

SGU Program Review Plan– March 2015 – Revised April 2016

Internal Program Review Self-Study

The Provost will provide oversight to the program review process, and will assist in identifying and mobilizing technical assistance and needed resources to the departments carrying out the reviews.

Section 1. Introduction

Program Descriptions:

**HUMAN SERVICES DEPARTMENT
AA, BA & MA PROGRAM DESCRIPTION**

Faculty:

Burdette Clifford, M.S. VR Counseling, Sicangu RST Member, Department Chairperson.

Sheryl Klein, M.S. Criminal Justice, Faculty

Kevin “Hoch” DeCora, M.A. Human Services - Counseling, Winnebago Tribal Member

Julia Cahill, M.A. Human Services - Counseling

Danielle Spotted War Bonnet, Administrative Assistant, Rosebud Sioux Tribal Member

Plus a large pool of talented adjunct faculty, most of whom are Tribal Members

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The Human Services Department offers an Associate (AA) and Bachelor of Arts (BA) degree in Human Services, plus a Master of Arts (MA) in related fields.

Graduates with the BA degree have gained employment in social services, mental health, law enforcement, courts, correctional, substance abuse, and other programs. Also, BA graduates have gone on to successfully complete graduate studies in social work, psychology, law, and more. Classes for AA and BA degrees are offered on a full-time availability basis. Three concentration areas are open for student specialization: Chemical Dependency (CD), Criminal Justice (CJ), and Mental Health (MH). Or, a student can elect the general track approach, taking advanced electives from various areas. Additionally, students can opt to take the menu of CD-related classes that fulfill SD Board of Addiction Prevention Professionals Certified Addiction Counselor certificate.

The MA degree currently provides advanced coursework in three main areas: Clinical Mental Health, School Counseling and Enhanced Professional Degree. **Enhanced Professional (EP)** is provided for students who wish to enhance and strengthen their academic education and career. This is done through a wide spectrum of courses that address professionalism, ethics, human services client focused care, organizational development, management, and leadership. This track requires a minimum of 34 credit hours. This is a non-counseling focused program of study. **Clinical Mental Health (CMH)**, and **School Counseling (SC)** The curriculum is structured to be Council on Accreditation of Counseling and Related Educational Programs (CACREP) - equivalent, provides coursework supporting application for South Dakota Licensed Professional Counselor (SD-LPC), and meets SD State Dept. of Education certification standards for school counselors. By design, the MA degree is intended to accommodate the needs of the working professional; as such the typical graduate student attends on a part-time basis and can expect to complete the degree in about four years. Graduates gain employment in a variety of agencies that provide Human Services programs, Behavioral Health counseling and School counseling. Incorporated in all our studies is a focus on Lakota language, culture, history, law, culturally appropriate services, and the philosophy of *Wolakota*. In the BA program are seven courses with

primary focus on Lakota-related topics; many more courses incorporate significant Lakota cultural components. Similarly, this perspective is woven into MA courses. SGU strives to produce Human Services graduates who are competent in serving both Native Americans and Non-Native clients.

Also integrated into our studies are courses that give the student opportunities to engage in voluntary skilled service, exemplifying the Lakota value of *Wacantognaka* (generosity).

In addition to academic preparation, organizations which employ our graduates carefully screen applicants to ensure safe and appropriate client care. Thus, Human Services majors must expect to complete personal conduct disclosure statements, pass background checks, and secure malpractice/liability insurance as part of their educational experience.

For students who desire basic human services knowledge and skills, as part of an undergraduate major in another discipline, like business, education, or liberal arts, the Human Services Minor is available.

Individual faculty members from the Human Services Department may also provide campus-based assessment and counseling services for the SGU Student and Employee Assistance Programs.

Degree Plans:

SINTE GLESKA UNIVERSITY
Master of Arts in Human Services
Clinical Mental Health - CMH
Status Sheet

NAME: _____ **ID** _____ **NUMBER:** _____

ADDRESS: _____ **PHONE:** _____

 _____ **Cell** _____ **Phone:** _____

EMAIL: _____

CLINICAL MENTAL HEALTH COUNSELING (CMH)
CORE COURSES

Required for All Students in Master of Human Services Program: **24 Credits**
 Prerequisites for All Core Courses are: Graduate Standing or Professor Permission

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>	<u>GRADE</u>
<u>NOTES</u>			
___HS 500 Professional Studies in Helping Relationships *first year	3		
___HS 520 Research & Prog. Org. Evaluation	3		
___HS 530 Social & Cultural Diversity	3		
___HS 570 Foundations of Mental Health	3		
___HS 574 Professional Orientation, Ethics, Cultural Values	3		
___PY 533 Counseling Theories	3		
___PY 594 Issues Involving Native American Youth on the Reservation	3		
___PY 617 Career & Lifestyle Development	3		

CLINICAL MENTAL HEALTH TRACK – 37 Credits

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>
<u>GRADE</u> <u>NOTES</u>		
__HS 505 Case Management	3	
__PY 538 Psychopharmacology	3	
__PY 556 Group Counseling 3		
(Pre: PY 533, PY 614, Co-occurring PY 624)		
__PY 557 Human Development & Psychosocial Intervention	3	
__PY 574 Family Counseling and Community Intervention (Pre: PY 533, PY 614,	3	
Co-occurring PY 624)		
__PY 614 Assessment in Counseling	3	
(Pre: PY 533 or Co-Occurring)		
__PY 624 Counseling Techniques	3	
(Pre: PY 533, PY 614)		
__MH 634 Practicum (Mental Health Setting)	3	
(Pre: All Core Courses, PY 533, PY 614, PY 624)		
__PY 654 Clinical Assessment & Testing 3		
(Pre: PY 533, PY 614)		
__PY 664 Diagnosis & Study of Mental Health Disorders	3	
(Pre: PY 533, PY 614)		
__MH 694 Internship I (Mental Health Setting)	3	
(Requires 300 contact hours) (Pre: All Core Courses, PY 614, PY 624, PY 634)		
__MH 695 Internship II (Mental Health Setting)	3	
(Requires 300 contact hours) (Pre: PY 694 Internship I OR Co-occurring)		
__MH 696 Capstone	1	
(Pre: Professor Permission)		

REQUIRED SEMESTER CREDITS FOR CLINICAL MENTAL HEALTH PROGRAM: 61
--

Core Credits (must total 24)	_____
Required Credits (must total 37)	_____
Electives:	_____
Total Credits Earned in Program	_____ (must total 61 or higher)

The following courses are suggested electives that will enhance the student's education, but **do not** replace the required courses.

- | | | | |
|-------|--------|---------------------------------------|-----|
| ___ | HS 677 | Independent Study | 1-3 |
| <hr/> | | | |
| ___ | HS 686 | Seminar for Professionals | 1-3 |
| <hr/> | | | |
| ___ | HS 698 | Thesis I (Pre: Core courses) | 3 |
| <hr/> | | | |
| ___ | HS 699 | Thesis II (Pre: Completion of HS 698) | 3 |
| <hr/> | | | |
| ___ | HS 560 | Management Theory & Practice | 3 |
| <hr/> | | | |
| | | Relevant Elective 500 or higher | |
| | | _____ | 3 |
| <hr/> | | | |

SINTE GLESKA UNIVERSITY
Master of Arts in Human Services
School Counseling - SC
Status Sheet

NAME: _____	ID	NUMBER:

ADDRESS: _____	PHONE:	

_____	Cell	Phone:

EMAIL:		

CORE COURSES

Required for All Students in Master of Human Services Program: **24 Credits**
 Prerequisites for All Core Courses are: Graduate Standing or Professor Permission

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>	<u>GRADE</u>
<u>NOTES</u>			
__HS 500 Professional Studies in Helping Relationships or EDR 600 *first year	3		
__HS 520 Research & Prog. Org. Evaluation	3		
__HS 530 Social & Cultural Diversity	3		
__HS 570 Foundations of Mental Health	3		
__HS 574 Professional Orientation, Ethics, Cultural Values	3		
__PY 533 Counseling Theories	3		
__PY 594 Issues Involving Native American Youth on the Reservation	3		
__PY 617 Career & Lifestyle Development	3		

SCHOOL COUNSELING TRACK: 25 Credits

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>	<u>GRADE</u>
<u>NOTES</u>			
__PY 556 Group Counseling 3 (Pre: PY 533, PY 614, Co-occurring PY 624)			
__PY 557 Human Development & Psychosocial Intervention	3		
__PY 574 Family Counseling and Community Intervention (Pre: PY 533, PY 614, Co-occurring PY 624)	3		
__PY 614 Assessment in Counseling (Pre: PY 533 or Co-Occurring)	3		
__PY 624 Counseling Techniques (Pre: PY 533, PY 614)	3		
__SC 634 Practicum (School Setting) (Pre: All Core Courses, PY 614, PY 624)	3		
__SC 694 Internship I (School Setting)	3		

		(Requires 300 contact hours) (Pre: PY 634)	
___SC	695	Internship II (School Setting)	3
<hr/>			
		(Requires 300 contact hours) (Pre: PY 694 Internship I or Co-Occurring)	
___SC	696	Capstone	1
<hr/>			
(Pre: Professor Permission)			

<i>TOTAL REQUIRED SEMESTER CREDITS FOR SCHOOL COUNSELING PROGRAM: 49</i>	
To be completed at time of graduation:	
24)	Total Core Credits _____ (must total
25)	Total Required Credits _____ (must total
	Total Electives: _____
	Total Credits Earned in Program _____ (must total 49 or higher)

The following courses are suggested electives that will enhance the student's education. These courses do not replace the required courses.	
___PY	538 Psychopharmacology 3
<hr/>	
___PY	644 Diagnosis & Study of Mental Health Disorders (Pre: PY 533, PY 614) 3
___PY	654 Clinical Assessment 3
<hr/>	
___HS	505 Case Management (Pre: PY 533, PY 614) 3
___HS	560 Management Theory & Practice 3
___HS	677 Independent Study 1-3
___HS	686 Seminar for Professionals 1-3
___HS	698 Thesis I (Pre: Core Courses) 3
___HS	699 Thesis II (Pre: HS 698) 3
<hr/>	
	Relevant Elective 500 or higher 3
<hr/>	
	3

**SINTE GLESKA UNIVERSITY
MASTER OF ARTS IN HUMAN SERVICES –
ENHANCED PROFESSIONAL
(MA-HS-EP) STATUS SHEET**

NAME: _____ **ID** _____ **NUMBER:** _____

ADDRESS: _____ **PHONE:** _____

_____ **Cell** _____ **Phone:** _____

EMAIL: _____

ENHANCED PROFESSIONAL (MA-HS-EP)

Total Required Semester Credits for Enhanced Professional Program: 34

<u>COURSE NUMBER & TITLE</u>	<u>CR.</u>	<u>GRADE</u>	<u>YR</u>
___ HS 500 Professional Studies in Helping Relationships * required first year	3		
___ HS 505 Case Management	3		
___ HS 520 Research & Prog. Org. Evaluation	3		
___ HS 530 Social & Cultural Diversity	3		
___ PY 557 Human Development & Psychosocial Intervention	3		
___ HS 560 Management Theory & Practice	3		
___ HS 570 Foundations of Mental Health	3		
___ HS 574 Professional Orientation, Ethics, & Cultural Values	3		
___ PY 594 Issues Involving Native American Youth on the Reservation	3		

__PY 617	Career & Lifestyle Development	3
__HS 690	Field Experience	3
__EP 696	* advanced status; permission; insurance Capstone	1
	* advanced status; permission	

All Required; Total = 34 credits

The following courses are suggested electives that will further enhance the student's education. These courses **do not** replace the required courses above.

__AC 350	Managerial Accounting	3
__HS 677	Independent Study	1-3
__HS 686	Seminar for Professionals	1-3
__HS 698	Thesis I *Permission	3
__HS 699	Thesis II * Permission	3
	Other Relevant Elective/s 500 or higher:	3

Fall 2016

**SINTE GLESKA UNIVERSITY HUMAN SERVICES DEPARTMENT
STATUS SHEET**

NAME: _____ **ID**

NUMBER: _____

ADDRESS: _____ **PHONE:**

EMAIL: _____@sintegleska.edu

ACADEMIC ADVISOR

ASSOCIATE OF ART – AA – HUMAN SERVICES

Recommended for Freshman Year

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>
<u>GRADE</u>	<u>NOTES:</u>	
__EN 101	Freshman English I	3
__EN 102	Freshman English II	3

___ SP 100	Speech Communication	3
<hr/>		
___ MA 150	College Algebra	
	4 _____	
___	Computer Technology: DP 107, CS 101, or ED 201	3
<hr/>		
___	HS 103 Personal Health & Wellness	3
<hr/>		
___	Social Science: SO100, AN200, or PS 100	3
<hr/>		
___	PY 100 General Psychology	3
<hr/>		
___	Biology Science: BI 101 or BI 151	4
<hr/>		
___	LL 101 Lakota Language I	4
<hr/>		

Recommended for Sophomore Year

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>
<u>GRADE</u>	<u>NOTES:</u>	
___ MA 270	Statistics	
	3 _____	
___	Humanities Elective	
	3 _____	
	AI 111, AI 101, AI 201, AS 141, AS 142, AI 115, AI 116, AI 255, MU 130, EN 210, TA 155, EN 201, EN 250, EN 251, CW 241, CW 242, CW 261, CW 271, EN 260, LS 270	
___	Science Elective	3-
4	BI 151, BI 152, BI 245, ESC 101, ESC 121, SC 201, 202, CH 151, LS 118	
___	LS 253 Lakota History & Culture	
	3 _____	
___	IS 230 Tribal Law, Treaties, & Government	3
<hr/>		
___	RG 200 Fundamentals of Rehabilitation	3
<hr/>		
___	HS 200 Fundamentals of the Helping Profession	3
<hr/>		
___	CJ 200 Fundamentals of Criminal Justice	
	3 _____	

___ HS 290 Service Learning I (capstone)

3 _____

AA, Associate of Arts in Human Services, degree total minimum = 60

Fall 2016

p1

**SINTE GLESKA UNIVERSITY HUMAN SERVICES DEPARTMENT
STATUS SHEET**

NAME: _____

ID

NUMBER: _____

ADDRESS: _____

PHONE:

_____ **EMAIL:** _____@sintegl
eska.edu

ACADEMIC ADVISOR

BACHELOR OF ART – BA – HUMAN SERVICES

Recommended for Freshman Year

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>
<u>GRADE</u> <u>NOTES:</u>		
___ EN 101 Freshman English I	3	
___ EN 102 Freshman English II	3	
___ SP 100 Speech Communication	3	
___ MA 150 College Algebra		
4 _____		
___ Computer Technology: DP 107, CS 101, or ED 201	3	
___ HS 103 Personal Health & Wellness	3	
___ Social Science: SO100, AN200, or PS 100	3	
___ PY 100 General Psychology	3	
___ Biology Science: BI 101 or BI 151	4	

___LL 101 Lakota Language I 4

Recommended for Sophomore Year

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>
<u>GRADE</u>	<u>NOTES:</u>	

___MA 270 Statistics
3

___Humanities Elective :
3
AI 111, AI 101, AI 201, AS 141, AS 142, AI 115, AI 116, AI 255, MU 130, EN 210,
TA 155, EN 201, EN 250, EN 251, CW 241, CW 242, CW 261, CW 271, EN 260, LS 270

___Science Elective 3-
4

BI 151, BI 152, BI 245, ESC 101, ESC 121, SC 201, 202, CH 151, LS 118
___LS 253 Lakota History & Culture

3

___IS 230 Tribal Law, Treaties, & Government 3

___RG 200 Fundamentals of Rehabilitation 3

___HS 200 Fundamentals of the Helping Profession 3

___CJ 200 Fundamentals of Criminal Justice
3

___HS 290 Service Learning I (capstone)
3

AA, Associate of Arts in Human Services, degree total minimum = 60

STUDENT	NAME	ID
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BACHELOR OF ART – BA – HUMAN SERVICES

JUNIOR & SENIOR YEAR CORE COURSES – REQUIRED CLASSES, 36 credits

* Eligibility: Students will have junior standing- substantially finished HS-AA degree- before taking below. Important to meet all prerequisites. Note: cannot double-count classes.

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>
<u>GRADE</u>	<u>NOTES:</u>	

___EN 301 Research Writing *Pre/Co-requisite for all
“ADVANCED HUMAN SERVICES ELECTIVES” below 3

___ LS 320 Lakota Teachings & Health 3

___ LAKOTA STUDIES ADVANCED CLASSES, choose one: IS 380, IS 400, LS 321, LS 360. LS 399, LS 405, LS 410, LS 454, LS 458, LS 470. 3

___ LAKOTA LEADERSHIP-MANAGEMENT- related elective, choose one: BA 345, BA 360, BA 450, BA 462, BA 465, BA 475, BA 479, BA 481, EC 405, ED 339. 3

LAKOTA ELECTIVES, choose two: from above “Lakota Studies Advanced Classes” or “Lakota Leadership/Management” group, or “Advanced Junior & Senior Human Services Electives” group below (take care not to duplicate courses).

___ Lakota Elective _____
3

___ Lakota Elective _____
3

___ PY 301 Counseling Methods I: Foundation Skills
3

___ HS 399 Ethics, Legal Issues, & Professionalism
3

___ SO 413 Methods of Social Research
3

___ HS 405 Case Management
3

___ SW 315 Child/Family/Social Policy
3

___ HS 390 Service-Learning II: Lakota-Site Specific
3

ADVANCED JUNIOR & SENIOR HUMAN SERVICES - ELECTIVE CLASSES, 18 credits

Choose one track. All classes have significant writing component, are 3 Credit hours and required a grade of C or higher. ***Consult advisor for guidance and approval***

___ **A. Integrated Track:** Complete minimum **18 credits overall**, spanning all three groups (MH/PY, CJ, CD); with 1 HS

Prefix class allowed on any topic. <OR>

___ **B. Concentration Track:** Complete minimum **18 credits overall**, with minimum 15 credits in one Concentration Track

(PY, CJ, CD): 1 HS class allowed if topic closely related to concentration and approved by advisor.

MENTAL HEALTH/PSYCHOLOGY: PY 356, PY 408, PY 418, PY 428, PY 448, PY 468,

CRIMINAL JUSTICE: CJ 417, CJ 427, CJ 437, CJ 447, CJ 457, SOBA Classes: BA 475, BA 479 BA, 491, <OR>

CHEMICAL DEPENDENCY: CD 411, CD 421, CD 431, CD 441, CD 451, CD 461, PY 356, HS 316, 395, 416 (one max):

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>
___, _____ <u>GRADE</u> <u>NOTES:</u>	3	
___, _____	3	
___, _____	3	

___,	_____	3	_____
___,	_____	3	_____
___,	_____	3	_____

All of Advanced Electives typically offered once/ year, based on student count and Dept. resources. See p. 3 for more details.

SENIOR CAPSTONE- REQUIRED CLASSES, 6 credits

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>
<u>GRADE</u>	<u>NOTES:</u>	
___ HS 490 Service-Learning III: Advanced		
3		
___ HS 460 Human Services Capstone		
3		

BA, Bachelor of Arts in Human Services, degree total minimum =120

ADVANCED HUMAN SERVICES JUNIOR & SENIOR ELECTIVES - DETAILS

- * Elective choices based on student career interest; see advisor for consultation and approval.
- * Advanced English class must either be pre or co-requisite with Advanced HS Electives. As such, all Advanced HS Electives have significant writing component.
- * All Advanced Electives require junior standing minimum; some more.
- * All require C or higher grade.
- * Classes offered typically on an annual rotation, based on student interest and department resources.
- * Complete a minimum of 18 credit hours; more is very desirable and beneficial.

THREE CONCENTRATION AREAS:

1. MENTAL HEALTH/PSYCHOLOGY

PY 356 Group Theories and Practices
 PY 408 Psychology of Human Development
 PY 418 Counseling Methods II: Intermediate Skills
 PY 428 Crisis Intervention: Theories & Practice
 PY 448 Psychology of Abnormal Behavior
 PY 468 Native & Modern Perspectives in Psychology

2. CRIMINAL JUSTICE

CJ 417 Juvenile Theory, Delinquency & Justice
 CJ 427 Correctional Theory & Practice
 CJ 437 Law Enforcement Organization, Operations, & Issues
 CJ 447 Criminal Law
 CJ 457 Criminal Prosecution & Defense
 Sicangu Oyate Bar Association (SOBA) Classes: BA 475 Federal Indian Law
BA 479 Civil &
 Criminal Jurisdiction in Indian Country
BA 491 Sicangu Oyate Bar Association (SOBA) Bar
 Examination & Tribal Court Practice Methods I

3. CHEMICAL DEPENDENCY

* SD Board of Addiction and Prevention Professional Certified Addiction Counselor Classes-
 approved*
 CD 411 Alcohol Use, Abuse, & Dependency (CD 211 version is elective only on AA page)
 CD 421 Drugs: Licit & Illicit (CD 221 version is elective only on AA page)
 CD 431 CD's Impact on Diverse Populations
 CD 441 Foundations of Alcohol & Drug Prevention
 CD 451 Alcohol & Drug Treatment Continuum
 CD 461 Counseling Families with Alcohol or Other Drug Issues
 PY 356 Group Theories and Practices

OTHER ADVANCED ELECTIVES

- * Can take on a limited basis classes from below, with Advisor approval.

HS 316 Topics in HS _____ (varied credit-
 junior/senior level)
 HS 395 Independent Study: _____ (varied credit-
 junior/senior level)
 HS 416 Topics in HS _____ (varied credit- advanced
 senior level)

Student Signature: _____ Date:

Advisor Signature: _____ Date:

REVISED: 08/16

Program History

Historically guided by the founding fathers of Sinte Gleska University (SGU) has responded to the needs of the Sicangu Lakota Oyate. Several events occurred locally and state-wide in the past several years to further this effort. The first event was in the late 1990's, after input was gained from reservation-area organizations, helping professionals, and SGU's Lakota Studies Department, Human Services Undergraduate Program staff dedicated themselves to the development of a Master of Arts in Human Services. This degree was accredited under North Central Association of Colleges and Schools in 2002 and the first graduates were honored in 2005. These graduates earned either the Community Counseling or Human Services General emphasis. Two other goals at that time were to develop a related School Counseling Degree and change the general track into a Management Degree. Due to resource issues, those goals were postponed.

During recent years, both students and staff from South Dakota Reservation schools have voiced the call for SGU to develop a School Counseling Program. Previously, area students had completed a School Counseling Program at another state university. Though this program was of high quality, those involved in the Reservation school setting perceived the need for courses focusing on specific concerns of the Reservation youth, including knowledge and awareness of both traditional and contemporary Lakota ways. Additionally, it is evident many issues Reservation school counselors face are intense problems, such as Post Traumatic Stress Disorders, Suicides, Alcohol and Drug Abuse, Conduct Disorders, etc., with limited referral resources. The scope of such counseling often went beyond guidance. Thus, arose the request for a School Counseling Program that meets tribal, state, and national standards, including advanced clinical skills training.

At the same time the students and schools were stating this need directly to the Human Services Department Staff and the faculty of the undergraduate and graduate Education programs, a survey was being developed through a different venue. As a requirement for a graduate course in Education, the Director of the Oceti Sakowin Consortium, a consortium made up of over 20 elementary and secondary schools with Native American populations in South Dakota, developed a survey to find out what graduate programs SGU could help the reservation schools with. The data from the survey indicated a high interest in training school counselors.

Lastly, during the winter months of 2009, the President of SGU, Dr. Lionel Bordeaux, conducted a series of 21 community meetings on the Rosebud Reservation. The intent was to determine how SGU could fulfill the needs of the people. One of the themes developed from these meetings was the need for SGU to train local people to fill positions of counselors, especially in schools.

In February of 2009, staff from the Human Services Department and Education Department at SGU met to start the development of a School Counseling Program. A status sheet was developed, with the Departmental Chairs approving the program on November 6, 2009 and the Faculty Council endorsing the School Counseling

Program on November 20, 2009. The School Counseling Program was certified by the South Dakota State Board of Education on January 5, 2010. Students who complete the School Counseling Degree will be eligible to apply for a License as a Professional Counselor (LPC) in the State of South Dakota.

Also during 2009, curricula for the Community Counseling Program were updated to be equivalent to the new CACREP (Council for Accreditation of Counseling & Related Educational Programs) requirements for a Clinical Mental Health Degree (the prior Community Counseling Degree was phased out). This program meets all the requirements needed to apply to become a Licensed Professional Counselor in South Dakota and provides courses that meet South Dakota's second tier of licensing as a Licensed Professional Counselor ~ Mental Health.

Fall 2015 a third track was added, the Enhanced Professional (EP). It is designed to strengthen knowledge and skills in the areas required by CSHSE, Council for Standards on Human Services Education. EP Track degree graduates will be able to move up in their chosen profession, earn more compensation, better serve their organization and the community. Some will move into management, leadership, and teaching positions.

Thus, the dreams of the people are coming full circle.

Mission Statement

The Human Services Department at Sinte Gleska University is committed to fully support the overall SGU Mission Statement. Therefore, the Human Services Department will provide students and graduates a rigorous academic experience reflective of contemporary education and Sicangu Lakota knowledge and values. Bachelor of Art (BA) graduates will be competent and skilled professional helpers. Graduates will be fully prepared to serve in helping positions or go on to successfully complete graduate studies. BA graduates will also have an appreciation of the Lakota way of life, weaving the *Wolakota* philosophy into both professional and personal domains, Graduates will also be active critical thinkers and self-starters who are productive and contributing citizens. Lastly, BA graduates will be personally committed to healthy, responsible lifestyles.

General Information

BA Program.

The BA Human Services is one of the two original Bachelor of Arts degrees when Sinte Gleska College started. It has endured since then, with a number of updates. Students are not required to "apply" for being a Human Services major. However, to finish the sophomore level, move up to junior status, and complete advanced classes, each student must submit Service-Learning applications, undergo review and approval, and secure insurance coverage. Most recent is the addition of the full menu of CAC (Certified Addiction Counselor) classes, an improvement dictated by stakeholder requests to provide SD Board of Addiction and Prevention Professional (SD BAPP) approved classes. Copy of the CAC Tracking/Advising status sheet attached. External review of the BA Program is not required, as in the sense of accreditation, but we bill this degree as Council for Standards on Human Services Education (CSHSE) equivalent. We expect that CSHSE accreditation will be required someday, but when is speculative. Those standards and our curriculum matrix are included in this tabbed section.

MA Program.

The MA Human Services was approved by the HLC and started in 2002. This August 2015, almost 50 students will have earned an MA degree. The MA Program has undergone key updates in the past decade-plus. The Counseling track is now updated and split into two: Clinical Mental Health and School Counseling. The initial General Track is now updated and titled Enhanced Professional which provides for students who wish to enhance and strengthen their academic education and career. This is done through a wide spectrum of courses that address professionalism, ethics, human services client focused care, organizational development, management, and leadership. This is a non-counseling focused program of study. The Program Handbook gives a broad and detailed picture of program operations. Included at its end is the extensive MA application. Finishing courses, (practicum, internship, field experience) have their own Handbook, included. Two most recent curricular changes are: one, increasing the Clinical Mental Health track to 61 hours and two, reformulating the old general track into a more contemporary Enhanced Professional one which requires a minimum of 34 credit hours and is a non-counseling focused program of study. In order for the MA counseling Program to produce credible graduates who can gain certification and licensure, the program aligns with CACREP (Council for Accreditation for Counseling and Related Educational Program, standards included), SD LPC-MH (South Dakota Licensed Professional Counselor-Mental Health), SD DOE (South Dakota Dept. of Education) and CSHSE standards (included). Also included is a page with links to these various stakeholders which will further inform the reader as to academic and programmatic standards. Curriculum matrices are included. External reviews: The School Counseling track is scheduled for Spring 2017. The Counseling tracks will need to be upgraded and accredited by CACREP by the end of 2021 if our counseling grads wish to gain licensure. More on these developments are provided in Section 7.

Separate Application Process**UNDERGRADUATE-GRADUATE ADMISSION APPLICATION****CAMPUS SITE: Sinte Gleska University**

Entrance Level: _____ **Undergraduate** _____ **Graduate**

Semester Entering: Spring 20 _____ Fall 20 _____ Summer 20 _____

Student Classification: **Beginning/First Time** **Senior**

Freshman **Graduate Student**

Sophomore **Transfer**

Junior **Workshop**

PERSONAL DATA:

Name: _____ **SSN#:** _____ - _____ - _____

(Last) (First) (Middle)

Address: _____

(PO Box) (City) (State) (Zip)

Home Phone: _____ Work Phone: _____

Email Address: _____

Date of Birth: _____ Male Female Marital Status: Single Married

Ethnic Origin: Indian Non-Indian U.S. Citizen? Yes No

Are you an enrolled member of a federally recognized tribe? Yes No

Tribe/Agency

Location: _____

Do you require services for a disability? Yes No

Emergency contact

Name: _____ Phone: _____

Relationship: _____

Are you a first generation student? (Do your parents have a four year college degree?) Yes No

Are you a single parent? Yes No Are you eligible for Veteran’s Benefits? Yes No

Educational Data:

Do you have a high school diploma? Yes No Graduation Date: _____

Do you have a GED? Yes No Date of completion: _____

List all colleges/universities attended:

Name Location Dates of attendance Degree earned

Name	Location	Dates of attendance	Degree earned
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Are any of these credits being transferred to Sinte Gleska University? Yes No

If yes, please request an official transcript from each institution.

Major: (All students must declare a major, please indicate one only)

Art Institute Human Services Graduate Education Program Institute of Technologies

Arts & Science Lakota Studies Human Services Graduate Program

Business Education Education Re-certification/Workshop

Signed: _____ Date: _____

Please complete the following:

Is English your primary language? Yes No

Are you a bilingual speaker? Yes No What languages? _____

Family Data:

Mother's Full Name: _____

Is your mother enrolled in a Federally recognized tribe? Yes No

Which Tribe? _____

Father's Full Name: _____

Is your father enrolled in a Federally recognized tribe? Yes No

Which Tribe? _____

Resident Status:

Do you reside on a reservation? Yes No

Are you a resident of South Dakota? Yes No **If not, which state?** _____

Employment Status:

Full-time Part-time Unemployed Seeking Employment Self Employed

Do you consider yourself to be low income? Yes No

To the best of my knowledge, the information provided on this application is true and correct.

**APPLICATION FOR ADMISSION
MASTER OF ARTS – HUMAN SERVICES
SINTE GLESKA UNIVERSITY
PO BOX 105
ROSEBUD SIOUX RESERVATION
MISSION, SOUTH DAKOTA 57555
CHARTERED BY THE REOSEBUD SIOUX TRIBE 1971**

Personal information:

Name _____
Last First Middle

Other names used on past academic records: _____

Sex: Male ___ Female ___ Date of Birth _____ / _____ / _____
Month Day Year

Are you an enrolled tribal member? If so, which tribe? _____

Tribal members need to provide a Certificate of Indian Blood to the registrar.

Address:

Street _____ City _____ State _____ Zip Code _____

Telephone () _____ E-mail _____

Address: _____

Cell Phone: () _____ Work Phone: () _____

Academic History:

Institutions attended beginning with high school to present (including SGU):

Name of Institution date earned	Location	Dates Attended	Degree &
Name of Institution date earned	Location	Dates Attended	Degree &
Name of Institution date earned	Location	Dates Attended	Degree &
Name of Institution date earned	Location	Dates Attended	Degree &
Name of Institution date earned	Location	Dates Attended	Degree &

Describe your undergraduate degree or previous graduate work: _____

Professional Experience: (List all professional and non – professional experience).

Position	Responsibilities	Dates	Reason Left

References:

List the three people you have asked for letters of recommendation. They should be familiar with your professional and educational work and be able to evaluate your probable success as a graduate student.

<u>Name</u>	<u>Position</u>	<u>Address</u>

Please check which program(s) you are interested in?
 Clinical Mental Health School Counseling Human Services
 Administration

Where did you first learn about the Graduate Program? _____

Checklist: (documents to include with your application)	
___	Copy of Official Transcripts of all previous college work (Full admission requires a cumulative GPA of 2.7 and a 3.0 average for the last 30 hours of course work).
___	Resume
___	Answer to these questions and statement:
___	1. Why do you seek admission to this program?
___	2. Discuss your leadership abilities, service to your community, skills, extraordinary accomplishments, and contributions that you would bring to Indian country.
___	3. What are your short term and long term goals?
___	Copy of Degree of Indian Blood (DIB)
___	Signed Personal Self Disclosure Statement

I certify that the information on this form is complete and accurate.

Signature of Applicant: _____ Date _____

Mail all materials to: **Master of Arts – Human Services
Sinte Gleska University
PO Box 105
Mission, South Dakota 57555**

Deadline for submission of material is three weeks before the start of the semester of enrollment.

1/10

**SINTE GLESKA UNIVERSITY
APPLICATION FOR GRADUATION**

CHAIR: Be advised of the procedure to certify the “Graduate”. The “Degree Earned” cannot be posted by the Registrar’s Office until the following requirements are met.

Submit the below:

- 1) Completed Graduation Application (this page).
- 2) Completed Status Sheet (attach)
- 3) Transfer Credit Worksheet (if applicable)
- 4) All official transcripts (for credits transferred)

Student Name (print) _____ ID _____

Student Signature _____ date app made _____

Advisor Name (print) and signature _____

Degree Major _____

Earned Concentration or Minor _____

Level (circle one)

- Certificate AS (Associate of Science)
- AAS (Associate of Applied Sciences) BA (Bachelor of Arts)
- AA (Associate of Arts) BS (Bachelor of Science)
- M.Ed. (Master’s in Education) MA (Human Services)

All Transfer Credits Approved and Official Transcripts on File?

()Yes ()No ()Not applicable. If “yes”, transfer credits worksheet must be completed and attached

All coursework completed? ()Yes ()No

Class: _____ Date to be done _____

Class: _____ Date to be done _____

Class: _____ Date to be done _____

Class: _____ Date to be done _____

Class: _____ Date to be done _____

Class: _____ Date to be done _____

All “Incompletes” and other miscellaneous discrepancies resolved? ()Yes ()No

If no, state reason and action: _____

In “Good Standing”? ()Yes ()No <2.0 cum gpa or better; 2.5 Education; 3.0 Graduate>

Cleared through the SGU Billing Department? ()Yes ()No

All the above Concerns are satisfactorily addressed and answered in the affirmative. The student is certified to graduate.

Chair’s Name (print) and Signature Dept. Date

<<insert here>>

Section 2. Program alignment with college mission and purposes

This can include evidence of departmental caucuses reflecting assessment of these criteria. Provide a description of how the program’s mission, design, and program learning outcomes align with SGU’s mission, values, and purpose statement, including

Wolakota. Include a statement of how Wolakota is promoted in the program. Provide examples.

<p>Sinte Gleska University provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation and culture, concerned about the future, and willing to work to see the institution grow. It provides each Lakota person the opportunity to pursue an education and does so in a way that is relevant to career and personal needs. Sinte Gleska University graduates will help determine the future development and direction of the Tribe and its institutions. The mission of Sinte Gleska University is to plan, design, implement and assess post-secondary programs and other educational resources uniquely appropriate to the Lakota people in order to facilitate individual development and tribal autonomy.</p>	<p>The Human Services Department at Sinte Gleska University is committed to fully support the overall SGU Mission Statement. Therefore, the Human Services Department will provide students and graduates a rigorous academic experience reflective of contemporary education and Sicangu Lakota knowledge and values. Bachelor of Art (BA) graduates will be competent and skilled professional helpers. Graduates will be fully prepared to serve in helping positions or go on to successfully complete graduate studies. BA graduates will also have an appreciation of the Lakota way of life, weaving the Wolakota philosophy into both professional and personal domains, Graduates will also be active critical thinkers and self-starters who are productive and contributing citizens. Lastly, BA graduates will be personally committed to healthy, responsible lifestyles.</p>
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<<describe how mission supports SGU mission and promotes Wolakota>>

Talk about how the work you are being trained to do fits with your culture and vice versa and how that is discussed in the classroom

Section 3. Alignment with Community Needs

Provide information about graduates from the program during the past 4 years, to include higher education they may be pursuing, or did pursue, employment they have, and locale of residence. Provide labor market information related to the program and provide information about starting wages identified for such programs per the Department of Labor statistics. Describe any partnerships with outside entities that provide internship or practicums for students in the program. Include information from employer surveys.

Graduates

Human Services BA Graduation Data and Post College Activity

YEAR	BA GRADS - NAMES	POST COLLEGE ACTIVITY
2012	Michelle Colombe	
2012	Marie Chasing Hawk	
2012	Cindy DuBray	RST VP Office
2012	Rayni Gassman	
2012	Kristin Herman	MA student Headstart
2012	Casey Krogman	MA student
2012	Lila Leader Charge	Law School
2012	William Long IV	TCSD
2012	Stephanie Moran	TGKP?
2012	Carmen Swift Hawk	
2013	Victoria Arcoren	MA student
2013	Laurie Beauchamp	MA student

2013	Nikita Black Bear	
2013	Brittany Gunhammer	RST Alc/Meth
2013	Thomasine LaPointe	SC&FS
2013	Alicia Medicine Eagle	TGKP
2013	Valinda Shoon	MA student
2013	Maria Valandra	TGKP
2014	Geraldine Provencial	St. Francis Mission
2014	Eldon White Pipe	
2014	Cecelia Wright	LBCC staff

MA Grads

2012	Edwina Brown Bull	Mental Health Counselor- Little Wound High School/ Kyle, SD
2012	Kim Coon	Counselor-Volunteers of America- Dakotas/ Sioux Falls, SD
2012	Haelee Engel	Therapist- Associate in Counseling/ Colorado Springs, CO
2012	Darlene Medicine Crow	Counselor- Child Safe- Domestic Violence Program/ Ft. Thompson, SD
2012	Marlow Medicine Crow	Disability due to medical.
2012	Warren Pourier, SR.	Mental Health Counselor- Little Wound High School/ Kyle, SD
2012	Ann Valandra	Counselor- Rosebud Sioux Tribe Alcohol & Drug Treatment Program/ Rosebud, SD
2013	Dale Bessey	Was Counselor at Heart Room at Todd County, but was injured; but still on track for licensing
2013	Cory Lemmert	Counselor- Southern Plains Behavioral Health Center/ Mission, SD
2013	Valerie Ewing	School Counselor- Winner High School/ Winner, SD
2013	Tammy Keller	Was School Counselor at Todd County; recently decided to stay home with two small children
2013	Dana Haukaas	Principal at Little Wound School in Kyle; was school counselor till promoted
2014	Richard Moves Camp	Family Counselor-Alcohol Program in Crow Creek
2014	Charlene Phelps	Counselor/teacher- Porcupine Elementary School/ Porcupine, SD

Labor Market Information

Substance Abuse and Behavioral Disorder Counselors

Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$12.17	\$15.10	\$18.88	\$24.05	\$29.53
	Yearly	\$25,300	\$31,400	\$39,300	\$50,000	\$61,400
South Dakota	Hourly	\$12.92	\$14.99	\$17.06	\$19.47	\$22.30
	Yearly	\$26,900	\$31,200	\$35,500	\$40,500	\$46,400

State and National Trends - Substance Abuse and Behavioral Disorder Counselors

United States	Employment		Percent Change	Projected Annual Job Openings [†]
	2014	2024		
Substance Abuse and Behavioral Disorder Counselors	94,900	116,200	+22%	4,110
South Dakota	Employment		Percent Change	Projected Annual Job Openings [†]
	2012	2022		
Substance Abuse and Behavioral Disorder Counselors	550	640	+16%	20

[†]Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Employment Trends and the National Employment Trends are not directly comparable. The projections period for state data is 2012-2022, while the projections period for national data is 2014-2024.

Rehabilitation Counselors

Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$10.19	\$12.79	\$16.53	\$21.91	\$28.75
	Yearly	\$21,200	\$26,600	\$34,400	\$45,600	\$59,800
South Dakota	Hourly	\$12.72	\$14.87	\$17.32	\$20.97	\$26.69
	Yearly	\$26,500	\$30,900	\$36,000	\$43,600	\$55,500

State and National Trends - Rehabilitation Counselors

United States	Employment		Percent Change	Projected Annual Job Openings [†]
	2014	2024		
Rehabilitation Counselors	120,100	130,900	+9%	3,600
South Dakota	Employment		Percent Change	Projected Annual Job Openings [†]
	2012	2022		
Rehabilitation Counselors	370	410	+11%	10

Mental Health Counselors

Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$12.52	\$15.54	\$19.64	\$25.37	\$32.18
	Yearly	\$26,000	\$32,300	\$40,900	\$52,800	\$66,900
South Dakota	Hourly	\$14.83	\$16.92	\$20.14	\$23.34	\$28.26
	Yearly	\$30,800	\$35,200	\$41,900	\$48,500	\$58,800

State and National Trends - Mental Health Counselors

United States	Employment		Percent Change	Projected Annual Job Openings [†]
	2014	2024		
Mental Health Counselors	134,500	160,900	+20%	5,450
South Dakota	Employment		Percent Change	Projected Annual Job Openings [†]
	2012	2022		
Mental Health Counselors	270	310	+15%	10

Educational, Guidance, School, and Vocational Counselors

Location	Pay Period	2014				
		10%	25%	Median	75%	90%
United States	Hourly	\$15.37	\$19.66	\$25.66	\$33.29	\$41.64
	Yearly	\$32,000	\$40,900	\$53,400	\$69,200	\$86,600
South Dakota	Hourly	\$14.10	\$15.97	\$18.19	\$22.29	\$26.98
	Yearly	\$29,300	\$33,200	\$37,800	\$46,400	\$56,100

State and National Trends - Educational, Guidance, School, and Vocational Counselors

United States	Employment		Percent Change	Projected Annual Job Openings [†]
	2014	2024		
Educational, Guidance, School, and Vocational Counselors	273,400	295,900	+8%	7,970
South Dakota	Employment		Percent Change	Projected Annual Job Openings [†]
	2012	2022		
Educational, Guidance, School, and Vocational Counselors	630	660	+6%	20

<<insert comments regarding labor market data>> no data for SD for Community Health Workers

Section 4. Student Participation and Success

Complete a table for each degree plan within your program to include figures for the past 4 years for annual enrollment to include the number of new students to the program; continuing students; completers; drop/stop out; and still enrolled at the end of the academic year.

Program:	Academic Year	New Students	Continuing Students	Completed	Retained (Still Enrolled)	Withdrew (Drop or Stop Out)
	2015-2016					

2014-2015					
2013-2014					
2012-2013					

Some programs provide required courses for other degree programs (e.i. Lakota Studies or Art History). List any of those courses that are provided by your program and provide an average number of students non-program students who attend those courses. Also list any courses that you offer for non-degree seeking students.

<<discuss personal health and wellness and general psych as courses required by other programs>>

Section 5. Program Learning Outcomes and Curriculum and Instruction

- a) Describe the process used to evaluate student progress toward program learning outcomes. Include the curriculum map for the program. Provide a summary of outcome data, if available, and describe any adjustments to the program that have been made or considered as a result of learning outcome data.

Curriculum Map for Master of Arts in Human Services: Clinical Mental Health, School Counseling, & Enhanced Professional

Courses Aligned to Goals and Objectives	PLOs and Objectives				
	1. The graduate will demonstrate Wolakota values by synthesizing this perspective into professional and personal domains, while becoming a critical thinker and agent of change	2. Graduate demonstrates analytical thought through effective and innovative communications, presentations, and trainings.	3. Graduate will be able to synthesize professional research that improves the quality of life for the Oyate.	4. Graduate will demonstrate appropriate skills commensurate with the professional standards of the chosen career setting.	5. Graduate will apply and uphold professional, ethical, and legal standards within his/her chosen discipline.
HS 500	I	I	I		I
HS 505	I	I	I	I	I
HS 520	I		R		R
HS 530	I	I	I	I	I
HS 560	I	I	I		I
HS 570		R	R		R
HS 574	R	R	R		R
HS 690	M, A	M, A	M, A	M, A	M, A
HS 696	M, A	M, A	M, A	M, A	M, A
PY 533		R	I	I	R
PY 538		R	R	R	R
PY 556	M	M	M	M	M
PY 557	R	R	R	I	R
PY 574	M	M	M	M	M
PY 594	R	R	R	R	R
PY 614		R	R	M	M
PY 617		M	R	R	R

PY 624	M	M	M	M	M
PY 634	M, A	M, A	M, A	M, A	M, A
PY 654		M	M	M	M
PY 664	M	M	M	M	M
PY 694	M, A	M, A	M, A	M, A	M, A
PY 695	M, A	M, A	M, A	M, A	M, A

Curriculum Map – Associates of Arts (AA) Human Services				
Courses	Learning Outcomes			
	I. APPRECIATE AND INTEGRATE THE LAKOTA WAY OF LIFE (WOLAKOTA) BY SYNTHESIZING THIS INTO BOTH PROFESSIONAL AND PERSONAL DOMAINS.	II. BE AN ACTIVE CRITICALTHINKER AND SELF STARTER; BE A PRODUCTIVE AND CONTRIBUTING CITIZEN (CHANGE AGENT).	III. BE A COMPETENT AND SKILLED HUMAN SERVICES HELPER.	IV. DEMONSTRATE A HEALTHY, RESPONSIBLE LIFESTYLE.
*EN 101, *102	<p>These classes are designed to generally prepare students for college-level academics covering a broad scope of subjects. All but two are general education/core courses. The two additional ones are added to the HS major as essential knowledge for professional helpers: IS 230 (knowledge of treaties along with historical and contemporary government) and LL 102 (expanded Lakota Language knowledge/skills).</p>			
*SP 100				
*MA 150				
MA 270				
*DP 107 or equiv				
*Human Elec				
PY 100				
SO 100 or equiv				
*BI 101				
BI 151equiv				
*LL 101				
*LS 253				
*HS 103				
IS 230				
RH 200				
CJ 200				
HS 200				
HS 290				

The below box lists Human Services-Dept. originated and required classes:

<i>*HS 103</i>	I	I	I	I
<i>PY 100</i>	I	I	I	I
<i>RH 200</i>	I, R	I, R	I	I, R
<i>CJ 200</i>	I, R	I, R	I	-
<i>HS 200</i>	I, R	I, R	I	I, R
<i>HS 290</i>	I, R	I, R	I, R, A	I, R

Curriculum Map – Bachelor of Arts Human Services (p.1 of 2)
Freshman - Sophomore Level

Courses	Learning Outcomes			
	I. APPRECIATE AND INTEGRATE THE LAKOTA WAY OF LIFE (WOLAKOTA) BY SYNTHESIZING THIS INTO BOTH PROFESSIONAL AND PERSONAL DOMAINS.	II. BE AN ACTIVE CRITICALTHINKER AND SELF STARTER; BE A PRODUCTIVE AND CONTRIBUTING CITIZEN (CHANGE AGENT).	III. BE A COMPETENT AND SKILLED HUMAN SERVICES HELPER.	IV. DEMONSTRATE A HEALTHY, RESPONSIBLE LIFESTYLE.
*EN 101, *102 *SP 100 *MA 150 MA 270 *DP 107 or equiv *Human Elec PY 100 SO 100 or equiv *BI 101 BI 151equiv *LL 101 *LS 253 *HS 103 IS 230 RH 200 CJ 200	These classes are designed to generally prepare students for college-level academics covering a broad scope of subjects. All but two are general education/core courses. The two additional ones are added to the HS major as essential knowledge for professional helpers: IS 230 (knowledge of treaties along with historical and contemporary government)			

HS 200				
HS 290				
Curriculum Map – Bachelor of Arts Human Services (p.2 of 2) Junior-Senior Level				
Courses	Learning Outcomes			
	I. APPRECIATE AND INTEGRATE THE LAKOTA WAY OF LIFE (WOLAKOTA) BY SYNTHESIZING THIS INTO BOTH PROFESSIONAL AND PERSONAL DOMAINS.	II. BE AN ACTIVE CRITICALTHINKER AND SELF STARTER; BE A PRODUCTIVE AND CONTRIBUTING CITIZEN (CHANGE AGENT).	III. BE A COMPETENT AND SKILLED HUMAN SERVICES HELPER.	IV. DEMONSTRATE A HEALTHY, RESPONSIBLE LIFESTYLE.
EN 301	<p style="text-align: center;">These classes are required ones for all Human Services juniors/seniors. They all originate from other departments and provide important support. Included is proficiency in English, Math & Statistics, advanced knowledge in Lakota Studies, plus electives intended to round out the student’s exposure and experience. Two of the electives are to be “relevant” ones. They allow students to take classes from other departments that are interesting to and expand upon the Human Services discipline --- Examples are: Conflict Management (Business Dept.), Special Education classes, Adolescent Psychology (Education Dept.).</p>			
LS 320				
IS 380 or equiv.				
BA 345 or equiv.				
LS, IS or HS 300 equiv.				
PY 301				
HS 399				
SO 413				
HS 405				
SW 315				
HS 390				
HS 490				
HS 460				
HS Elective Above PY 400				
CJ Elective Above CJ 400				
CD Elective Above CD 400				

The below box lists Human Services-Dept. originated and required classes:

Courses	Learning Outcomes			
	I. APPRECIATE AND INTEGRATE THE LAKOTA WAY OF LIFE (WOLAKOTA) BY SYNTHESIZING THIS INTO BOTH PROFESSIONAL AND PERSONAL DOMAINS.	II. BE AN ACTIVE CRITICAL THINKER AND SELF STARTER; BE A PRODUCTIVE AND CONTRIBUTING CITIZEN (CHANGE AGENT).	III. BE A COMPETENT AND SKILLED HUMAN SERVICES HELPER.	IV. DEMONSTRATE A HEALTHY, RESPONSIBLE LIFESTYLE.
<i>*HS 103</i>	I	I	I	I
<i>PY 100</i>	I	I	I	I
<i>RH 200</i>	I, R	I, R	I	I, R
<i>CJ 200</i>	I, R	I, R	I	-
<i>HS 200</i>	I, R	I, R	I	I, R
<i>HS 290</i>	I, R	I, R	I, R, A	I, R
<i>PY 301</i>	I, R	I, R	I, R	I, R
<i>SO 413</i>	-	I, R, M	-	-
<i>HS 405</i>	-	I, R, M	I, R, M	I, R
<i>SW 315</i>	I, R	I, R, M	I, R	I, R
<i>HS 399</i>	I, R	I, R	R, M	R, M
<i>HS 390</i>	I, R, A	I, R, A	I, R, A	I, R, A
<i>HS 490</i>	R, M, A	R, M, A	R, M, A	R, M, A
<i>HS 460</i>	R, M, A	R, M, A	R, M, A	R, M, A

b) Attach a current syllabus for each program-specific course in the degree program. (Appendix A)

c) Provide a composite of student evaluations for each instructor, including adjunct instructors, teaching in the program for the *current academic year*. Based on the data from the student evaluations, what decisions were made regarding what worked, what didn't work, and what decisions were made at the course and program level.

<<insert response>>

Section 6. Human, Financial, and Physical Resources

a) Using the chart on the next page, list full-time and adjunct instructors teaching in the program, including their degree attainment and/or evidence of known expertise in their content area. Describe the strengths this instructor brings to the program. Summarize professional development activities completed by

faculty/staff over the past four years. Also provide SGU committee participation and community service activities completed by each.

PROGRAM HUMAN RESOURCES (FACULTY) HUMAN SERVICES DEPARTMENT 2016						
Instructor	FT / A Status	Degree/Known Expertise	Strength to Program	PD Accomplished or Attended	Active SGU Committee Membership	Community Service Completed
Burdette Clifford	FT	MS degree in Vocational Rehabilitation counseling and BS degree in Psychology; experience in Behavioral Health counseling, Biofeedback and Stress Management therapy, Program Assessment, Program management.	Instructor in and experience with Vocational Rehabilitation counseling and Behavioral Health counseling, Biofeedback and Stress Management therapy, Program Assessment, and management.	Served as SGU Dean of Human Services Department 18 years; SGU, SGU Family Life program evaluator 10 years Circle of Care grant program manager. ASIST and QPR Trainer. USD-APA grant SGU site Director. Tiwahe Glukinipi program Vocational Rehabilitation and Assessment person 3years; RST Suicide Prevention program evaluator 3 years.	Human Services Department Chairperson for the graduate and undergraduate degrees. Jenzibar Committee training.	Presently, Board member for the Boys and Girls Club of Rosebud, and for the SD Center for Disabilities advisory board. Member of the RST Ethics Commissioner board. Past Advisory boards: RST PONI-JDC, SD-NAMI, SD-ADVOCACY, RST Head Start, and Suicide Prevention;
Sheryl L. Klein	FT	M. S. Criminal Justice with Counseling Concentration.	Experienced. Proficient with technology-based learning. Familiar with tribal/local/regional CJS. Capable advisor and user of advising technology. Enrolled/completed 18 hours of Lakota Studies courses. Integrates Lakota content into classes.	Developed and delivered e-learning courses to help SGU faculty do their own e-learning classes. Law School Advisor who hosted Nov. 15 Recruitment event.	Recent years, but not currently: Chairpersons, Assessment, Technology Current: Faculty Council	In the past served on planning committee for RST Corrections. Helped host SDSU faculty/student campus visits. Volunteers/mentors school age children through local church.

			Led the successful effort to establish the M.A. Human Services Degree, the various updates to it including the most recent EP, Enhanced Professional Track. Led the successful effort to update and obtain SD approval for the Chemical Dependency Program curriculum.			
Kevin Hoch decora	Ft	Masters of art in Clinical Psychology Bachelors of arts in Mental Health with emphasis in Vocational Rehabilitation Associates degree in Human Services	Teaching in Master's program and undergraduate program.. Is a Male Therapist and from the community. Trained as an ASIST (applied Suicide intervention Skills training) trainer of trainers. Utilizes team building activities in courses certified Level 2 High ropes course instructor. Level 2 certified US archery instructor coaches archery team at Sinte Gleska. Successful male from the actual community.	N/A	Faculty development committee	Volunteer at Boys and Girls Clubs of Rosebud teaches archery and coaches lacrosse. Provides Men health which includes basketball and weight lifting through SGU. Provides free counseling services for youth.
Julia E. Cahill, MA	FT	Master's degree in clinical mental health. Counselor for SGU Employee Assistance and Student Assistance Program. Teach undergrad and Masters classes and Human Services course and adjunct.	29 (+) years employed at SGU. 12(+) years teaching. Successful female from the community.		Faculty Development.	White Buffalo Calf Women Society working with domestic abuse with Native families. Tiwahe Glu Kini PI assessment in the community with

						youth and young adults, volunteer working in recovery movements ASIST certified, choice theory certification. Training for Sicangu Child and Family services employees, group training for WBCWS advocates. Working towards LPC.
--	--	--	--	--	--	--

- b) Describe how the staffing of your program is meeting the needs of your program; include any gaps you anticipate needing to address.

BA Program Future

1. The present BA staffing (three full-time faculty members) is sufficient to continue offering the classes displayed on the current AA and BA status sheets. Enrollment and graduation rates have over the long-term been fairly stable. Our contacts with local Human Services organizations indicate continued demands for our graduates. Presently, we do not foresee any significant changes in our enrollment numbers or the employment market.

MA Program Future

1. The present physical space is adequate.
2. MA staffing is significantly inadequate and as of August 2015 will be completely void. Fiscally, larger investment of funds is needed if the MA Program is to be viable.
3. But before one explores budgeting, SGU Leadership needs to make a policy decision whether a MA degree in Human Services is wanted. If yes, then, decisions need to be made as to which Track/s are feasible and capable of sustained support. In the next four years (and longer)...
4. Lower Investment (cost and faculty): Enhanced Professional Track.
5. The Enhanced Professional Track is the lowest cost financially and resource-wise. It does not require accreditation – and our best guess is that status will continue in the near future. The EP Track involves 34 credit hours, the shortest of the tracks. It can be delivered by one doctoral faculty who holds a related Ph.D. --- but not one that includes clinical experience and related licensure. Also, the EP track menu of classes can all be done online as blended (mostly) classes. Those are the upsides. The downside is the degree will have less appeal as it is a generalist one. It does not lead to certification (as in the School Counselor track) nor the licensure for professional counselors (the Clinical Mental Health track). Local needs for trained counselors will not be met. But the EP track will help those who want to move up the ladder, say into management or college teaching. Note: EP track classes are almost all included as a subset of the counseling track classes (only 6 credits out of 34 are unique to the EP track).
6. Higher Investment (cost and faculty): Counseling Tracks.
7. Both Counseling tracks involve about double the credits and double the resources. The School Counseling Track currently requires 49 credit hours, but will likely be increased to 60 or more (per SD DOE Board member). The Clinical Mental Health one is already 61 hours. Both of these tracks also include weighty practica and internships that require specialized clinically experienced and licensed faculty to handle.
8. Stakeholders expect more. Our current status is as a “CACREP – equivalent” program. Ensuring our coursework and program delivery meets CACREP standards is key. Thus, to support these counseling tracks involves much higher cost and more resources, say two to three times the EP track.

9. In spring 2017, just one and a half year from now, the School Counseling Track will undergo another SD DOE review. Passing that is required if continued certification is to be had. Note Steve Feictner of the SD DOE says this review evaluates our school counseling program in light of CACREP standards. For the 2017 review demonstrating CACREP equivalency is enough. And the possibility of increased credit hours is a related challenge.
10. A looming bigger challenge will be the need to actually secure CACREP accreditation by 2021. The bar will be set higher nationwide. By 2022 academic programs must be accredited if their grads are to be eligible for the NCC National Counselor Certification test. That is a big factor in getting employment. Even though this sounds far off, it leaves only 6 years to recruit and retain at least two (maybe more?) full-time Ph.D. faculty, do the self-study thing, then successfully complete the accreditation process. And keep up accreditation thereafter.
11. So, to deliver a MA School Counseling and Clinical Mental Health program we will be held to much higher standards as far as budget, internal support, and satisfying stakeholders.
12. Please see the MA stakeholders list of webpage links if one wants more detailed information on standards, accreditation, certification and licensure.

<<insert comments>>

c.) How well are your physical resources meeting your needs, which may include space, equipment, supplies and technology? How well is your budget meeting yours needs?

1. Our physical space to support the BA Program is adequate; therefore we do not foresee a need for more or different space.
2. Other than faculty salaries that are more on par with comparable area salaries, we do not foresee any significantly increased BA fiscal needs.
3. Recommendation: continuing the BA Program at the current staffing level in the present facility is recommended.

<<insert comments>>

Section 7. Program Recommendations

Based on the information provided in this program review summarize the strengths of the program. Secondly, describe the challenges faced by the program. Provide recommendations for direction of the program in the next four years. Describe the human, physical and financial resources needed to accomplish the mission of the program.

Recommendations

1. It seems to boil down to three variables: cost, qualified faculty, and best serving the community.
2. The EP track is the less costly and easiest to staff. It would serve a more limited segment of the community.

3. To get more counselors into our communities the priority -- and higher funding can be made available on a consistent basis along with getting qualified faculty -- then go with the Counseling tracks. Note the EP track could still be a subset of that.
4. Whichever level is chosen for support, it is recommended the oversight of the MA Program revert back to the original structure in the 2001 Class III and used during the first years of the MA Program. Specifically, the MA Program should be managed by a MA faculty member who also is assigned to serve as director or co-chair. That will align with CACREP standards for program governance and ensure more effective management.

Once the Program Review is complete send electronic copies to the Provost. The Provost's Leadership Council will review the completed program reviews and discuss the findings with the respective departments. The findings will guide the department's action plans for continuous improvement as well as budgeting and resource management.