GENERAL STUDIES (AUTISM STUDIES CONCENTRATION)

Concentration in Autism Studies

Providing personal or professional support to an individual that has been diagnosed with an autism spectrum disorder (ASD) requires the understanding of innovative approaches. The Autism Studies concentration offers coursework for students and current professionals in the field to help individuals on the spectrum succeed in their lives.

The Autism Studies concentration offers introduction to autism theories, techniques, treatment and therapies (learned within 7 theoretical courses) and 3 Concentrated field experience courses offered online as part of the curriculum. The Behavior Analyst Certification Board (BACB) has approved this ten course sequence as meeting the coursework and field experience requirements for taking the Board Certified Assistant Behavior Analyst (BCaBA) Examination. Once this Bachelor’s degree is earned, the graduate has fulfilled all of the BACB requirements and may sit for the certification exam. These courses are offered in a convenient online format for Professional and Liberal Studies students.

Learning Goals and Objectives

**Objective 1.1:** Demonstrate knowledge of the current theories on the causes of autism spectrum disorders.

**Objective 1.2:** Demonstrate knowledge of the frequency, characteristics, symptoms, and diagnostic criteria of individuals with autism spectrum disorders.

**Objective 1.3:** Demonstrate knowledge of the nature of stereotypes, stigma, and discrimination of individuals with autism spectrum disorders.

**Objective 2.1:** Identify the behavioral needs of children and adults with autism spectrum disorders and demonstrate the current behavioral approaches to autism treatment and related issues.

**Objective 2.2:** Identify the behavioral needs of children and adults with autism spectrum disorders and demonstrate the current behavioral approaches to treating behavioral issues of individuals with autism using Applied Behavior Analysis and medically related therapeutic services.

**Objective 2.3:** Identify the impact on parents, siblings, families, and friends of individuals with autism spectrum disorders and demonstrate how to best help these individuals cope with associated stress.

**Objective 3.1:** Demonstrate the roles and responsibilities of behavior analysts, therapists, allied health professionals and related staff, and demonstrate understanding of ethics guidelines in working with individuals with autism.

**Objective 3.2:** Graduates will act as responsible citizens, embracing personal and career objectives that honor and serve individuals with autism and their families.

**Objective 4.1:** Identify the impact on parents, siblings, families, and friends of individuals with autism spectrum disorders and demonstrate how to best help these individuals cope with associated stress.

**Objective 4.2:** Identify the impact of political issues, including funding and approval of services, around autism spectrum disorders.

**Objective 5.1:** Collect data on the progress of individuals with autism and develop behavioral plans or collect data for the purpose of conducting research on a particular topic in the field of autism.

**Objective 5.2:** Identify and demonstrate methods to empirically assess and evaluate the progress of individuals with autism spectrum disorders for the purpose of developing intervention plans.

General Education Program Courses

The General Education Program (GEP) at Saint Joseph’s University involves a distinctive liberal arts education in the Jesuit, Catholic tradition. General education is essential to the University’s mission, providing all students with the broad knowledge, essential skills, appreciation of diversity, and ethically informed perspective needed by those who would aspire to be “men and women for others.” The GEP ensures mastery of skills required for further study, exposes students to the principal achievements and problems of the major fields of human learning, and introduces them to new disciplines that they may or may not wish to pursue. The Major Concentration component gives depth in a particular field and is thus a preparation for an effective career or for graduate study in that field.

**Free or general electives** allow students to pursue interests, explore new fields, or to continue concentration in their major.

The Adult Learner General Education Program (GEP) applies to students who are completing a bachelor’s degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

**Signature Core**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHL 154</td>
<td>Moral Foundations</td>
<td>3</td>
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<tr>
<td>THE 154</td>
<td>Catholic Theological Tradition</td>
<td>3</td>
</tr>
<tr>
<td>or THE 221</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>Texts &amp; Contexts</td>
<td>3</td>
</tr>
<tr>
<td>HIS 154</td>
<td>Forging the Modern World</td>
<td>3</td>
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Any course certified as Faith & Reason 3  
Adult Learning Seminar (any course numbered 140) 3

**Variable Core**

- One approved course in Art, Literature, or Music, Theater, Film.
- One course in the Natural Sciences (lab-based or lecture based) in biology, chemistry, environmental science, or physics.
- Two courses in Mathematics (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 112) or two approved alternative courses in Literature in Translation or Classics. With permission, international students or students whose native language is not English may take ESL 201 and ESL 202, Composition and Critical Thinking for Non-Native Speakers of English, in their first two semesters to fulfill their language requirement. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- One course in the Social-Behavioral Sciences including Political Science, Economics, Sociology, and Psychology. Please note that some majors require a specific course.
- One course that is certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

**Integrative Learning Course**

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

**Overlays**

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

**Free Electives**

Except for Early Childhood/Elementary Pre K-4 Education majors, all students must complete a minimum of 18 free elective credits. Elective credits may be used to pursue a minor or secondary major.

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### GEP Integrative Learning Component

PSY 100 Introductory Psychology, and any psychology course or approved course in education

### Autism Studies Concentration

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ABA 100</td>
<td>Intro Autism Spectrum Disorder</td>
<td>3</td>
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<tr>
<td>ABA 101</td>
<td>Intro App Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ABA 102</td>
<td>ABA Ethics &amp; Professionalism</td>
<td>3</td>
</tr>
<tr>
<td>ABA 202</td>
<td>Single-Case Research in ABA</td>
<td>3</td>
</tr>
<tr>
<td>ABA 302</td>
<td>Adv App ABA</td>
<td>3</td>
</tr>
<tr>
<td>ABA 402</td>
<td>Assessment in ABA</td>
<td>3</td>
</tr>
<tr>
<td>ABA 403</td>
<td>Consultation &amp; Supervis in ABA</td>
<td>3</td>
</tr>
<tr>
<td>ABA 404</td>
<td>Concentrated Field Experience1</td>
<td>3</td>
</tr>
<tr>
<td>ABA 405</td>
<td>Concentrated Field Experience2</td>
<td>3</td>
</tr>
<tr>
<td>ABA 406</td>
<td>Concentrated Field Experience3</td>
<td>3</td>
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If pursuing the Board Certified Assistant Behavioral Analyst (BCaBA) credential, the Behavioral Analyst Certification Board (BACB) requires a grade of “C” or better in the behavioral analysis and supervised concentrated field experience courses (ABA 101 – ABA 406). Lecture courses must be completed in sequence. Students may begin the concentrated fieldwork courses after successfully completing ABA 101.

### Experience Requirement for the Board Certified Assistant Behavioral Analyst (BCaBA) Credential

Students who plan to pursue the BCaBA credential must complete an experience requirement under the supervision of a Behavioral Analyst Certification Board (BACB) approved supervisor. For additional information on options for completing this experience requirement, please see the BACB website at www.bacb.com.

The SJU adult learner program offers a concentrated field experience (5th Ed) to meet the BACB experience requirement. This includes three (3) fieldwork courses (ABA 404, ABA 405 and ABA 406) which require 19+ hours per week on site, supervised by a BACB approved supervisor. As an alternative, students may opt to complete the experience requirement through independent supervised fieldwork.

If a student opts to not complete the concentrated fieldwork courses at SJU, substitute courses may be completed for the degree requirements. ABA 404 may be replaced with an approved alternate upper division social science course. ABA 405 and ABA 406 may be replaced with free electives.