



Master of Education

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

• CIP code 131001

- For licensure: (PreK-8) 54-57* credits, (5-12) 57-60* credits; 4-5 terms full-time
- Non-licensure: (PreK-8) 49 credits, (5-12) 52 credits; 3-4 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)
- 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

PreK-8: 25 credits

Foundation Courses 5-12: 28 credits

- EDU 558 Introduction to Graduate School (1 credit) . . . every term
- ESP 689 Theories of Typical & Atypical Human Development Fall, Summer
- ESP 594 Collab & Consultation Technq (2 credits) . . . every term
- ELE 500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit) every term
- MAT 700 Inclusion in Math Class every term
- ESP 680 Pedagogy in Reading & Eng Lang Arts . Spring, Summer
- ESP 615 Assistive Technology: Modifying Curric for Diverse Learners every term
- ESP 607 Psycho-Educational Assessment for Teaching Exceptional Children. Spring, Summer
- ESP 698 Laws and Regulations Pertaining to Behavioral Intervention and ABA (1 credit) Spring
- ESP 800B Supervised Learning Project (2 credits) Spring
- ESP 662 Principles of Language Dev Bridging Differences & Disorders. Fall, Summer
- ESP 592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) every term

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

- SCI 680 Attaining Science Literacy. Fall
- or ESP 636 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).
- SEI 605 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)
- EDU 704 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 DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

ESP 794A 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

ESP 794B 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

ESP 791 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 24 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses **must** be taken in the order delineated here.

ABA 715A	Basic Applied Behavior Analysis I (4 credits)	. . . . .	Fall 1 . . .	Spring 1
ABA 715B	Basic Applied Behavior Analysis II (4 credits)	. . . . .	Spring 1 . .	Summer 1
ABA 726	Ethics in Applied Behavior Analysis	. . . . .	Summer 1 . .	Summer 2
ABA 716	Behavior Assessment	. . . . .	Fall 2	Fall 1
ABA 718	Research Methods	. . . . .	Spring 2 . . .	Spring 2
ABA 719	Behavioral Interventions	. . . . .	Spring 2 . . .	Spring 2
ABA 722	Supervision & Management in Applied Behavior Analysis	. . . . .	Summer 2 . .	Summer 2
ABA 721*	Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program	. . . . .	Summer 2	Fall 2

*Students who do not pass ABA721 after two semesters must re-enroll in the course. Students may contact the program chair to discuss a non-endorsement option.

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: Louise Andrews, Ph.D.
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Program director: Daniel Almeida, Ph.D.
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Program chair, ABA:
Joseph Vedora, Ed.D. BCBA-D, LABA
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(All courses @ 3 credits except as noted.)