Children</td>
<td></td>
<td>Spring, Summer</td>
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<tr>
<td>ESP698 Laws and Regulations Pertaining to</td>
<td></td>
<td></td>
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<tr>
<td>Behavioral Intervention and ABA</td>
<td>1</td>
<td>every term</td>
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<tr>
<td>ESP800 Supervised Learning Project</td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>ESP662 Principles of Language Dev Bridging</td>
<td></td>
<td></td>
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<tr>
<td>Differences &amp; Disorders</td>
<td></td>
<td>Fall, Summer</td>
</tr>
<tr>
<td>ESP592 Adapting Materials for Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>w/Disabilities in Gen Ed Classrooms</td>
<td>1</td>
<td>every term</td>
</tr>
</tbody>
</table>

### One additional course for 5-12 (licensure and non-licensure):

- SC168 Attaining Science Literacy
- or ESP636 Teaching Social Science, History and Multicultural Education in Grades 5-12

### 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 mathematics, 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.**
Teaer 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.

\textbf{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
\begin{itemize}
  \item All courses 3 credits @ 45 contact hours, unless otherwise noted.
  \item Courses must be taken in the order delineated here.
\end{itemize}

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.

\textbf{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.}

\begin{itemize}
  \item Discussing options for licensure practicum with the program chair
or regional site director prior to enrollment.
  \item Supervision and field experiences specific to national standards at
the time of application to the BCBA.
\end{itemize}

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 cred-
its if SEI is completed at Cambridge College.

\textbf{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.}

\textbf{Program and course schedule subject to change.}

\textbf{Program chair, Moderate Disabilities:}
Mary Garrity, EdD • mary.garrity@cambridgecollege.edu

\textbf{Program co-coordinators, ABA:}
Bob Ross, Ed.D. • robert.ross@go.cambridgecollege.edu
Joseph Vedora, Ed.D. • joseph.vedora@go.cambridgecollege.edu

\begin{itemize}
  \item 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 aca-
demic applications.

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

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

  \textbf{Students are responsible for:}
  \begin{itemize}
    \item 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
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