

Department of Occupational, Workforce, and Leadership Studies (OWLS)

Pedernales Building

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

DEGREE PROGRAM OFFERED

Bachelor of Applied Arts and Sciences (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, 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 21 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, Workforce, & Leadership Studies program must complete 30 hours of residence credit with Texas State in order to be awarded the degree.
- Students who have earned at least 54 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 degree requirements, students should consult the OWLS website, and attend an undergraduate information session.
- The department 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.

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)

<p>Bachelor of Applied Arts and Sciences (BAAS) Major in Applied Arts and Sciences Minimum required: 120 semester hours</p>
<p>NOTE: The Bachelor of Applied Arts and Sciences (BAAS) requires an individualized plan of study based on each student's past learning experiences and future career goals.</p>
<p>Core Curriculum (42 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.</p> <p>The following courses are required: COMM 1310, ENG 1310, ENG 1320, HIST 1310, HIST 1320, PHIL 1305 or 1320, POSI 2310, POSI 2320, English Literature (3 hours), Life and Physical Science (6 hours), Mathematics (3 hours), Social and Behavioral Science (3 hours), and ART 2313, DAN 2313, MU 2313 or TH 2313 (3 hours).</p>
<p>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.</p>
<p>Professional Development Module (21 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 21 hours constitutes the major for GPA calculation purposes.</p>
<p>Internship (6 hours) This is a required independent activity completed during the student's last semester.</p> <ul style="list-style-type: none"> • Cooperative Occupational Education Readiness (OCED 4360) • Practicum in Cooperative Occupational Education (OCED 4361) (Prerequisite: Successful completion of OCED 4360)
<p>Elective Module (0-9 hours) Elective hours to complete the 120 hour degree are chosen with the advice of the student's degree advisor.</p>
<p>Foreign Language (0-10 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.</p>

Career and Technical Education

The department offers teacher certification in the area of trade and industrial education. Students who desire other teaching fields must contact the College of Education. Students who choose the Career and Technical Education (CTE) certification sequence 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.owls.txstate.edu in order to receive a deficiency plan, which identifies CTE required coursework.

Students who pursue the BAAS degree may use CTE teacher certification courses to satisfy the professional development module for the degree. The department approves teachers in the following area:

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.

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 Technical Education (CTE)

- 3304 Human Relations for Career and Technical Education Teachers. (3-0) This course emphasizes the combination of psychological and sociological factors that influence relationships of CTE teachers in the pursuit of professional duties. Strategies for teaching students and mentoring employees on the dynamics of human relations are highlighted.
- 3307 Selection, Placement, and Follow-up in Career and Technical Education. (3-0) This course provides an overview of the practices of occupational selection, placement of students in suitable employment and cooperative sites, and coordinating the relationship between school and workplace site.
- 3308 Problems in Cooperative Training. (3-0) The course highlights the organization, presentation, and selection of content material necessary in part-time work-based learning programs. The need for community, workplace/industry, family, school, and student partnerships in curricular assessment is emphasized.
- 3313 Special Topics in Career and Technical Education. (3-0) This special topics course will highlight current topics in CTE innovation, such as new leadership development programming, and current entrepreneurial trends necessary for success in the workplace. The course may be repeated with different emphases for credit.
- 3313A Special Needs Students in CTE. (3-0) This course involves in-depth studies of characteristics, principles of inclusion, development and implementation of individualized programs of instruction and collaboration with school personnel for effective education of special needs students, including special education, limited-language proficiency, and gifted and talented students.
- 3313C Entrepreneurship. (3-0) This course involves study and analysis of ownership, marketing strategies, location, financing, regulations, managing, and protecting a business. It includes strategies for teaching entrepreneurship in CTE.
- 3313D Leadership and Professional Development. (3-0) This course is designed to be applicable to all CTE areas in public, private, and corporate education. The course addresses professional growth, leadership styles, skills, and teaching leadership. Trends, policies, and procedures relating to leadership in career and technical areas are highlighted.
- 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 Technical 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 Professions. (3-0) This course emphasizes the professional requirements of teaching and training in a variety of settings. Professional topics include

licensure and preparation for the profession, organizations, philosophical foundations of teaching and training, and the socio-political landscape of teaching and training.

- 3323 Technology Applications. (3-0) This course covers the use and integration of computers in the classroom or office. Topics include history of computers, use of word processor, spreadsheet, and presentation software; overview of common computer programs; history and use of the Internet, and web-page creation. TandI students will review for the TExES examination.
- 3340 Occupational Skills for the 21st Century. (3-0) This course allows students to explore past and present occupational trends, new and emerging occupations and the 21st century occupational skills necessary for success. Students will explore transferability of occupational skills and how these skills are applied and packaged for career transitions.
- 3380 Management of Business Office Education Training Programs. (3-0) This course is for instructors in educational and industry settings and involves the identifications of federal, state, and local policies, the coordination of work-based learning programs, the benefits of student and professional associations, public relations. Students will make visits to local classroom or training facilities.
- 3381 Instructional Strategies in Business Office Education Training Programs. (3-0) This course provides an overview of identifying curriculum, individual learning styles, instructional strategies, providing support for students with special needs, non-gender biased instruction, appreciation of diversity, and the use of technology and assessment in business office educational programs.
- 4302 Coordination Techniques. (3-0) This course presents an overview of the cooperative program in marketing and distributive education (MDE), the establishments of MDE programs, the guidance, selection and placement of students, adjustment of work for individual needs, setting student objectives, evaluation, labor laws, and public relations relevant for MDE programs.
- 4304 Organization and Management of Marketing Education Programs. (3-0) This course provides instruction on the organization and administrative structure of marketing organization in the United States. Additionally, the use of objectives, program improvement techniques, appropriate teacher selection techniques, and evaluative criteria are emphasized in relation to marketing and distributive education programs.
- 4310 Independent Study in Career and Technical Education. (3-0) This course is an independent study of various subjects in CTE. Work is done on an independent basis under the direction of the faculty member. Repeatable for credit with different emphases.

Courses in Occupational Education (OCED)

Students desiring to pursue the Bachelor of Applied Arts and Sciences 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.

- 3310 Human Problems in the Workplace. (3-0) Overview of problems that supervisors, teachers, 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 actions for these human problems.
- 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)

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.

Admission into Phase II does not guarantee permission to remain in the degree program. Social Work faculty will continuously assess a student's progress. To be retained, the student must maintain the required minimum GPA of 2.50. Students must also earn a minimum grade of "C" in each social work course and each supportive social science course. To remain in Phase II, students must also adhere to the NASW Code of Ethics and demonstrate emotional or mental stability, adequate communication skills, interpersonal relationship skills, and high levels of self awareness.

Phase III: (Field Placement) Students who have completed all required courses for the BSW, excluding SOWK 4645 and 4650 (Field Placement), and who have met all the requirements noted above may apply for field placement. Students apply for field placement with the School's Field Office.

The School prefers that students take SOWK 4645 and 4650 during the same semester, which requires that the student limit his/her enrollment that semester to field placement, totaling 12 hours. Under exceptional circumstances, students may request permission to take SOWK 4645 and 4650 over two consecutive semesters (6 hours each semester).

Liability Insurance

Students who participate in field placement must purchase liability insurance, or prove that they are insured. Students may obtain information on liability insurance from the School of Social Work office.

School of Social Work

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

DEGREE PROGRAM OFFERED

Bachelor of Social Work (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 9 hours in supportive Social Sciences, and builds on liberal arts and general education core foundation. The Social Work curriculum is based on and interwoven with the liberal arts/general education core foundation consisting of 54 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