

SINTE GLESKA UNIVERSITY (SGU)
MASTER OF ARTS (MA)
in HUMAN SERVICES (HS)
ENHANCED PROFESSIONAL (EP)
*** MA-HS-EP ***
PROGRAM HANDBOOK



- * Degree Information
- * Policies & Procedures
- * Application Materials

Welcome & Wolakota

*In his message to the Oyate (people), SGU President Lionel Bordeaux tells us that **Wolakota** (peace) is a term conceived during the turbulent era of intertribal wars resulting from emerging tribal nations and armed contests over resources. Tribal elders discussed behavioral rules and codes and after many years of trial and error, **Wolakota** was finally achieved. **Wolakota** means to act and behave with ultimate respect, integrity, harmony, mutuality, peace and friendship. **Wolakota** has always been an integral aspect in development of Sinte Gleska University and is clearly the path for accomplishing our future plans. (SGU Historian Victor Douville provided the information on **Wolakota**.)*

*The goal of the MA-HS-EP Program is for the students and staff to strive for an atmosphere representative of **Wolakota** at all times. We welcome you with an open heart and a clear mind and thank you for your interest in our program. We hope that this handbook will answer most of your questions.*

~ MA-HS-EP Faculty and Students

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An Important Message for You...

The SGU MA-HS-EP Program faculty and staff are pleased that you are committed to enriching your education. This Handbook contains important information that will guide you through the program. Careful reading will facilitate your understanding of program requirements, expectations, policies, and procedures. For up to date information, also consult the SGU website or MA-HS-EP Chairperson.

MISSION STATEMENT AND PROGRAM GOALS

Mission Statement

The Master of Arts Human Services Enhanced Professional Program will provide an environment of academic excellence through contemporary education reflective of *Wolakota* values – respect, mutuality, good relationships, integrity, peace and harmony.

Program Goals

THE GRADUATE WILL...

I. The Graduate will demonstrate Wolakota values by synthesizing this perspective into professional and personal domains, while becoming a critical thinker and agent of change.

II. The Graduate will demonstrate analytical thought through effective and innovative communications, presentations, and trainings.

III. The Graduate will be able to synthesize professional research that improves the quality of life for the Oyate.

IV. The Graduate will demonstrate appropriate skills commensurate with the professional standards of the chosen career setting.

V. The Graduate will apply and uphold professional, ethical, and legal standards within his/her chosen discipline.

(Please see the **Curriculum Map** on p. 13 for details as to classes, their progression, and where the above Goals, along with Student Learning Outcomes, are introduced, reinforced, mastered, and assessed)

POLICY ON PROFESSIONAL & PERSONAL INTEGRITY

The MA-HS-EP Degree Program is charged with the task of providing educational opportunities beyond the undergraduate level. Commensurate with this obligation is to offer qualified and talented students opportunities for professional training through advanced learning and research to increase human knowledge.

Each student accepted to the MA-HS-EP Degree Program is expected to possess intellectual maturity, independence, and a variety of intellectual skills. A commitment to the exacting and high demands of such advanced learning is important for each student. Plus, each student is expected to display personal maturity and be free of behaviors that are harmful to the discipline or violate the discipline's ethical or professional standards.

Accumulation of excessive low grades, withdrawals, or occurrences of behavior not consistent with professional standards will result in probation (until the student demonstrates that the problem is resolved) or result in a student's dismissal from the program. At the end of this handbook is a sample of the *Wolakota* Agreement (p. 30) that students are asked to complete in each class. This agreement exemplifies these standards.

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.

During recent years the Program has evolved and changed. As of August 2015 close to fifty individuals have earned the MA HS Degree. Degree specialties included clinical mental health, school counseling, and the more generalized track.

As of Fall 2015 the degree has been transformed to focus on the menu of courses matching the Council for Standards in Human Services Education (CSHSE) expectations. This configuration is called the Enhanced Professional program. In the rest of this Handbook it will be referred to as MA-HS-EP.

PROGRAM DESCRIPTION

The MA-HS-EP Program provides a graduate experience for the individual who wishes to professionalize and advance his/her education. The Degree incorporates significant elements from Native American culture, language, history, and philosophy. All MA-HS-EP coursework

will include attention to Native American issues, especially within the reservation context. The MA-HS-EP degree *may* be used as a bridge to other master or doctoral studies. Contact the program of choice to assess the program requirements prior to making a decision.

To match the fact most MA-HS-EP students work full time, the graduate staff have dedicated themselves to developing blended e-learning courses. Blended courses are a combination of onsite and online study, with a majority of the classes occurring during the span of Thursday-Friday-Saturdays. Typically, onsite sessions will occur with a block of campus residence once at the beginning of the semester and once at the end, with online coursework in-between. MA-HS-EP faculty will support student e-learning by providing virtual office hours in addition to extensive online class pages and materials.

APPLICATION PROCESS

*In traditional Native American culture different Societies operated, each having an important purpose. Only individuals who met specific standards joined the Society and thereafter followed strict rules of conduct. A traditional word for rule or law is **Woope**. Though this program is not a Society, it emulates the tradition of Lakota Societies and **Woope** by following high standards. Thus, there is an application process for the individual who wish to be accepted into the Program, along with high standards for participation and completion.*

Information on the Application Packet

An Application Packet must be completed. See pp 18-24 for the full packet or on-line to the SGU website www.sintegleska.edu under the Human Services page. Eligibility and other requirements are displayed there. Also, one may call 605/856-8189 and ask for the MA-HS-EP Chairperson. It is strongly advised the applicant schedule an interview with the Chairperson as part of the application process.

Successful applicants are those with evidence of a strong academic record, positive recommendations, appropriate experiences both professionally and personally, coherent career plans, strong personal qualities, and desire to contribute to the betterment of life in Indian Country.

Admissions Procedures

- Applications are considered three times per year. Applications are due 1 August, 1 November, and 1 January (or the first working Monday of those months). Note: Class offerings are best sequenced to accommodate new students starting in the Fall.
- Upon receipt of the complete Application Packet, the MA-HS-EP Chairperson will review the contents. Important: Incomplete packets will not be acted upon.
- After determination is made that an Application is complete, the Packet is presented to the MA-HS-EP Admissions Committee, which will determine suitability for admission.
- The person will be notified in writing of the Committee’s decision by the MA-HS-EP Chairperson.

- The applicant can expect the above steps to take around two weeks. So, planning ahead is important.
- **Important Note: All of the above must be fully completed prior to registering for classes.**

Malpractice Liability Insurance & Background Check Advisory

Ability to get malpractice liability insurance for HS 690 Field Experience class, plus ability to pass a background check, are relevant concerns for program advancement and employment in the Human Services profession. Details about this are on p. 8.

Advising

Upon acceptance into the MA-HS-EP program, each student will be assigned an Advisor. The student is expected to contact and meet regularly with his/her Advisor, at least once each semester. For certain actions, the Advisor – and sometimes MA-HS-EP Chairperson - must give approval. It is the student's responsibility to keep well informed about program requirements, developments, and the student's individual academic progress.

Admission Classifications

- **Full Admission** is granted when the applicant satisfactorily meets all of the requirements, including completion of listed undergraduate competencies (see prerequisites below).
- **Provisional Admission** may be granted to an applicant who does not meet the conditions for full admission, but who provides evidence that s/he may be capable of graduate level work. Reasons for Provisional Status may include, but are not limited to:
 - Undergraduate GPA less than the stated requirement.
 - Deficiencies in pre-requisite competencies (see below for description)
 The Provisional Status student will be limited to twelve (12) hours of course work, until s/he clearly demonstrates that the provisional issues have been resolved. Full admission status must be obtained before enrollment in further MA-HS-EP courses. In order to be awarded full admission status, the MA-HS-EP Chairperson will review the student's record and must approve the upgraded status.
- **Professional Development/ Personal Interest Status** may be temporarily granted to individuals who wish to take, on a limited basis, MA-HS-EP graduate classes. Such individuals may be teachers, other in-service professionals, etc., who want certain coursework for recertification. Candidates for this status must have a bachelor's degree from an accredited institution and are not working towards a graduate degree in Human Services. Permission must be obtained from the MA-HS-EP Chairperson.

Transfer Credits

A limited number of external (from other Universities) credit hours *may* be transferred into the MA-HS-EP program, with MA-HS-EP Chairperson approval. The coursework must come from an academic program that is accredited and has standards comparable to SGU requirements.

General and Special Academic Prerequisites for Applicants

Generally, the most prepared candidate for entry into this program will be one who has completed a related undergraduate program. A student may be required to take leveling courses to demonstrate competency in areas not covered by her/his undergraduate degree. The MA-HS-EP Chairperson will determine the adequacy of an applicant's previous coursework, equivalent substitutions, demonstration of competence, and decide which leveling courses are needed.

All MA-HS-EP applicants will have a satisfactory foundation in social sciences, statistics, social research methods, professional writing, and Native American studies. If one or several areas are deficient, the applicant will be directed to take undergraduate leveling classes during the first year of graduate study.

PROGRAM ADVANCEMENT

Standards for Scholarship and Continued Program Participation

All MA-HS-EP classes will be designed and delivered as academically challenging and demanding courses. An average cumulative GPA of 3.0 is required to be maintained. No grade lower than a “B” will be accepted for credit in the master’s degree.

If a student demonstrates unsatisfactory work, either based on low grades or excessive withdrawals, he/she will be placed on academic probation by the MA-HS-EP Chairperson. A contract between the student and her/his advisor will be written as to the requirements regarding the lifting of the probationary status. The conditions of the contract will be discussed with all professors involved with the student’s courses and will be signed by the MA-HS-EP Chairperson. The conditions of the Probationary Agreement will set forth whether the student can or cannot take classes during the probationary period.

Program dismissal may result for a student who has been previously placed on probation but not successfully resolved concerns and returned to good academic standing. Dismissal may also occur for a serious violation of professional standards (ethical, legal). The dismissal decision will be made by the MA-HS-EP Chairperson in conjunction with the Academic Affairs Vice President.

Malpractice Liability Insurance and Background Checks

The semester prior to registering in the HS 690 Field Placement course, all students will need to apply for and get malpractice liability insurance. Also, most students can expect having to pass a background check done by cooperating agencies before working with clients. Thus, it is ultimately the student’s responsibility, when applying to the MA-HS-EP Program, to be aware of the consequences of past actions and how such will impact program admission and advancement. Actions that may be impediments are covered on the Self-Disclosure Statement (part of the MA-HS-EP program application); similar topics are the focus of malpractice liability insurance application and background checks.

Malpractice Liability Insurance. The student should understand that many of the questions asked on the insurance policy are the same as listed on the graduate program's Self-Disclosure Statement. The student's response on these questions may or may not be an impediment to the student obtaining insurance; but the possibility of denial of malpractice insurance needs to be considered for the student who has had legal concerns in the past. Students must have the malpractice insurance on file with Professor for HS 690 prior to enrollment into this course. Field Experience placements are necessary for graduation and program advancement will be suspended due to lack of insurance. The student will be responsible for obtaining the malpractice insurance. There are several companies that specialize in student insurance.

Background Checks. Additionally, placement sites commonly require their own background checks. Since the focus of this check often goes deeper than queries for insurance, the student needs to be aware that background check results may be an impediment to HS 690 placements. The student must collaborate with the placement site for the background check. If a student cannot pass this kind of background check, continuation in the Program may not be possible.

Attendance Policy

The attendance policy for standard Program classes will follow - generally - the policy found in the SGU University Student Handbook. But due to the different delivery format of this Program, adjustments will be made to suit the MA-HS-EP learning environment. Full attendance and participation in onsite classes is essential. Modified standards will apply to online "blended" classes using e-learning technology ~ those will be determined by the instructor.

Time Factors

All requirements for the MA-HS-EP Degree must be met within a period of six years from the year the student completes the first MA-HS-EP Degree graduate course. Students who face overwhelming situations beyond their control may request a one year extension.

Coursework which is taken more than six years prior to completion of the degree is considered to be outdated. This coursework may be applied to the graduate degree if a grade of "B" or higher was attained and one of the following occurs:

- the course is repeated, or
- the course is audited with the student earning a satisfactory grade based on attendance, coursework, testing, etc., or
- a written or oral exam, administered by an appropriate faculty member, covering the subject matter is successfully completed and certification accepted by the advisor and MA-HS-EP Chairperson.

Periodically, a program's status sheet is updated to reflect new knowledge, techniques, and to conform with new standards. A student is required to graduate on the most recent in-effect status sheet.

Course Load

This program is designed to target the working professional. For this student, 6 to 9 credit hours per semester is the recommended load. For the student who attends college full-time, 12 hours are considered recommended. Special permission from MA-HS-EP Chairperson is needed to exceed these levels.

Phases of Coursework

Students will sequence through the MA-HS-EP Degree Program in two phases. Student progress will be evaluated yearly basis (typically January) to enable continuation. Continued participation will be based on student progress, grades, demonstration of intellectual maturity, professional and personal integrity. Also, the Status Sheets, and Course Descriptions contain the complete names and course descriptions for all the courses listed.

PHASE I: Fundamental and Strengthening Courses. HS 500 is required to be completed within the first year as the fundamental starting course. Classes ranging from HS 505 to PY 617 (see status sheet) follow. It is expected a student can complete these 30 credit hours within two years given a pattern of two to three classes per semester along with summer work. However, students can opt to take longer.

PHASE II: Finishing Courses: HS 690 Field Experience and HS 696 Capstone. These courses are designed to enable synthesis of previous classroom-based learning experiences and are done at the close of the Program. The student will be required to appropriately and effectively demonstrate relevant knowledge and skills within appropriate work settings. Note ~ the student must have malpractice-liability insurance prior to HS 690. The Capstone Course will further synthesize and highlight the variety and depth of the student's academic journey. Note: Thesis I and II (HS 698 & HS 699) are optional.

Rejoining the Program

Rejoining the program applies to students who have either lapsed their active participation (not academic-related) or who have previously graduated. Rejoining decisions typically are made in the fall.

Students who have been accepted into the program, but have not taken any classes for the past academic year (two-three semesters), will submit a letter requesting re-admittance. This letter will include a statement as to the intent of the student to pursue and ability to complete further education. This letter will be reviewed by the MA-HS-EP Chairperson to assess the acceptance of the student back into the program. Also, depending on circumstances, additional paperwork may be required.

Assessment

Various measures will be used to assess student learning. In all classes applied toward the MA-HS-EP degree a final grade of "B" or higher is required. The student will demonstrate his/her knowledge, skills, and professional maturity through written and oral testing, papers,

projects, presentations, portfolio, proper usage of knowledge, techniques and skills. Major assessment of Goals + Student Learning Outcomes occur in the two finishing courses, HS 690 Field Placement and HS 696, Capstone. All stakeholders ~ peers, individual instructors, advisors ~ will be involved in assessment. Students will also provide input into evaluation of the MA-HS-EP program.

GRIEVANCE PROCEDURES

If a student wishes to grieve on an academic issue, a procedure exists for review, hearing, and determination. Consult the SGU Student Handbook for details.

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MISCELLANEOUS AND UPDATES

This new Handbook is the official one to follow; prior ones are obsolete. It is reasonable to expect that issues will arise which are not covered in this Handbook. In such cases, the professional academic discretion and judgment of the MA-HS-EP Program administrators will be relied upon for proper decision-making.

It is also expected updates will periodically be made to this Handbook in order to improve program operation. Such updates will be posted in the department's website.

NOTES

MA-HS-EP CLASS SEQUENCING GUIDE

Below is a model: Be mindful each student’s actual progress depends on many factors and can differ greatly from the below. Also factor in Dept. faculty resources.

FIRST YEAR

PROGRAM ADMISSION

- HS 500 Professional Studies in the Helping Relationship
- HS 505 Case Management
- HS 520 Research & Program/Organizational Evaluation
- HS 530 Social & Cultural Diversity
- PY 557 Human Development & Psychosocial Intervention
- HS 560 Management Theory and Practice
- Electives? (optional)

SECOND YEAR

- HS 570 Foundations of Mental Health
- HS 574 Professional Orientation, Ethics, & Cultural Values
- PY 594 Issues Involving Native American Youth on the Reservation
- PY 617 Career & Life-Style Development
- HS 690 Field Experience
- HS 696 Capstone
- Electives? (optional)

TOTAL REQUIRED CREDITS = 34

(June 2015)

Curriculum Map

On the next page is the Curriculum Map. That displays the Goals, Student Learning Outcomes (SLOs) under each Goal, and where in the progression of classes key content is introduced (I), reinforced (R), mastered (M), and where major assessments (A) occur.

Assessment will be done in each class, on a yearly review basis, and focused evaluation will be done in the two finishing classes, HS 690 and HS 696.

Curriculum Map

Goals	Goals and Student Learning Objectives (SLOs)				
	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 behavior 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.
SLOs	a) Learner will develop and maintain proper and respectful relationships and lifestyle. b) Learner will demonstrate effective use of self-reflective skills to continually appraise positive growth. c) Learner will demonstrate the helper's role in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body to reduce cultural and or racial biasness.	a) Learner will develop and implement effective training modules through curriculum development. b) Learner will be able to organize, outline, and conduct presentations appropriate to the chosen field. c) Learner will critically evaluate other learners work and provide positive supportive suggestions for change through current technological methods.	a) Learner will develop, administer, and analyze results from a survey that evaluates a tribal program and make recommendations for further program development. b) Learner can analyze experimental results and draw reasonable conclusions from them. c) Learner will be able to apply evidence-based research findings appropriate to the chosen setting.	a) Learner will demonstrate an understanding of career development and related life factors, interrelationships among and between work, family, and other life roles and factors. b) Learner will be able to demonstrate an appreciation of the helping process and apply this knowledge to our multicultural society. c) Learner will demonstrate high standards of professionalism, management, and behavior in the workplace.	a) Graduates will know and apply the professional roles and code of ethics for their chosen field. b) Graduates will know and apply the licensing and or certifications standards for the jurisdiction and state he/she lives in. c) Graduates will understand and apply professional roles, functions, and relationships with other human service providers, including strategies for collaboration and communication.
Courses					
HS 500	I	I	I	I	I
HS 505	I	I	I	I	I
HS 520	I		R	I	R
HS 530	I	I	I	I	I
HS 557	R	R	R	I	R
HS 560	I	I		I	I
HS 570		R	R	R	R
HS 574	R	R	R	R	R
PY 574	M	M	M	M	M
PY 617	R	M	R	R	R
PY 594	R	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

Letters represent:

I = Introduced R = Reinforced M = Mastery A = Assessment

MA-HS-EP COURSE DESCRIPTIONS

HS 500 Professional Studies in the Helping Relationship, 3 cr.

The purpose of this course is to provide an understanding of all aspects of the human services helping relationship and counseling professions. Topics will include: history, legislation and policy, functions, roles, organizations, ethics, advocacy and social change, standards, credentialing, licensing, and research. The student will develop professional goals, enhance self-awareness, develop graduate support networks, establish professional skills as a reader of research literature and presentation of such knowledge (orally, written, and using technology). The student will also conduct a literature review intended to formulate a thesis/project; APA style will be required. Professionalism and research needs in the Native American community will be emphasized. This is a key starter course for new students and will be completed the first year of enrollment. (Pre: MA Program admission).

HS 505 Case Management, 3 cr.

Basic skills needed for the management and guidance of cases in the Human Services Field will be taught, with an emphasis on challenges of case management on the reservation. Students will be made aware of the historical perspective, case management models, assessment process, effective interviewing skills, and ethical issues of case management. In addition, the student will learn the group facilitation skills including working with support groups: conducting team and staff meetings, family conferences; and presenting psycho education programs. The student will also be taught how to build a case le to meet managed care and third party requirements, in addition to surviving as a manager of cases and being knowledgeable of the services available to families on the reservation. (Pre: MA Program admission).

HS 520 Research and Program/Organizational Evaluation, 3 cr

The student will study research methods, statistical analysis, needs assessment, and program/organizational evaluation. The course will include the use of appropriate computer technology and statistical methods. Principles, models, and applications of needs assessment, program/organizational evaluation, and the use of findings to effect organizational modifications will be examined in the context of legal and ethical considerations. Research that is particularly beneficial with in the reservation/rural context will be considered. (Pre: MA Program admission).

HS 530 Social & Cultural Diversity, 3 cr.

This course will provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society. Racism, prejudice, acculturation, theories of cultural identity development, multicultural competencies, multicultural counseling will be addressed in reservation mental health and school settings. Characteristics and concerns between and within diverse groups will be explored. This will include an investigation of attitudes, beliefs, understandings, and experiences related to culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical factors, educational, environmental concerns, family values, religious and spiritual values, socio-economic status, and unique characteristics of the individual, couple, family and community. (Pre: MA Program admission).

HS 560 Management Theory & Practices Theories, 3 cr.

Theories and principles of management and organizations will be addressed. Specific topics will include key management functions: planning, developing, organizing, directing, controlling, and advocating. Also covered will be client focus, diversity, ethics, information technology, work teams, and operating smaller organizations. Integration of Lakota perceptions of organizational health and well-being will also be incorporated. (Pre: MA Program admission).

HS 570 Foundations of Mental Health, 3 cr.

This course will include the specific concepts and ideas related to leadership, mental health education, outreach, prevention, intervention and mental health promotion, with special focus on the Native American Communities in both school and clinical mental health settings. The stages of the intervention process, conflict resolution, negotiation, mediation, and advocacy will be studied. Emphasis will be on using prevention and intervention strategies in the development of a mental health model in school and mental health settings on the reservation. (Pre: MA Program admission).

HS 574 Professional Orientation, Ethics, & Cultural Values, 3 cr.

This course will provide an understanding of all aspects of professional identity including orientation, history, philosophy, roles, societies, organizational structures, ethics, standards, credentialing, licensing, and leadership. Self-awareness and self-care as a professional will be introduced. Public policy processes including advocacy on behalf of one's profession, its clientele and operations, will be studied along with relevant legal issues for School Counseling, Lakota Leadership/Administration, and Clinical Mental Health. Case studies will be a significant part of class study. Issues that relate to working in the reservation/rural environment will be a priority. (Pre: MA Program admission).

HS 677 Independent Study, 1-3 cr.

The student may seek permission from a faculty member to do concentrated study on a specific topic related to the emphasis area. (Pre: MA Program admission; Permission).

HS 686 Seminar for Professionals, 1-3 cr.

This class will serve to present other important and relevant subjects to the student for study. Topic will vary as needed. For emphasis block credit, this topic must be specific to the student's plan of study and be approved. (Pre: MA Program admission; Permission)

HS 690 Field Experience, 3 cr.

This is one of two final capstone classes (other being HS 696) taken at the close of the program designed to weave together all parts of the Enhanced Professional curricula. The student will be placed in a human services delivery organization. In that environment the student will gain from experiential learning that synthesizes the content and skills from previous coursework. The optimal setting is where Lakota culture and reservation concerns are emphasized. Concurrently, professional attitudes and behaviors expected of the human services professional will be demonstrated in the field. A minimum of 350 clock hours are required to be completed in one semester. Under very specific criteria a student may have past relevant high quality work experience satisfy this class requirement. Application for HS 690 will be done the prior semester and proof of malpractice/liability insurance required before enrollment. (Pre: Advanced Standing, Permission, insurance).

HS 696 Capstone, 1 cr.

This capstone course provides a review of the studies the students undertook throughout their graduate studies. It will consist of portfolio review, comprehensive exam, and inspirational gathering. (Pre: Advanced Standing, Permission).

HS 698 Thesis I, 3 cr.

This is the major “capstone” course Student work will utilize all of the conceptual, research, statistics, and writing skills covered in previous M.A.-H.S. courses. The project topic will be relevant and beneficial to the reservation/rural setting. This second section of the thesis course will be the data collection, analysis, discussion section of the thesis. The student will do a final oral presentation of the literature review (last two chapters of the thesis) at the end of the class. (Pre: Advanced Standing, Permission).

HS 699 Thesis II, 3 cr.

This course is the second phase in the completion of the Thesis. During this phase, the student will conduct, analyze, and discuss the research initiated in Thesis I. The Thesis will be completed with a final defense of the thesis to the student’s committee. (Pre: HS 698 Thesis I).

PY 577 Human Development & Psychosocial Intervention, 3 cr.

Normal development will be contrasted with abnormal development. There will be a focus on development crisis, addictive behavior, psychopathology, and environmental factors as they affect normal development across the life span. Theories of learning and personality development will be addressed, as well as strategies to prevent or improve pathological development. Perceptions of the developmental process as it applies in the School and Mental Health settings on the reservation will be explored. (Pre: MA Program admission).

PY 594 Issues Involving Children & Youth on the Reservation, 3 cr.

This course will provide an understanding of the primary issues that counselors in schools and mental health settings will need to better understand children and youth on the reservation. Emphasis will be on Substance Abuse, PTSD, ADHD, Disruptive Behavioral Disorders, Depression, Anxiety, and Dual Diagnosis.. Other issues covered include Fetal Alcohol Spectrum Disorder, cutting, bullying and use of appropriate medication. Correlations with the newest diagnostic manual including the diagnostic criteria, behavioral factors, and treatment of each disorder will be discussed. How to develop resiliency in the face of these issues will conclude the course. (Pre: MA Program admission).

PY 617 Career & Life Style Development, 3 cr.

This course will provide an understanding of career development and related life factors. Career development theories and decision-making models will be studied. The inter-relationship among work, family and other life roles will be considered in the context of cultural diversity and gender issues. Sources of career information, instruments of career assessment and career counseling strategies will be explored to facilitate career placement and planning programs in School Counseling, Clinical Mental Health, and Lakota Leadership/Administrative Settings. Assisting reservation/rural resident to realize their full career/life potential will be explored. (Pre: MA Program admission).

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

Mission Statement: The Master of Arts – Human Service - Enhanced Professional Program will provide an environment of academic excellence for graduate students through contemporary education reflective of Wolakota values: respect, mutuality, good relationships, integrity, peace and harmony.

NAME: _____ **ID#:** _____
ADDRESS: _____
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>	<u>NOTES</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 * advanced status; permission; insurance	3			_____
___ HS 696 Capstone *advanced status; permission	1			_____

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:

References:

List 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>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Where did you first learn about the Graduate Program?

Checklist: (be sure to include all items with your application)

- ___ *General SGU Undergraduate & Graduate Admissions Application + Information Release Form (from SGU Registrar)
 - ___ *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
 - ___ Written Statement: Answer to these questions...
 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 as a professional?
 4. What skills and abilities do you bring to the MA-HS-EP Profession?
 5. What are the reasons that you should be admitted to the program?
 - ___ Three Letters of Reference
 - ___ *Copy of Degree of Indian Blood (DIB) (if applicable)
 - ___ Personal Status, Consent to Release, Disclosure Documents
 - ___ Personal Commitment Declaration
- * Items noted with "*" need also to be on file with the SGU Registrar.

Note: The admissions approval process typically takes several weeks. Thus, applicants will need to submit this packet well before the start of the semester.

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

Printed Name of Applicant: _____

Signature of Applicant: _____ Date _____

Mail or Deliver all materials to: **Human Services Master of Arts – Enhanced Professional Program**
Attn: MA-HS-EP Chairperson
Sinte Gleska University
PO Box 105
Mission, South Dakota 57555

APPLICANT PERSONAL STATUS Name _____
DOCUMENTS ID# _____

Students are expected to be intellectually, spiritually, physically, ethically, legally, and morally fit for employment in the HS profession. This includes being able to pass background and fingerprint checks; note specific legal requirements that may vary by organization. Students who are enrolled must also be able to secure student liability insurance, which is required for HS 690 Field Experience class. Some violations may pose an impediment to obtaining this insurance.

Certain law violations, depending on the severity and nature, *may* prevent or delay people from working in Schools, Behavioral Health Programs and or other Human Service agencies. Class site choices thus may be unavailable or limited by certain legal charges. Some legal charges result in lifetime barriers to employment; others exclude working in the field for a range from 1 year to 10 years. The instructor, HS Dept., and sites have the final say as to whom they approve or deny for a placement. ***For details, students are to consult with licensing boards, school districts and or legal experts, such as DPLS.***

Legal infractions that are of concern are (but not limited to) include: Offenses Against the Person, Offenses Against Property, Offenses Against the Family and Vulnerable Adults, Offenses Against Public Administration, Offenses Against Public Order, Attempt, Solicitation and Conspiracy, Offenses Against Public Health and Decency, Controlled and Imitation Controlled Substances, Other Crimes.

Students substantially affected by a history of law violations may be advised to pursue another area of study. Or, in some cases, the student may be advised to have their records expunged. If you have any questions or concerns, please contact the Chair of the MA-HS-EP Program for consultation.

The Applicant will submit completed **Consent to Release Statement**, below, and the **Personal Conduct Disclosure Statement**, next two pages.

CONSENT TO Name: _____ (print)
RELEASE INFORMATION ID# _____

I understand that it *may* be necessary for the assigned instructor to verify and/or share some of the information I reported on the Disclosure Statement with other faculty and Chairperson, plus site supervisors, for the purpose of determining the suitability of me for field experience. I authorize release of any appropriate information contained on the Disclosure Statement necessary for placement.

I further understand that such verification may require that a criminal background check be conducted by the site for the purpose of determining the appropriateness of field placement.

Signature _____ Date _____

SELF DISCLOSURE STATEMENT Name (print) _____

We require the following information to ensure client safety and to meet agency requirements for placement. *This statement is required to be completed firstly at the time of application to the program and, secondly, prior to registering for the HS 690 Field Experience class. Attach additional pages if necessary.*

1. Have you ever been arrested or charged with any criminal offense (excluding minor traffic violations)? _____. If yes, when? Please explain:

2. Have you ever been convicted or plead guilty to any criminal offense (excluding minor traffic violations)? _____ If yes, when? Please explain:

3. Have you been charged or court adjudicated for child/elder/vulnerable adult abuse or neglect, and/or violent/assaultive behavior? (Court adjudicated means that a court has found you committed an act, which falls within these categories, whether the case was in criminal, civil or family court.) _____ If yes, please explain:

4. Are you currently on probation or parole? _____ If yes, provide the probation or parole officer's name and phone number.

5. Are you currently in any kind of treatment, or transitional program? _____ If yes, please explain:

6. Do you currently use (in any amount or situation) alcohol or chemical substances? _____ If yes, please explain:

7. Have you experienced a physical, emotional, or mental condition that could limit your ability to meet academic and client-care requirements or that may endanger health or safety of persons entrusted in your care? _____ If this applies to you, please explain:

8. Some sites require staff, interns and volunteers who have experienced substance abuse problems to have at least two years of sobriety before working in the agency. If this applies to you, have you met this requirement? _____ If no, please explain.

9. Some sites require staff, interns and volunteers who have been mental health consumers to either have completed their treatment at least two years prior to application or have the written recommendation of their mental health professional in order to be considered for placement. If this applies to you, please explain.

10. Do you currently have a valid driver's license? _____ If no, explain why not:

11. Have you ever been in arrears or failed to pay child support in this state or elsewhere? _____ If yes, please explain:

The above information is truthful and accurate and I have not knowingly withheld any information. I acknowledge that in addition to other action it may be duly authorized to take, SGU has the option of removing me from this class or program if it is shown that I knowingly provided inaccurate or misleading information.

Signature _____ Date _____

**Master of Arts – Human Services – Enhanced Professional Program
(MA-HS-EP)
Recommendation Form**

Name of Applicant _____

TO THE APPLICANT

Please have someone you know in a professional capacity complete this application. This person may be a supervisor, employer, professor, co-worker etc.

The Buckley Amendment of the Family Privacy Act allows applicants to inspect and review all materials in their files, except for letters of recommendation written prior to January 1, 1975.

Upon its completion and submission, SGU MA-HS-EP faculty will use this document to evaluate your qualification to be admitted to the Program. Before submitting this form to the person who will be writing your recommendations, please check one of the following statements relative to the confidentiality of your files.

- I DO wish to waive my right to see this document.
- I DO NOT wish to waive my right to see this document.

Signature of Applicant

Date

TO THE PERSON MAKING THIS RECOMMENDATION:

The above named applicant for admission to the MA-HS-EP Program has given your name as a reference. Your cooperation in providing the following information regarding the applicant's qualifications will be appreciated.

1. I have known the applicant for: _____ semesters _____ years

During this time, the applicant was a / an

- undergraduate student
- my advisee
- an employee I supervised
- other _____

2. Check the box that most accurately rated the applicant on the characteristics listed

CHARACTERISTICS	High	Average	Low	Cannot Judge
General Intelligence				
Knowledge of Field				
Maturity				
Work Ethic				
Integrity				
Written Communication Skills				
Verbal Communication Skills				
Responsibility Level				

3. If you were responsible for a graduate program, would you accept the applicant in your own graduate program?

Yes No Uncertain

4. Do you think the applicant is sufficiently prepared to undertake (or continue) graduate work:

Yes No Uncertain

5. Please use this space to make comments concerning this applicant's strengths and weaknesses. Comments should pertain to the applicant's ability to undertake graduate studies. Be as specific as possible.

Name (print or type) _____ Title _____

Institution/Organization _____

Address _____
Street City / State Zip Code

Signature _____ Date _____

Send this form to:	Human Services Master of Arts – Enhanced Professional Program Attn: MA-HS-EP Chairperson Sinte Gleska University PO Box 105 Mission, SD 57555
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PERSONAL COMMITMENT DECLARATION

I have fully reviewed the **MA-HS-EP Degree Program Handbook**.

I have fully completed all the **Application** materials.

I have visited with MA-HS-EP Chairperson/Faculty and have all my questions addressed.

I declare I am satisfactorily informed about all aspects of the Program.

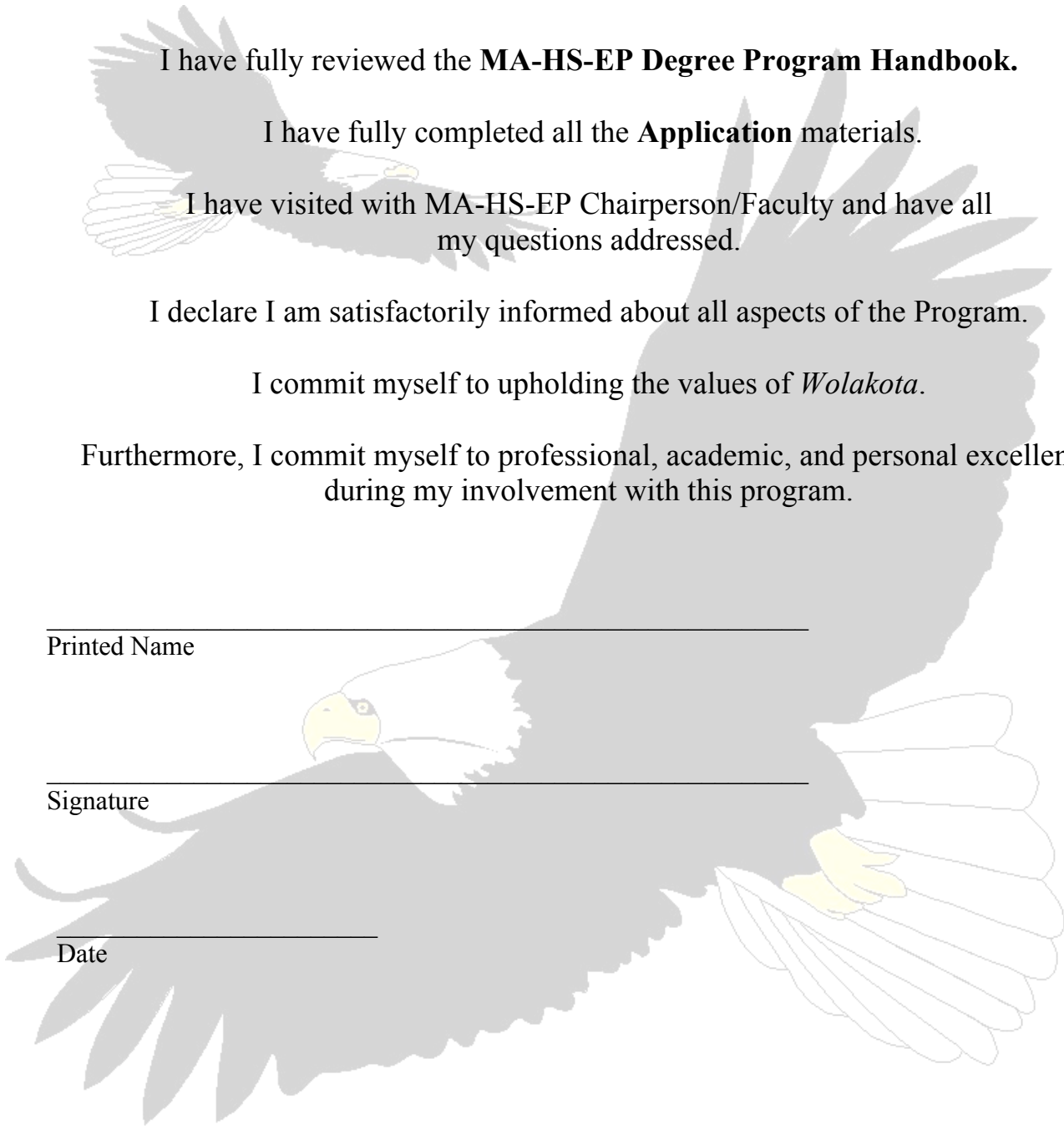
I commit myself to upholding the values of *Wolakota*.

Furthermore, I commit myself to professional, academic, and personal excellence during my involvement with this program.

Printed Name

Signature

Date



WOLAKOTA **AGREEMENT FORM**

(This agreement form is used in most of the courses in the graduate program. Please read it carefully and be aware of your responsibilities as a student in the program.)

I _____ (print name) have read and fully understand the syllabus requirements for _____ (class name).

I agree to exemplify *Wolakota* by acting and behaving with respect, harmony, integrity, mutuality, peace and friendship while in the classroom to the students, guests, and instructor. Respect is the unifying force that helps people to be in harmony and at peace with each other, with *Wolakota* as the powerful deterrent to arguing, making enemies, jealousy, squabbling, and belittling.

I will employ *wowacintanka* (fortitude), the strength of mind that allows me to endure and succeed. I intend to demonstrate my knowledge and competence by fulfilling all the class requirements in a responsible manner. If I cannot complete this class with the standards set forth in the syllabus including attendance, participation, assignments, and time frames for assignments, I will acknowledge this with *wowacintanka* and *Wolakota* and not expect to be given a grade I did not earn.

Signed:

Student

Date

Professor

Date