



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.

## Learning 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

EED 735	Program Portfolio Integration (0 credit) . . . . .	every term
EED 5001	The Reflective Practitioner (1 credit) . . . . .	every term
ESP 689	Theories of Typical & Atypical Human Development . . . . .	Fall, Summer
ESP 594	Collaboration & Consultation Techniques (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 Students . . . . .	Spring, Summer
ESP 698	Laws and Regulations Pertaining to Behavioral Intervention and ABA (1 credit) . . . . .	Spring
ESP 662	Principles of Language Development 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

## Licensure students only

### Practicum Prerequisites..... 1-4 credits

- Pass all MTEs 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.
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.





# Teacher of Students with Moderate Disabilities & Applied Behavior Analysis

Continued

## Licensure students only (continued)

### Practicum & Seminar: Moderate Disabilities . . . . .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 (Tevera) 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.

	Fall Entry	Spring Entry
ABA 715ABasic Applied Behavior Analysis I (4 credits) . . . . .	Fall 1 . . .	Spring 1
ABA 715BBasic Applied Behavior Analysis II (4 credits) . . . . .	Spring 1 . . . . .	Fall 1
ABA 726 Ethics in Applied Behavior Analysis . . . . .	Summer 1 . .	Summer 1
ABA 716 Behavior Assessment . . . . .	Fall 2 . . .	Spring 2
ABA 718 Research Methods . . . . .	Spring 2 . . .	Spring 2
ABA 719 Behavioral Interventions . . . . .	Spring 2 . . . . .	Fall 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. .

**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:** Nicole Stallions, M.Ed., CAGS  
• nicole.stallions@cambridgecollege.edu

(All courses @ 3 credits except as noted.)