Autism Emphasis
M.Ed. Program

Program Structure
• This is a 36 unit program that offers flexibility to practicing teachers by allowing 8 units
  from designated courses from the UCR Extension program to be included in the
  student's M.Ed. Program Plan
• The length of the program, as designed, depend on student availability to take
classes. Courses are offered at all times, including during the summer. Four
  quarters is a realistic estimate if the student can complete the field-based case
  study analysis while taking another course
• Research activities are not required as part of this program, but some contact with
  children with ASD is preferred
• The program focuses on children with autism spectrum and related disorders,
  including implications for the classroom teacher and curricular adaptations
• Most coursework during the academic year (summer excepted) are offered in the
  evening to accommodate working professionals

Curriculum

Required Courses
• EDUC 212  Research Methods
• EDUC 246E  Asperger Syndrome
• EDUC 246M  Multicultural Special Education
• EDUC 246L  Behavioral Phenotypes
  OR
• EDUC 246K  Autism Spectrum Disorders (ASD)
• EDUC 255A  Principles of Social Behavioral Intervention
  OR
• EDU X450.05  Curriculum Adaptation for Autism
• EDU X450.07  Behavioral Observations

Elective Courses
(units as noted)
• EDUC 120  Guidance in Special Education (4)**
• EDUC 200  Human Differences (4)
• EDUC 246J  Issues in Special Education (4)
• EDUC 270  Reading Development and Intervention (4)
• EDUX 450.02  Interventions that Address Learning and
  Behavioral Needs of Students with ASD (2)
• EDUX 450.03  Communication Skills and ASD (2)
• EDUX 450.04  Social Competence and Autism (2)
• EDUX 450.06  Working with Service Providers (4)

**EDUC 120 cannot be used as an elective if already credited towards another degree. Also, students must select either EDUC 120 or EDU X450.06.

Research Courses (case study)
• EDUC 290  Directed Studies
• EDUC 297  Directed Research - A field based assignment resulting in a paper that
  integrates both theory and teaching methods in autism