

rently with all other MS courses. Repeatable for credit with different emphasis.

- 1211 Foundations of Officership. (2-0) This course introduces the Army profession and the role of the commissioned officer. It focuses on leadership, ethics and military customs as well as practical skills like physical fitness and stress management. Students must enroll in MS 1000 concurrently.
- 1212 Basic Leadership. (2-0) This course is designed to broaden the introduction to the Army and the skills needed to be a successful Army officer. It focuses on leadership, communication and problem solving as well as nutrition and personal development. Students must enroll in MS 1000 concurrently.
- 2211 Individual Leadership Studies. (2-0) This course is designed to develop the student's self-confidence, leadership skills and problem solving abilities. It focuses on critical thinking, communication and conflict resolution skills.
- 2212 Leadership and Teamwork. (2-0) This course focuses on self-development guided by group processes. Experiential learning activities are designed to challenge current beliefs, knowledge and skills. This course also provides equivalent preparation for the ROTC Advanced Course and the Leaders Training Course.
- 2313 American Military Studies and Battle Analysis. (3-0) This course is designed to study Military History as it applies to the principles of war and current military doctrine. Students will analyze historical battles and lessons learned and apply them to the modern battlefield. (WI)
- 3311 Leadership and Problem Solving I. (3-0) This course is designed to enable a student without prior military experience to rapidly integrate into the cadet battalion and perform successfully. Key elements are introduction to physical fitness, how to plan and conduct training, basic tactical skills and military reasoning.
- 3312 Leadership and Problem Solving II. (3-0) This course is designed to enable a student without prior military experience to rapidly integrate into the cadet battalion and perform successfully. Key elements are introduction to physical fitness, how to plan and conduct training, basic tactical skills and military reasoning.
- 4311 Leadership and Management. (3-0) This course is designed to help cadets make informed career decisions and it continues their education in Army operation, training management, communications and leadership. (WI)
- 4312 Officership. (3-0) This course focuses on completing the transition from cadet to lieutenant. It includes a basic foundation of military law, skills and information on leadership and military science, application and demonstration of knowledge and mastery of military skills reasoning. (WI)
- 4313 Independent Study in Military Science. (3-0) This course will be designed to meet the needs of the individual student. It will be a directed and closely monitored program targeted at the students' weaknesses/interests. The course will primarily deal with topics pertinent to the military profession; such areas as leadership, management, ethics, law and their application. Course will require week/bi-weekly progress review with instructor. (WI)

Occupational Education Program

Pedernales Building

T: 512.245.2115 F: 512.245.3047

<http://www.oced.txstate.edu>

DEGREE PROGRAM OFFERED

BAAS, major in Applied Arts and Sciences

The BAAS is a nontraditional program designed to allow adult students to earn a degree with a major in an individualized academic area. In addition, it allows adults to assist in the choice of courses that would complement their career goals. The following are unique characteristics of the BAAS:

- Delivery of academic courses may be at nontraditional times, locations other than the parent campus, by DVD, and via the internet.
- Academic course work is individualized to meet student needs, but course work does not duplicate an existing traditional academic program.
- Work-life credit may be awarded for competencies gained through employment.
- The major for the BAAS is Applied Arts and Sciences and for purposes of calculation of the major GPA, the 18 hours taken in the Professional Development will be utilized.
- Numerous methods for attainment of academic credit may be employed toward the BAAS degree, including correspondence, extension courses, and credit by examination. Students may use unlimited number of CLEPs as long as the examinations meet degree plan requirements and the student obtains at least 30 hours of resident courses with Texas State.
- Students choosing the BAAS program through the Occupational Education program must complete 30 hours of residence credit with Texas State in order to be awarded the degree.
- Students who have earned at least 60 semester hours at Texas State are eligible to graduate with honors if they have a minimum Texas State GPA of 3.40.
- Due to individualization and the unique nature of the program requirements, students should consult the Occupational Education website, and attend a special orientation and degree audit report session.
- Occupational Education has specialized Career and Technology Education courses for those who desire to perform training/development in the work place or be certified in technical areas within the public school.

Bachelor of Applied Arts and Sciences
Major in Applied Arts and Sciences
Minimum required: 120 semester hours

The BAAS degree plan includes the following four modules:

Occupational Emphasis Module (48 semester hours)

This module may be satisfied by credits earned from experiential learning (work/life experience, non-collegiate sponsored instruction, credit by examination), transfer work from other accredited institutions of higher learning, or a comprehensive cooperative education program. OCED 4350 (Occupational Assessment) is the required entry course for this module.

Core Curriculum (46 plus hours)

This module may be satisfied through a number of options including traditional course work from Texas State and transfer credit from accredited institutions of higher learning plus limited numbers of hours from nontraditional methods including correspondence, extension, and forms of testing including CLEPs. See the University College section of the catalog for core requirements.

Elective Module

Elective hours to complete the 120 hour degree are chosen with the advice of the student's degree advisor.

Professional Development Module (18 hours)

Professional development sequences are individualized to students' educational needs. Students will choose courses with the assistance of the degree advisor from at least three academic departments. This module of 18 hours constitutes the major for GPA calculation purposes.

Internship

This is a required independent activity completed during the student's last semester.

- Cooperative Occupational Education Readiness (OCED 4360)
- Practicum in Cooperative Occupational Education (OCED 4361) (Prerequisite: successful completion of OCED 4360)

Foreign Language (8 hours)

Students who have not had two years of the same foreign language in high school or who do not have one year of the same foreign language from an accredited college must take the two courses of same foreign language, which may include American sign language.

Career and Technology Education

The Occupational Education Program offers teacher certification programs in the areas of trade and industrial education and marketing education. Students who desire other teaching fields must contact the College of Education. Students who choose one of the Career and Technology Education (CATE) certification sequences are prepared for employment in the public schools of Texas provided they satisfactorily complete all required courses and other Texas Education Agency criteria including two to five years of approved work experience and teaching on an emergency permit.

Prospective teachers must submit a statement of qualifications (SOQ) which can be downloaded from www.oced.txsstate.edu in order to receive a deficiency plan, which identifies CATE required coursework.

Students who pursue the BAAS degree may use CATE teacher certification courses to satisfy the professional development and occupational emphasis sequences for that degree. Occupational Education approves teachers in the following areas:

Trade and Industrial Education

Trade and industrial education for secondary students includes any subject or program designed to develop manipulative skills, technical knowledge, and related information necessary for employment in any craft or skilled-trade occupation which directly functions in designing, producing, processing, fabricating, assembling, testing, maintaining, servicing, or repairing any product or commodity. Training is also available in service and certain semiprofessional occupations.

Marketing Education

Marketing Education is designed to prepare, maintain, and advance people in marketing occupations. The program of instruction is provided through high schools and adult education centers and involves a combination of the following: (1) classroom instruction in marketing or in any specialized marketing area; (2) practical and/or simulated job-oriented experiences; and (3) supervised on-the-job training.

Technological Focus

Students holding a two-year technical associates degree or work experience in a technical area may wish to pursue the BAAS with a technological focus. These students may enroll in upper- and lower-division technological coursework in the Occupational Emphasis module and also additional upper-division technological courses in the Professional Development module of the degree plan. In addition, those students with technical work experience may apply for extra institutional credits, as do other students in the BAAS degree plans.

Courses in Career and Technology Education (CATE)

- 3301 Methods of Teaching Career and Technology Education Subjects. (3-0) Introduction to fundamentals of teaching as applied to CATE subjects. Required for pre-employment laboratory teachers.
- 3302 Development, Organization and Use of Instructional Material. (3-0) The course provides the learner with opportunities to select, develop, and organize instructional materials related to the area in which the instructor provides or will provide instruction. Required for pre-employment laboratory teachers.
- 3303 Aims and Objectives of Career and Technology Education. (3-0) Basic principles involved in development and operation of CAT programs under state and federal laws. Required for pre-employment laboratory teachers.
- 3304 Human Relations for Career and Technology Education Teachers. (3-0) Combination of psychological and sociological factors which influence relationships of CATE teachers in their pursuit of professional duties. Required for pre-employment laboratory teachers.

- 3305 Shop and Classroom Organization and Management. (3-0) Organization of procedures to facilitate teaching: setting up roll-checking devices, issuing procedures for tools and materials, keeping material inventory, using assignment and progress charts, using student leadership in non-teaching class and laboratory routine, and keeping records. Required for pre-employment laboratory teachers.
- 3306 Analysis and Course Making. (3-0) Analysis made of occupations to obtain content for instructional information, jobs and operations studied to determine order and content of operation, job evaluation, and job safety. Each student will make a course of study for some particular occupational subject. Required for pre-employment laboratory teachers.
- 3307 Selection, Placement, and Follow-up in Career and Technology Education. (3-0) Selecting occupations suitable for young people to learn, placing students in suitable employment on part-time basis, coordinating their school duties with their work activities. Required for all part-time cooperative coordinators.
- 3308 Problems in Cooperative Training. (3-0) Organization and presentation of content material necessary in part-time cooperative programs, and direction of study of students engaged in such programs. Required for all part-time cooperative coordinators.
- 3313 Special Topics in Career and Technology Education. (3-0) Selected topics in CATE taught through study and research. Course can be offered as individual instruction or as an organized class. No prerequisites are required. May be repeated 3 times with different emphases for additional credit. For career advancement and application toward Bachelor of Applied Arts Sciences degree.
- 3313A Special Needs. (3-0) In-depth studies of characteristics, principles of main-streaming, developing, and implementing an individual education program; research of needs of gifted and talented students; limited English proficient and learning disabled students. Preparation of resource materials for CATE teachers.
- 3313B Using Microcomputers. (3-0) Techniques and procedures for options, implementation, software, and applications of microcomputers in career and technology education (CATE). Preparation of reference lists for CATE teachers.
- 3313C Entrepreneurship. (3-0) A study and analysis of ownership, marketing strategies, location, financing, regulations, and managing and protecting a business. Develop methodology for career and technology education (CATE) teachers.
- 3313D Leadership and Professional Development. (3-0) Course is designed to be applicable to all CATE areas in public, private, and corporate education. Course addresses professional growth for various leadership styles, developing leadership skills, and teaching leadership. Trends, policies and procedures relating to policies and procedures for school and work partnerships are addressed.
- 3313G Delivery, Design, and Management. (3-0) This is an introductory/fundamental course for instructors in trade and industrial education seeking certification and technical trainers who are not seeking certification. It is designed to prepare these individuals to apply effective teaching principles and techniques, to prepare lesson plans, and manage classrooms. Practice teaching will be included.
- 3313H Work-based Instruction. (3-0) This course is intended for teacher coordinators of work-based programs in trade and industrial cooperative education. There is an emphasis on selection of occupations and appropriate training stations, student recruitment, instructional coordination in on-the-job educational experiences, state and local report preparation and required record keeping systems.
- 3313I Profession of Teaching. (3-0) Designed to emphasize the professional requirements of teaching and training in a variety of settings. Professional topics include organizations and management of facilities, effective inventory systems, designing challenging course outlines that embrace reform efforts and industry expectations of a global economy and the information age.
- 3313J Technology in the Classroom. (3-0) This course covers the use and integration of computers and multimedia in the classroom or office. Topics include computing hardware and software, word processing, spreadsheets, databases, desktop publishing, graphics, presentation software, the Internet, email, and web-page creation. Opportunity is provided for review of SBEC examination in Trade and Industry.
- 3313K Human Problems in the Workplace. (3-0) Overview of problems that supervisors and co-workers encounter in business/industry, social service, military, or education. This range of problems interferes with communication, performance, and development of proficiency in school/work. Perspectives and reports on the incidence of these problems will be presented, as well as indicators for these human problems.
- 3320 Effective Methods of Teaching and Training. (3-0) This is an introductory/fundamental course for instructors in trade and industrial education seeking certification and technical trainers who are not seeking certification. It is designed to prepare these individuals to apply effective teaching principles and techniques, to prepare lesson plans, and manage classrooms. Practice teaching will be included.
- 3321 Work-based Learning in Career and Technology Education. (3-0) This course is intended for teacher coordinators of work-based programs in trade and industrial cooperative education. There is an emphasis on selection of occupations and appropriate training stations, student recruitment, instructional coordination in on-the-job educational experiences, state and local report preparation and required record keeping systems.
- 3322 Teaching/Training as a Profession. (3-0) Designed to emphasize the professional requirements of teaching and training in a variety of settings. Professional topics include organizations and management of facilities, effective inventory systems, designing challenging course outlines that embrace reform efforts and industry expectations of a global economy and the information age.
- 3323 Technology Applications. (3-0) This course covers the use and integration of computers and multimedia in the classroom or office. Topics include computing hardware and software, word processing, spreadsheets, databases, desktop publishing, graphics, presentation software, the Internet, email, and web-page creation. Opportunity is provided for review of SBEC examination in Trade and Industry.
- 3380 Management of Business Office Education Training Programs.

(3-0) For instructors in educational and industry settings. Identification of federal, state, and local policies, coordinating a work-based learning program, benefits of student and professional associations, importance of public relations, site visit to inspect facilities of a classroom or training facility use of technology, and program improvement and evaluation.

- 3381 Instructional Strategies in Business Office Education Training Programs. (3-0) For instructors in educational and industry settings. Identifying curriculum, individual learning styles, instructional strategies, students with special needs requiring modifications, non-gender biased instruction, appreciation of diversity, use of technology and assessment. (MC)
- 4302 Coordination Techniques. (3-0) The cooperative program in Marketing and Distributive Education; program establishment; guidance; selection; placement of students; work adjustment; student objectives; evaluation; labor laws; public relations.
- 4304 Organization and Management of Marketing Education Programs. (3-0) Organization and administrative structure in the United States; objectives; programs; practices; teacher selection and supervision; evaluative criteria for business; and distributive education requirements.
- 4310 Independent Study in Career and Technology Education. (3-0) Senior level study of various subjects important to the CATE educator. Work done on an independent study basis with permission of major advisor. Repeatable for credit with different emphasis.

Courses in Occupational Education (OCED)

Students desiring to enter the Occupational Education program must take OCED 4350 as their initial entry course. All students must have an overall transfer GPA of 2.25 and if the students have Texas State University coursework, a Texas State GPA of 2.25 is required.

- 4350 Occupational Assessment. (3-0) Theory and techniques related to the identification, documentation, and assessment of various forms of prior extra-institutional learning. Career and occupational information, career decision-making, and academic planning are included as a central part of the course. Students are encouraged to have completed their English prior to enrollment in the course. (WI)
- 4360 Cooperative Occupational Education Readiness. (3-13) This course prepares the student for supervised on-the-job experience in an occupational area. Proposal development, review of literature, creation of timelines, and task analysis are stressed. Limited on-the-job experience begins in the course. (WI)
- 4361 Practicum in Cooperative Occupational Education. (3-13) Course is supervised on-the-job experience in an occupation related to the BAAS professional development. Requires extensive reports and documentation. Prerequisites include successful completion of OCED 4360. (WI)

School of Social Work

Health Professions Building 150
T: 512.245.2592 F: 512.245.8097
www.socialwork.txstate.edu

DEGREE PROGRAM OFFERED

BSW, major in Social Work

MINOR OFFERED

Social Work

The Bachelor of Social Work with a major in Social Work, which is fully accredited by the Council on Social Work Education, prepares students to engage in entry-level social work practice, to apply for state social work licensure, and to pursue graduate social work studies. Social Work students must maintain high scholastic standards. They must also develop the capacity to work with people from all walks of life and be sensitive toward all people and the many problems they face.

Admission Process

The Social Work degree requires 54 hours in Social Work and 18 hours in supportive Social Sciences. The Social Work curriculum is based on and interwoven with the liberal arts/general education core foundation consisting of 57 semester credit hours. The Social Work major does not require a minor. Students progress through the major in three phases, without regard to disability. A social worker must be emotionally and mentally stable, must have strong communication skills, must have solid interpersonal relationship-building skills, and must conform to professional ethics. Faculty evaluate whether students meet these criteria and may advise a student at any point to continue in the BSW major or consider another major.

Phase I. (Pre-Social Work Major). Any student may declare a pre-social work major and may enroll in SOWK 1350, 2375, as well as SOWK elective courses. Social work pre-majors should complete most of their general education core/liberal arts courses before applying to Phase II of the Social Work major. They must complete at least 45 credit hours, including the following: BIO 1320, 1421; COMM 1310; ENG 1310 and 1320; HIST 1310, 1320; MATH 1315 or 1319; PHIL 1305 or 1320; SOWK 1350 and 2375; and US 1100, if required. Applicants must have a minimum 2.50 overall GPA and a minimum 2.75 GPA in SOWK and supportive courses to apply for Phase II. Students interested in Social Work must contact the College of Applied Arts Academic Advising Center for advisement.

Phase II: (Social Work Major). Students submit a formal application for admission to Phase II. An admission committee screens applicants, considering academic record and suitability for social work practice, and informs applicants in writing of their decision to admit, conditionally admit, or deny admission. When students are admitted to Phase II, their formal academic major is converted from Pre-Social Work to Social Work.