

SINTE GLESKA UNIVERSITY

(S.G.U)

MASTER OF ARTS (M.A.)

in

HUMAN SERVICES

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, harmony, 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 Master of Arts in Human Services 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.*

~ Human Services Staff and Students of 2010

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An Important Message for You...

The SGU Master of Arts (M.A) Degree 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 Human Services website or M.A. faculty.

MISSION STATEMENT AND PROGRAM GOALS

Mission Statement

The Master of Arts in the Human Services Department will provide an environment of academic excellence through contemporary education reflective of *Wolakota* values. The student will have the opportunity of pursuing one or more of the modern career goals in the arenas of Clinical Mental Health, School Counseling, and Human Services Management.

Program Goals

THE GRADUATE WILL...

I. DEMONSTRATE ANALYTICAL THOUGHT THROUGH EFFECTIVE AND INNOVATIVE COMMUNICATIONS, PRESENTATIONS, AND TECHNOLOGICAL INTERACTIONS BOTH IN MODERN CONTEXT AND IN THE RESERVATION/RURAL BASED ENVIRONMENT

II. SUCCESSFULLY IMPLEMENT PROFESSIONAL RESEARCH THAT IMPROVES THE QUALITY OF LIFE FOR THE OYATE

III. UNDERSTAND, APPRECIATE, AND PRACTICE TRADITIONAL WOLAKOTA VALUES AS A LEADER IN THE COMMUNITY

IV. ACTIVELY SEEK TO IMPROVE THE QUALITY OF LIFE FOR THE OYATE BY BECOMING AN AGENT OF CHANGE

V. BE KNOWLEDGEABLE ABOUT AND WILL UPHOLD PROFESSIONAL, ETHICAL, AND LEGAL STANDARDS WITHIN HIS/HER CHOSEN DISCIPLINE

POLICY ON PROFESSIONAL & PERSONAL INTEGRITY

The M.A. 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 M.A. 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. 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.

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

PROGRAM DESCRIPTIONS

The Master of Arts (M.A.) Degree 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 M.A. coursework will include attention to Native American issues, especially within the reservation context. The MA degree **may** be used as a bridge to doctoral studies. Contact the doctorate program of choice to assess the program requirements prior to making a decision.

To assist with the development of the program and the recognition that 90% of the students work full time, the graduate staff have dedicated themselves to developing blended courses. Blended courses are a combination of in-class and on-line study, with a majority of the classes occurring in the evenings and or on week-ends. Currently, a majority of the classes are blended, with the goal of all classes being taught as blended by 2011.

The M.A. student will elect one of two Programs of Study. The chosen area will be the basis for the student's Plan of Study. For a complete listing of the courses, please review the status sheets for each program found on pp. 19-22, and course descriptions, pp. 14-18. All students will finish their program with successful completion of HS 696, Capstone.

Clinical Mental Health

Clinical Mental Health (CMH) is provided for students who want the training to be eligible for the South Dakota professional counselor license (SD-LPC). This program requires completion of 55 credits. It is the responsibility of the graduate to contact SD State Licensing Board and obtain licensure information. This information can be obtained at: www.state.sd.us/dhs/boards/counselor. If the student is interested in licensure from another state, it is the student's responsibility to contact that state to assess the requirements for licensure.

School Counseling

School Counseling (SC) incorporates classes that meet South Dakota State Department of Education requirements for school counselors, courses that are equivalent to CACREP requirements, plus coursework that allows a graduate from this program to apply for a professional counselor license (LPC) in South Dakota. The classes, internship, and practicum sites are relevant to the school setting, with the student needing 49 credits to graduate. Information on certification requirements for the different states can be found at <http://www.schoolcounselor.org/content.asp?contentid=242>.

A committee comprised of key faculty from the Education and Human Services Departments at SGU will provide oversight of the School Counseling Program, ensuring that the program continues to meet state standards. The Chair of the Department of Education will be the certifying officer for SGU's School Counseling Program. Students need to be aware that the quality of the program will be monitored by the South Dakota State Department of Education, as other Education Programs are. Thus, this program will focus on the specific educational needs of the School Counselors on the Reservations in South Dakota, while meeting the standards set forth by the State of South Dakota for School Counselors.

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 standards for participation. Thus, there is an application process for individual who wish to be accepted into the Human Services Master's Degree Program.*

Information on the Application Packet

Application Packet must be completed. See pp 23-28 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 the Department at 605/856-8189 and ask for one of the professors. It is strongly advised the applicant schedule an interview with the Department 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 education and Indian Country.

Admissions Procedures

- Applications are considered one time per year, each Fall. Due date is 1 August (or the first Monday in August). Class offerings are sequenced to accommodate new students starting in the Fall.
- Upon receipt of the complete Application Packet, the Admissions Committee Chairperson will review the contents. Incomplete packets will not be acted upon.

- After determination is made that an application is complete, the Packet is presented to the M.A. Admissions Committee, which will determine suitability for admission.
- Membership in this Committee will vary and be dependent upon which track the student is intending to join.
- The person will be notified in writing of the Committee's decision.
- The applicant can expect the above steps to take up to a month. 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 Practica and Internship classes, 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 M.A. program, each student will be assigned an advisor from his/her declared track area. The student is expected to contact and meet regularly with his/her advisor, at least once each semester. For certain actions, the advisor 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 M.A. courses. In order to be awarded full admission status, the Admissions Committee 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, M.A. 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 receive Admissions Committee Chairperson permission and are not working towards a graduate degree in Human Services.

Transfer Credits

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

The SGU B.A. student may take up to two (6 hours) of dual-listed M.A. courses. This will be permitted under a special agreement where the senior first secures B.A. Advisor and also Admissions Committee Chairperson written permission. This opportunity is restricted to seniors who are in the position where they must take a graduate class to fulfill an undergraduate requirement for immediate graduation. Also, such seniors must have clearly demonstrated the ability to succeed in demanding graduate level classes; a career total GPA of at least a 2.7 is a key indicator. Class credit will be applied toward the bachelor degree. When fully accepted into the M.A. program, up to 6 hours of credit may be applied to the graduate degree

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 M.A. Admissions Committee will determine the adequacy of an applicant's previous coursework, equivalent substitutions, demonstration of competence, and decide which leveling courses are needed.

All M.A. 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.

Additional requirements based on chosen area. For CMH, Clinical Mental Health, applicants will need a history of advanced coursework in mental health, psychology, social work, and counseling skills. For SC, School Counselor, applicants will have either a teaching background or the above CMH background.

PROGRAM ADVANCEMENT

Standards for Scholarship and Continued Program Participation

All M.A. 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. 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 Chair of the Human Services Department. The conditions of the Probationary Agreement will set forth whether the student can or cannot take classes during the probationary period.

Malpractice Liability Insurance and Background Checks

The semester prior to registering in the Practicum 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 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 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 Practicum (PY 634) and Internship I & II (PY 694, PY 695) courses prior to enrollment into these courses. Internship placements are necessary for graduation and program advancement can 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, Practicum and Internship placement sites generally require 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 Practicum and Internship placements. The student must collaborate with the placement site for the background check.

Attendance Policy

The attendance policy for standard Program classes will follow the policy found in the SGU University Student Handbook. Modified standards will apply to "blended" classes using distance learning technology and also internships and practica ~ those will be determined by the instructor.

Time Factors

All requirements for the M.A. Degree must be met within a period of six years from the year the student completes the first M.A. 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 department chairperson.

Periodically, a program's status sheet is updated to reflect new knowledge, techniques, and to conform with licensure/accreditation/certification 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, six (6) credit hours per semester is the recommended load. For the student who attends college full-time, 12 hours are considered recommended. Special permission from Advisor is needed to exceed these levels.

Phases of Coursework

Students will sequence through the M.A. Degree Program in three phases. Student progress will be evaluated yearly basis 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: Core Courses. All M.A. students take these eight courses upon joining the program. They provide the basis for advanced coursework. The foundation courses are: HS 520, HS 530, HS 570, HS 574, PY 533, PY 594, and PY 617.

PHASE II: Program Courses. This block provides the more in-depth knowledge and skills content in the specialty area. The program courses for the School Counseling Program are EDR 600, PY 556, PY 557, PY 574, PY 614, and PY 624. The Program courses for Clinical Mental Health are the same as those for the School Counselors except the CMH students are not required to take EDR 600, but are required to take PY 538, PY 644, and PY 654.

PHASE III: Internship, Practicum, Thesis and Capstone Courses. These courses are designed to enable synthesis of previous classroom-based learning experiences. The student will be required to appropriately and effectively demonstrate such knowledge and skills within clinical or school-based settings. Note ~ the student must have malpractice-liability insurance prior to PY 634 694, & 695 classes. The Thesis and Capstone Course will further synthesize and highlight the variety and depth of the student's academic journey. The students in both the School Counseling and Clinical Mental Health Programs are required to take PY 634, PY 694, PY 695, and HS 696. Note the Capstone (HS 696) is required; 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 Admissions Committee and previous professors to assess the acceptance of the student back into the program. Also, depending on circumstances, additional paperwork may be required.

Students who have already graduated from the M.A. program and who wish to rejoin and pursue further education will also be required to submit a letter and follow the same steps as immediately above. Also, depending on circumstances, additional paperwork or coursework may be required.

Note: rejoining the program after having earned an M.A. degree does not result in a second new master's degree. Rather, the additional classes will be reflected on the graduate transcripts and the student will be provided a letter of completion from the Human Services Department.

Assessment

Various measures will be used to assess student learning. In all classes applied toward the M.A. 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 techniques and skills (such as in counseling) and other means. All stakeholders ~ peers, individual instructors, advisors ~ will be involved in assessment. Students will also provide input into evaluation of the M.A. 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.

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 M.A. 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

PLANNING GUIDE

Below is a Model: Each student's actual progression depends on many factors. Both Clinical Mental Health (CMH) and School Guidance Counseling (SC) Tracks are presented; be sure to note the specialized tracking.

FIRST YEAR

PROGRAM ADMISSION

<both CMH and SC Track students take all of below>

HS 520 Research & Program/Organizational Evaluation

HS 530 Social & Cultural Diversity

HS 533 Counseling Theories

HS 570 Foundations of Mental Health

HS 574 Professional Orientation, Ethics, & Cultural Values

EDR 600 Reading & Writing in Educational Research (*SC Track Required only*)

SECOND YEAR

<both CMH & SC Track students take all of below>

PY 557 Human Development & Psychosocial Intervention

PY 594 Issues Involving Native American Youth on the Reservation

PY 614 Assessment in Counseling

PY 617 Career & Life-Style Development

PY 624 Counseling Techniques

THIRD YEAR

<both CMH & SC Track students take all of below>

PY 574 Family Counseling & Community Intervention

PY 556 Group Counseling

PY 538 Psychopharmacology (*only CMH Required*)

PY 644 Diagnosis & Study of Mental Health (*only CMH Required*)

PY 654 Clinical Assessment & Testing (*only CMH Required*)

FOURTH YEAR

PY 634 Practicum (*CMH or SC setting ~ depending on Track*)

PY 694 Internship I (*CMH or SC setting ~ depending on Track*)

PY 695 Internship II (*CMH or SC setting ~ depending on Track*)

HS 696 Capstone

SUGGESTED ELECTIVES may be included based on student interest, approval, and other factors.

**TOTAL MINIMUM
FOR CMH - CLINICAL MENTAL
HEALTH TRACK = 55 credit hours**

**TOTAL MINIMUM
FOR SC - SCHOOL
COUNSELING TRACK = 49 credit hours**

COURSE DESCRIPTIONS

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 file 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: Graduate Standing or Permission).

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 within the reservation/rural context will be considered. (Pre: Graduate Standing or Permission).

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: Graduate Standing or Professor Permission).

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: Permission of Instructor or Graduate Standing).

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: Graduate Standing or Professor Permission)

HS 580 Supervision, 3 cr

Supervision in the Human Services field will address the abilities needed to be an appropriate and helpful supervisor. An overview of supervisory responsibilities will be studied, with content including the supervisory relationship, methods and models of supervision, being a multiculturally competent supervisor, ethical issues, multiple relationships in supervision, and evaluating a supervisee. Focus will be on applying this knowledge to the Lakota people. (Pre: Graduate Standing or Permission)

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: Graduate Standing or 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: Graduate Standing or Permission)

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, Professor 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: Core Courses)

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 533 Counseling Theories, 3 cr.

This course will cover basic theories and principles of psychotherapy and counseling. The philosophic basis of the helping relationship will be addressed in relationship to current

research on the factors related to counseling effectiveness. Counseling theory and principles will be explored in relationship to working with Native Americans. (Pre: Graduate Standing or Professor Permission)

PY 538 Psychopharmacology, 3 cr.

This course will study the use of psychoactive drugs in the treatment of mental health, and actions and side effects of drugs of addiction. Students will learn about the various kinds of therapeutic drugs, their effects, when drug treatment is appropriate, the role of drug therapy, coordination with medical professionals, and monitoring the treatment process. Treatment issues with Native Americans will be a special focus. Students will conduct a special research project on a selected neurotransmitter and the effects of alcohol/drugs on the functioning of this transmitter. (Pre: PY 644)

PY 556 Group Counseling, 3 cr.

An understanding of group purposes, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches will be obtained through this course. Group leadership styles, specific types of groups (therapeutic, focus, task, support, prevention, education, etc.) and ethical and legal considerations will also be studied. How group counseling is utilized in the reservation/rural setting will be explored. (Pre: PY 533, PY 614, Co-occurring with PY 624)

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: PY 533)

PY 574 Family Counseling, 3 cr.

Theories and techniques of family counseling will be presented. Basic principles and concepts of systemic theories that apply to both families and communities, assumptions inherent in each of the theories, and implications for practice and treatment will be studied. Essential skills will be taught, which will be applicable to school, clinical mental health, and chemical dependency counseling. (Pre: PY 533, PY 614, Co-occurring with PY 624)

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: Graduate Standing or Professor Permission).

PY 614 Assessment in Counseling, 3 cr.

This course will provide an understanding of the framework for assessing the individual and individuals. Methods of data gathering for a client or client systems and their environment in order to properly assess children, adolescents, and adults will be taught. The student will learn how to make decisions regarding treatment and/or referral. Awareness of diagnostic criteria and impressions, knowledge of psychopathology, and assessment of substance abuse and their addictions will be provided. Cultural diversity, gender issues, and specific populations will be discussed as they are related to assessment. Assessment issues with Native Americans in Schools and Mental Health settings will be the special focuses. (Pre or Co-Ocurring)

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: Graduate Standing or Professor Permission)

PY 624 Counseling Techniques, 3 cr.

Counseling practices, facilitative skills, and the application of these skills as helping professionals will be studied. Students will practice these skills in a laboratory setting. Experience and services with Native American clients in school and mental health settings will be the primary components of this class. (Pre: PY 533 and PY 614)

PY 634 Practicum, 3 cr.

Practica are offered in individual and group counseling. Practicum is an advanced laboratory experience in counseling clients under close supervision. The student will complete a minimum of 100 clock hours of supervised experiences which will include at least 40 hours of direct service with clients, 2 hours per week of group supervision, and 1 hour per week of individual supervision. Students enrolled in school counseling will be enrolled in a school setting, while students enrolled in clinical mental health will be involved in a clinical setting. (Pre: All Core Courses. For Clinical Mental Health add PY 533, PY 614, PY 624. For School Counseling add PY 614, PY 624; Malpractice-Liability Insurance).

PY 644 Diagnosis & Study of Mental Health Disorders, 3 cr.

The general principles and practices of etiology, diagnosis, treatment and prevention of mental and emotional disorders and dysfunctional behavior will be studied. In addition, the general principles and practices for the promotion of optimal mental health, especially in the Native American community, will be presented. Pre: PY 533, PY 614)

PY 654 Clinical Assessment & Testing, 3 cr.

This course includes the study of methods for assessing mental status, identification of mental illness, abnormal, deviant, or psychopathology of behavior, by obtaining appropriate behavioral data using a variety of techniques. This will include the study of non-projective personality assessments, achievements, aptitude, and intelligence testing. The student will learn to interpret the finding into diagnostic and statistical manual categories. It will include

basic concepts of testing, reliability and validity concerns, strategies for selection and administration of test instruments. Assessment issues as they relate to Native Americans will be a special focus. Ethical concerns, cultural diversity themes, gender issues, and specific population issues will be discussed as they are related to the interpretation of the assessments. (Pre: PY 533, PY 614)

PY 664 Organizational Psychology, 3 cr.

Organizational Psychology applies the theories, research methods, and intervention strategies in the workplace. Focus will be on helping organizations be more productive through the enrichment of their employee 's physical and mental health. Relevant topics include personnel, motivation, leadership, employee selection, training and development, organizational development organizational behavior, and work and family issues, especially in Lakota families. Emphasis will be on organizations within the Lakota world. (Pre: Core Courses)

PY 694 Internship I, 3 cr.

This course is a field-based experience required of students who are seeking to become licensed professional counselors (LPC) and certified school counselors. The setting(s) will be appropriate to mental health and school counseling and will involve a total of 600 clock hours and a minimum of 6 credit hours accumulated over the course of two semesters (second semester will be Internship II). Of the 600 hours, a minimum of 240 hours will be spent in direct service to clients and the remainder in individual supervision, group supervision, professional activities, the development of audio and video tapes of sessions, and experience with a variety of professional resources. (Pre: All Core Classes. For Clinical Mental Health add PY 614, PY 624, PY 634. For School Counseling add PY 634; Malpractice-Liability Insurance)

PY 695 Internship II, 3 cr.

This is the second course for the field-based experience required of HS students who are seeking to become licensed professional counselors (LPC) or certified school counselors. The setting(s) will be appropriate to mental health and school counseling and will involve 300 hours total for three credits. Of the 300 hours, a minimum of 120 hours will be spent in direct service to clients and the remainder in individual supervision, group supervision, professional activities, the development of audio and videotapes of sessions, and experience a variety of professional resources. (Pre: PY 694 Internship I; Malpractice-Liability Insurance).

SINTE GLESKA UNIVERSITY
M. A. in Human Services Clinical Mental Health Status Sheet (CMH)

Mission Statement

The Master of Arts in the Human Services Department will provide an environment of academic excellence through contemporary education reflective of Wolakota values. The student will have the opportunity of pursuing one or more of the modern career goals in the arenas of Clinical Mental Health or School Counseling.

NAME: _____ ID #: _____

ADDRESS: _____ **Phone:** _____

Cell Phone:

EMAIL: _____

CLINICAL MENTAL HEALTH COUNSELING

Total Required Semester Credits for Clinical Mental Health Program: 55

CORE COURSES

Required for All Students in Master of Human Services Program: 21 Credits

Prerequisites for All Core Courses are: Graduate Standing or Professor Permission

COURSE NUMBER & TITLE	HR.	YR.	GRADE	NOTES
HS 520 Research & Program/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 617 Career & Life Style Development	3			
PY 594 Issues Involving Native American Youth on the Reservation	3			

CLINICAL MENTAL HEALTH TRACK – 34 Credits

<u>COURSE NUMBER & TITLE</u>	<u>HR.</u>	<u>YR.</u>	<u>GRADE</u>	<u>NOTES</u>
__ PY 538 Psychopharmacology (Pre: PY 644)	3			
__ PY 556 Group Counseling (Pre: PY 533, PY 614, Co-occurring PY 624)	3			
__ PY 557 Human Development & Psychosocial Intervention (Pre: PY 533)	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			
__ PY 634 Practicum (Mental Health Setting) (Pre: All Core Courses, PY 533, PY 614, PY 624, Insurance)	3			
__ PY 644 Diagnosis & Study of Mental Health Disorders (Pre: PY 533, PY 614)	3			

<u> </u> PY 654	Clinical Assessment & Testing (PY 533, PY 614)	3 _____
<u> </u> PY 694	Internship I (Mental Health Setting) 3 (Requires 300 contact hours, Insurance) (Pre: All Core Courses, PY 614, PY 624, PY 634)	_____
<u> </u> PY 695	Internship II (Mental Health Setting) 3 (Requires 300 contact hours, Insurance) (Pre: Completion of PY 694)	_____
<u> </u> HS 696	Capstone 1 (Pre: Advanced Standing, Professor Permission)	_____

TOTAL REQUIRED CREDITS FOR CLINICAL MENTAL HEALTH PROGRAM: 55

To be completed at time of graduation:

Total Core Credits	_____	(must total 21)
Total Required Credits	_____	(must total 34)
<u>Total Electives:</u>	_____	

Total Credits Earned in Program _____**SUGGESTED ELECTIVES**

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

<u> </u> EDR 601	Educational Statistics	3 _____
<u> </u> HS 505	Case Management	3 _____
<u> </u> HS 677	Independent Study	1-3 _____
<u> </u> HS 686	Seminar for Professionals	1-3 _____
<u> </u> HS 698	Thesis I (Pre: Core courses)	3 _____
<u> </u> HS 699	Thesis II (Pre: Completion of HS 698)	3 _____

Relevant Elective 500 or higher

<u> </u>	3 _____
<u> </u>	3 _____
<u> </u>	3 _____

SINTE GLESKA UNIVERSITY
M. A. in Human Services School Counseling Status Sheet (SC)

Mission Statement

The Master of Arts in the Human Services Department will provide an environment of academic excellence through contemporary education reflective of Wolakota values. The student will have the opportunity of pursuing one or more of the modern career goals in the arenas of Clinical Mental Health or School Counseling.

NAME: _____ ID #: _____

ADDRESS: _____ Phone: _____

Cell Phone: _____

EMAIL: _____

SCHOOL COUNSELING

Total Required Semester Credits For School Counseling Program: 49

CORE COURSES

Required for All Students in Master of Human Services Program: 21 Credits

Prerequisites for All Core Courses are: Graduate Standing or Professor Permission

COURSE NUMBER & TITLE	HR. YR. GRADE	NOTES
HS 520 Research & Program/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 617 Career & Life Style Development	3	_____
PY 594 Issues Involving Native American Youth on the Reservation	3	_____

SCHOOL COUNSELING TRACK: 28 Credits

COURSE NUMBER & TITLE	HR. YR. GRADE	NOTES
EDR 600 Reading & Writing In Educational Research (Pre: Graduate Standing)	3	_____
PY 556 Group Counseling (Pre: PY 533, PY 614, Co-occurring PY 624)	3	_____
PY 557 Human Development & Psychosocial Intervention (Pre: PY 533)	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	_____
PY 634 Practicum (School Setting) (Pre: All Core Courses, PY 614, PY 624, Insurance)	3	_____
PY 694 Internship I (School Setting) (Requires 300 contact hours; Pre: PY 634, Insurance)	3	_____

- PY 695 Internship II (School Setting) 3 _____
 (Requires 300 contact hours; Pre: PY 694, Insurance)
- HS 696 Capstone 1 _____
 (Pre: Advanced Standing, Professor Permission)

TOTAL REQUIRED SEMESTER CREDITS FOR SCHOOL COUNSELING PROGRAM: 49

To be completed at time of graduation:

Total Core Credits	_____	(must total 21)
Total Required Credits	_____	(must total 28)
Total Electives:	_____	

Total Credits Earned in Program _____

SUGGESTED ELECTIVES

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

- | | | |
|---|-----|-------|
| <input type="checkbox"/> EDR 601 Educational Statistics (Pre: EDR 600) | 3 | _____ |
| <input type="checkbox"/> ED 610 Advanced Educational Psychology | 3 | _____ |
| <input type="checkbox"/> PY 538 Psychopharmacology
(Pre: PY 644) | 3 | _____ |
| <input type="checkbox"/> PY644 Diagnosis & Study of Mental Health Disorders (Pre: PY 533, PY 614) | 3 | _____ |
| <input type="checkbox"/> PY 654 Clinical Assessment & Testing
(PY 533, PY 614) | 3 | _____ |
| <input type="checkbox"/> HS 505 Case Management | 3 | _____ |
| <input type="checkbox"/> HS 677 Independent Study | 1-3 | _____ |
| <input type="checkbox"/> HS 686 Seminar for Professionals | 1-3 | _____ |
| <input type="checkbox"/> HS 698 Thesis I (Pre: Core Courses) | 3 | _____ |
| <input type="checkbox"/> HS 699 Thesis II (Pre: HS 698) | 3 | _____ |

Relevant Elective 500 or higher

- | | | |
|--------------------------------|---|-------|
| <input type="checkbox"/> _____ | 3 | _____ |
| <input type="checkbox"/> _____ | 3 | _____ |
| <input type="checkbox"/> _____ | 3 | _____ |



**APPLICATION FOR ADMISSION
MASTER OF ARTS – HUMAN SERVICES
SINTE GLESKA UNIVERSITY**

PO Box 105
Rosebud Sioux Reservation
Mission, South Dakota 57555
Chartered by the Rosebud Sioux Tribe in 1971

*Submission Deadline: 1 August (or first Monday in August)
Incomplete applications will not receive action.*

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	Location	Dates Attended	Degree & Date Earned

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

Where did you first learn about the Graduate Program?

Checklist: (documents to include 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
- ___ 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 as a professional?
 4. What skills and abilities do you bring to the counseling 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
- ___ Copy of Teaching Certificate (only applies to teachers who are applying to the program)

* Items noted with “*” need also to be on file with the SGU Registrar.

Note: The admissions approval process takes four to six 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:	Master of Arts – Human Services Sinte Gleska University PO Box 105 Mission, South Dakota 57555
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APPLICANT PERSONAL STATUS DOCUMENTS Name _____ 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 in both the Clinical Mental Health and School Counseling Programs must also be able to secure student liability insurance, which is required for internships and practica. 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 Human Services Department for consultation.

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

CONSENT TO RELEASE INFORMATION Name: _____ (print)
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 at the time of application to the program and prior to registering for the practicum and the internship courses.* 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 (MA – HS)

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 faculty will use this document to evaluate your qualification to be admitted to the MA – HS program. It may also be used to assist in the selection of graduate assistants. 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 program has given your name as a reference. The Admissions Committee would appreciate your cooperation in providing the following information regarding the applicant's qualifications

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

During this time, the applicant was a / an

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> undergraduate student | <input type="checkbox"/> my advise |
| <input type="checkbox"/> an employee I supervised | <input type="checkbox"/> 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 _____

Address _____
Street _____ City / State _____ Zip Code _____

Signature _____ Date _____

Send this form to:	Master of Arts – Human Services Sinte Gleska University PO Box 105 Mission, SD 57555
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PERSONAL COMMITMENT DECLARATION

I have fully reviewed the **M.A. Degree Program Handbook**.

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

I have visited with M.A. faculty and have all my questions addressed.

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

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 ultimate respect, harmony, 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