

CHRD Student Policy Manual

Counseling and Human Resource Development (CHRD) Graduate Program

School of Education, Counseling, and Human Development

College of Education and Human Sciences

South Dakota State University

The information contained in this student policy manual is the most accurate available at the time of publication, but changes may become effective before the next student policy manual is developed. It is ultimately the student's responsibility to stay abreast of current regulations, curricula, and the status of specific programs being offered. Furthermore, the university reserves the right, as approved by the Board of Regents, to modify requirements, curricular offerings, and charges, and to add, alter or delete courses and programs through appropriate procedures. While reasonable efforts will be made to publicize such changes, a student is encouraged to seek current information from the appropriate offices. The ethical codes, principles, and standards of the American Counseling Association, American College Personnel Association, American School Counselor Association, the Commission of Rehabilitation Counselor Certification, and the International Association of Marriage and Family Counselors are by this reference hereby incorporated within this text.

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Welcome to the Counseling and Human Development Department

Welcome to the School of Education, Counseling, and Human Development of the College of Education and Human Sciences at South Dakota State University. This student policy manual was created to facilitate your understanding of our graduate program in Counseling and Human Resource Development (CHRD) and departmental policies.

Program Directory

Main Campus–Brookings

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Office.....	605.688.4321	sdsu.chd@sdstate.edu
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University Center–Rapid City

University Center–Rapid City
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Mission Statements

CHRD Program

The goal of the Counseling and Human Resource Development program at South Dakota State University is to develop and prepare students to become proficient and accomplished professionals in their chosen specialty area. As graduates, they will display and exemplify a high level of professional integrity, multicultural competence and inclusion, wellness, resilience, advocacy, and intellectual curiosity.

Department

The mission of the Department of Counseling and Human Development is to provide high quality educational programs to learners who will work in human science fields, and to generate knowledge of human behavior, cognition, and interaction.

Vision: The graduates of the CHD department will be dedicated to their profession and strive to enhance the well-being of the individuals, families, organizations, and communities in which they work.

Core Values: Individual and family development over the lifespan; competency in the professional discipline; life-long learning both professionally and personally; diversity; moral and ethical behavior; and commitment to self-care, prevention and wellness principles.

College

The College of Education and Human Sciences (EHS) develops human potential by advancing teaching, learning, and scholarship for the purpose of enhancing individual, family, school and community well-being through:

- Exemplary student-centered undergraduate and graduate education that prepares tomorrow's professionals.
- Basic, applied and translational scholarship that addresses vital issues of health, development, learning, leadership, sustainability, and quality of life across the lifespan.
- Engagement with individuals, families, schools, organizations and communities which transform knowledge and discovery into practice and provides meaningful impacts.

Vision: To be a recognized leader in teacher education and the human sciences and innovative in advancing new science, pedagogy and design.

Core Values: Human potential; collegial, democratic environment; collaboration and community; vitality; inclusion, diversity, empowerment and access; learner-centered pedagogy; research-based teaching; professional preparation for life-long learning; sustainability and social responsibility; honesty, integrity, civility and ethics; flexibility; community engagement and service; creativity and innovation.

About the Program

The CHRD program offers a Master of Science (M.S.) specialization in Clinical Mental Health Counseling, College Counseling, Rehabilitation & Mental Health Counseling, School Counseling, Marriage and Family Counseling, as well as a Master of Education (MEd) specialization in Administration of Student Affairs.

Accreditations CACREP

The M.S. CHRD specializing in Clinical Mental Health Counseling, College Counseling, School Counseling, and Rehabilitation Counseling have been fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since November 1, 1994. CACREP is a specialized accrediting body recognized by the Council on Higher Education Accreditation (CHEA). CACREP accreditation provides recognition that the content and quality of the CHRD program has been evaluated and meets the standards set by the profession. Graduates from CACREP accredited programs score higher on national counselor exams, are perceived by others to have better counseling abilities, obtain state licensing easier, and are eligible to waive two years of supervised field work after graduation that is required for the National Certified Counselor credential offered through the National Board of Certified Counselors (NBCC).

Guiding Philosophy and Goals

As counselor educators, we are involved in the dynamic and evolving processes of counselor education and student affairs education. Our priorities are to develop our students successfully in the areas of academic performance, professional responsibility, competence, conduct, integrity, and self-care and wellness. To **prepare skilled practitioners, the faculty will attempt to develop in all graduates maturity in self-understanding and self-development, the ability to examine personal values and their appropriateness for the counseling profession, the ability to effectively communicate, and the ability to attain and maintain an openness to diverse populations.**

By utilizing individual strengths, our students and graduates will:

1. Demonstrate the knowledge and skills necessary for competent, ethical practice.
2. Demonstrate skills, knowledge, and awareness to counsel within a diverse society.
3. Describe and explain the process of change as expressed by individual and family counseling theories across the lifespan.
4. Identify and describe theories and models of career development, counseling, and decision-making.
5. Demonstrate essential interviewing, counseling, and conceptualizing skills.
6. Identify and apply approaches used for various types of group work.
7. Demonstrate knowledge of the basic concepts of standardized testing and other assessment techniques.
8. Discern evidence-based counseling practices.

Clinical Mental Health Counseling

1. Develop and demonstrate basic counseling skills, including verbal and non-verbal attending, observation, paraphrasing, reflection of feelings, questioning, summarizing, and confrontation.

Clinical Rehabilitation Counseling

1. Demonstrate the skills and competencies necessary to ethically and effectively serve and advocate for persons with disabilities.

College Counseling & Student Affairs

1. Create an artifact with input from collegiate level professionals to promote the holistic success of individuals in higher education settings.

Marriage, Couple, & Family Counseling

1. Demonstrate knowledge and skills in conceptualizing and treating marriage, couple, and family counseling.

School Counseling

1. Integrate legal and ethical considerations specific to school counseling

Program Expectations and Curriculum

Within the program, learning experiences balance theory and supervised practice. To achieve entry-level professional competence, students are expected to become knowledgeable in the following areas:

- dynamics of human growth and development;
- social and cultural foundations, including multiculturalism and pluralism;
- helping relationships;
- theories and practices;
- family systems and interventions;
- lifestyle and career development;
- appraisal;
- research and evaluation;
- professional orientation;
- administrative and planning concepts;
- personal growth and development: self-awareness, interpersonal relations, physical and mental health.

Policies

Recruitment and Retention of Diverse Students

In keeping with the School's commitment to social justice and diversity, we are highly interested in and very supportive of potential students who are under-represented in the larger dominant culture. In order to increase minority student recruitment and retention, we will:

1. Actively pursue minority students by attending and exhibiting at events where they are likely to be present.
2. Disseminate program materials and invitations for applications to diverse areas where we already have established involvement (e.g., Flandreau Indian School, Tiospaye Zina, Sisseton-Wahpeton
 - a. Community College, Sioux Falls Multicultural Center, Todd County Schools, Southwest Minnesota State University, etc.).
3. Provide human and financial resources that support minority student success (e.g., scholarships and fellowships, local organizations, on-and-off campus resources, offer a Minority Student Scholarship/Graduate Assistantship).
4. Promote a social and physical environment that is welcoming to diverse students.
 - a. Integrate diversity throughout the curriculum in all courses.
 - b. Provide land acknowledgment on our website (e.g., <https://www.sdstate.edu/wokini-initiative/land-acknowledgement>), and faculty make it visible in their classes.
5. Model comfort with diversity via professional relationships with colleagues, including active use of site supervisors who represent diversity.

- a. Commit to the diversification of faculty members in our programs and our advisory council for each specialty area.
 - b. Attend professional development trainings and join networks.
6. Publicize the success of the diversity efforts of our department.
 - a. Create marketing materials (brochures, videos, newsletter, etc.) highlighting student and faculty diversity initiatives (e.g., Practicum and Internship connections, faculty dissemination and publications, etc.).
7. Monitor the content and delivery of the curriculum so that it accurately reflects the counseling reality of diverse populations.
 - a. Continue the use of online delivery teaching methods to increase access to non-traditional and rural learners.
 - b. Maintain collaborative partnerships with on-campus and off-campus constituents (e.g., guest speakers, field trips, study abroad, outreach with diverse schools, colleges, and clinical settings).
 - c. Integrate exposure to diverse real-world opportunities to meet the needs of today's society.
8. Periodically communicate with the Directors of the Wokini Initiative, and the Office of Multicultural Affairs and Accessibility, and the Wokini Director to recruit and retain minority students.
9. Maintain diversity statistics- (e.g., subcommittee monitors this).

The Assistant Director and the faculty share responsibility for monitoring the implementation and success of this plan.

Non-Discrimination Policy

South Dakota State University has a well-established commitment to maintaining a campus environment free from discrimination and harassment, as articulated by federal and state law, and University policy.

Non-Discrimination Policy

It is the policy of SDSU not to discriminate on the basis of race, color, creed, religion, national origin, ancestry, gender, transgender status, marital status, pregnancy, sexual orientation, age, disability, veteran's status or any other protected class in the offering of all benefits, services, and educational and employment opportunities.

As part of this policy, SDSU has designated a Title IX/EEO Coordinator to assist individuals with any concerns about discrimination or harassment in education programs or activities.

Concerns should be reported directly to the Title IX/EEO Coordinator. The complaint process is subject to the South Dakota Board of Regents policies, and will follow the institutional policies listed below:

Policy 4:3 Equal Opportunity, Non-Discrimination, and Affirmative Action

Policy 4:4 Harassment including Sexual Harassment

Policy 4:5 Prevention of Sexual Assault, Domestic Violence, and Stalking

Policy 4:6 Human Rights Complaints

These policies can be found at <https://www.sdstate.edu/policies-and-procedures>.

Non-Retaliation/Privacy

Complainants, respondents, witnesses, and other persons who have assisted, testified, or participated in any manner in any phase of a harassment or discrimination investigation will be protected against retaliation. SDSU's policy and applicable Board of Regents, state and federal regulations prohibit retaliation, coercion, interference and/or intimidation, or any other adverse action taken as a direct result of a complaint being brought forth.

All concerns are responded to and/or investigated in a highly sensitive manner. The privacy of the

parties involved is protected. The process is neutral, impartial and fair.

What You Can Do To Address Harassment or Discrimination

- Approach the person you feel has discriminated against or has harassed you and communicate your concern directly, in person or in writing. Ask them to stop the concerning behavior or comments immediately.
- Report harassment or discrimination to the Title IX/EEO Coordinator.

Reporting Concerns

To report your concerns, you are welcome to speak directly to the Title IX Coordinator.

Ms. Michelle Johnson, SPHR

Title IX/EEO Coordinator & Affirmative Action Officer

Human Resources, Administration (Morrill Hall) 100

Brookings, SD 57007

Phone: (605) 688-4128

Email 1: michelle.johnson@sdstate.edu

Email 2: Equal.Opportunity@sdstate.edu

SDSU has recently adopted a Compliance Hotline that offers two additional ways to report concerns, including the option to report anonymously, if you choose:

Toll-Free Reporting: 1-844-880-0004

Web Reporting: <https://www.lighthouse-services.com/sdstate>

If a student or employee confides in you their concern, please encourage them to report the issue or you may report on their behalf. The University has a legal obligation to respond to issues, big and small, so SDSU requests that all concerns be brought forth. The University has many resources and wants to support faculty, staff and students.

What happens if a violation of the policy occurs?

The University will not tolerate discrimination, harassment or retaliation that violates SDBOR or University policy. Where such violations are investigated and found to have indeed occurred, the University will take steps to end it immediately. An individual found to have engaged in discrimination, harassment or retaliation will be subject to appropriate discipline, depending on the severity of the misconduct.

For More Information

For more information on the policies established to promote equal opportunity and eliminate discrimination and harassment at SDSU visit: <http://www.sdstate.edu/hr/equal-opportunity/index.cfm>

Disability Policy Statement

The Coordinator for Disability Services has been designated the SDSU “Responsible Employee” to coordinate institutional compliance with the non-discrimination requirements of the **Americans with Disabilities Act (ADA) of 1990**. In that capacity, the Coordinator is committed to ensuring that SDSU provides an inclusive learning environment.

The Coordinator will also be responsible for the effective integration of ADA procedures, and Section 504 of the Rehabilitation Act of 1973. The Coordinator serves as the personal contact for students seeking information concerning the provisions of the ADA and their respective duties and rights provided therein.

SDSU ADA Coordinator

SDSU Office of Disabilities Service

Morrill Hall 100R
Human Resources-Box 2201.
University Station
Brookings, SD 57007.
Phone: (605) 688-4128.
V/TTY: (605) 688-4394
Email: Sarah.Lesnar@sdstate.edu

USU 271G, Box 281C
Brookings, SD 57007
The office is located within the Multicultural Center in the Student Union
Phone: 605 688 4504
Fax: 605 688 4987
Nancy.crooks@sdstate.edu

SDSU Academic Integrity and Appeals

The School of Education, Counseling, and Human Development takes the position that each student should have accurate and updated information about their student rights and academic appeals procedures. As outlined in the Student Academic Misconduct and Academic Appeals (Number 2.4) section of the South Dakota State University Policy and Procedure Manual:

Academic Appeals may challenge: an academic decision from administrative error or misapprehension of fact; an academic decision departing substantially from accepted academic standards for the discipline of the University; or circumstances that suggest an academic decision reflected the prejudiced or capricious consideration of Student opinions or conduct unrelated to academic standards, of Student status protected under policy or law, or of other considerations that are inconsistent with the bona fide exercise of academic judgment. iii. When an academic outcome (e.g. grade, suspension from an academic course or program) is determined by a Faculty Member or other University Official, the Student has a right to appeal the decision if the Student believes they were treated unfairly or important information was not considered in the decision. To appeal the academic outcome, the procedures outlined herein must be followed. For the complete set of procedures, please go to: [Student Appeal Policy](#).

CHRD Student Evaluation, Review, and Remediation Policy

Students are responsible for meeting all requirements of South Dakota State University, the College of Education and Human Sciences, the School of Education, Counseling, and Human Development, and the Counseling and Human Resource Development program:

1. Students must maintain satisfactory academic standing.
2. Students must adhere to the Academic Ethics Policies identified in the SDSU Student Conduct Handbook, the content of which is by this reference hereby incorporated within.
3. Students must maintain the standard of care as outlined in the ACA, ASCA, IAMFC, ACPA, CAS, and CRCC ethical standards; the content of which is by the reference hereby incorporated in.
4. Students must demonstrate functional competence in fulfilling the professional tasks and duties of the discipline.
5. Students are limited to *two* attempts to pass clinical courses; Group, Pre-Practicum, and Practicum, and internship require a 'B' to pass.

Student Evaluation

Accumulation of credits and satisfactory grades do not guarantee successful completion of the CHRD program. Student evaluation is an ongoing process that begins with admission to the program and continues through a final comprehensive review.

Faculty strongly emphasize confidentiality of student evaluations among students and in faculty meetings. This information will be kept confidential among the core and adjunct faculty. Faculty, however, cannot control information students may share with other students in a Practicum or

Group experience.

Students are periodically reviewed and evaluated on: academic performance, professional responsibility, competence, conduct, integrity, self-care and wellness, and other qualities essential to becoming an effective professional counselor or student affairs professional.

Faculty view the professional obligation of mentoring students, providing assistance, supporting student's professional development, and student's graduation seriously. However, in certain instances, a student's ability to function at the level expected is called into question. When this occurs, faculty act in accordance with the standards of the profession. If a faculty member thinks a particular student needs remedial help, they will attempt to develop an informal plan with the student to address the problem. If either the student or faculty member thinks the plan is not helpful and/or has not taken care of the concern, the situation will be brought to the attention of the Assistant Director or discussed during the student review conference.

Student Review Conference

In addition to the evaluation that takes place as part of each course, faculty meet during midterms each semester (or as needed) to discuss the progress of all students currently enrolled in the program in regard to Professional Dispositions. The intent of this conference is to resolve any problems that may hinder a student's academic success or impede their ability to provide competent counseling services. Faculty may also address an informal plan that has not sufficiently addressed a student's remedial needs and discuss alternatives and/or to determine a formal individualized written plan of action that is satisfactory for the student, program, and department. After the review conference, each student in the program will receive a letter describing their current status: good standing, good standing with minor conditions (i.e. plan of study needed) or statement of specific concerns that requires meeting with their advisor (e.g. inappropriate behavior, etc.).

Remediation Policy

In all formal individualized written plans, the Assistant Director and the Dean of the Graduate School are informed, and due process is observed to protect student rights and University responsibilities. In situations where action is deemed necessary, the department will follow this remediation policy to carry out the remedial plan.

Step 1: A faculty member will raise the concern pertaining to the student during the student review conference or bring it directly to the Assistant Director. The faculty and/or Assistant Director will discuss options in executive session of the student review conference, to determine if a formal individualized written plan of action is necessary.

Step 2: The nature of the problem and the formal individualized plan for addressing the problem (including recommended remedial assistance as needed) are written and discussed with the student to ensure mutual understanding.

Step 3: If the student agrees to the written plan, it is then placed in the student's departmental and graduate file. In some cases, the student may be asked to take a leave of absence from the program or to terminate involvement with the program.

Step 4: Once the plan has been successfully completed, a formal document stating the student has fully complied with the remediation plan and is considered in "good standing" in the program will be written and placed in the student's departmental and graduate file. If the student does not successfully address the items specified in the remediation plan, they will be advised to leave the program.

Transfer of Courses

SDSU allows 40% of credits to be transferred and applied towards a Master's degree; however, CHRD adds the following restriction: clinical courses cannot be transferred in from another institution (i.e. Pre-Practicum, Group, Practicum, and Internship).

Plan of Study

The Plan of Study lists coursework and credits required for the student's specific CHRD specialization. As students are admitted to the program based on the specialization stated on their Graduate School application, students must pursue that specialization. If the student chooses to pursue more than one specialization, their coursework will go beyond the required hours. If the student chooses to change their specialization, they will be required to complete a new application to the Graduate School. It is the student's responsibility to contact their advisor during their first semester to develop an official Plan of Study for the specialization stated on his/her Graduate School application. Students must maintain a 3.0 (B) cumulative GPA for all courses in the graduate plan of study. The Plan of Study degree options are:

- A. **Thesis:** Includes the additional requirement of CHRD 798 Thesis in counseling (at least six semester credit hours). Students are strongly encouraged to consult the Graduate School and their Advisor to determine specific guidelines on pursuing the thesis option.
- B. **Research Project:** Includes the additional requirement of CHRD 788 Research Problems (for at least two semester credit hours). This is an option for those students who do not want to pursue a thesis but are interested in pursuing research.
- C. **Coursework:** Does not require a thesis or research project but does require completing coursework for a specific amount of credit hours. This is the most common CHRD option.

Change of Specialization/Plan of Study

Students who choose to change their original Specialization/Plan of Study must meet with their advisor to inform them of the decision, write a new goal statement explaining the reason for the change by April 1 or October 1. The student will then rescreen with the specialty coordinator as a participant in the prospective student screening and interview. If the rescreening is successful, the student will then complete a new application to the Graduate School and a Change of Plan of Study.

Withdraw From Program

Students who have withdrawn from the program for one year or more and wish to re-enter will be required to complete the admissions process again in its entirety (i.e. submit a new resume, goal statement, recommendations, disclosure statement, complete another background check, and re-interview). If the returning student successfully passes the criminal background check, they will be admitted to the program to complete the courses required (*please note: coursework may expire after six years if a degree has not been granted, please consult the Graduate Bulletin for more information*).

Second Specialization for Returning Graduates

Returning graduates of the CHRD program wishing to pursue a second specialization may be permitted to do so upon successfully re-screening with the specialization coordinator as a participant in the prospective student screening and interview. Returning graduates are required to submit a resume, disclosure statement, and goal statement by April 1 (fall) or October 1 (spring). Once a decision to admit is made, the returning graduate will be asked to pay and complete a criminal background check. If the returning graduate successfully passes the criminal background check, they will be admitted to the program to complete the specialization-specific courses required. If any coursework is older than six (6) years, it will need to be validated by the specialty coordinator.

Email

Updated 9/25/2023.

Email messages sent by SDSU to students through university-assigned, jacks email addresses will constitute an official means of communication. It is the student's responsibility and obligation to access official university email messages in a timely manner. As other email accounts may be blocked by the SDSU firewall, SDSU is only able to monitor student emails coming from university-assigned email accounts. Contact the SDSU Support Desk at (605) 688-6776 for questions.

Name, Phone, and Mailing Address

It is very important to keep the department *and* university updated with your name, mailing address, and phone number(s). Change of Name and Address forms are available from the Registrar's Office or Department Office.

Non-Faculty Led Group Experience

Students are required to complete a ten-hour group experience before taking CHRD 766 Group Counseling. The group experience is free of charge and administered by a non-CHRD faculty counseling professional. The purpose of this group is to give students the experience of being a member of a small group in a safe and welcoming setting.

Clinical Course Registration

Students cannot enroll in clinical courses on their own. Those who wish to enroll in CHRD 766 Group Counseling, CHRD 785 Pre-Practicum, or CHRD 786 Practicum must contact the department office to be put on a waitlist. Once the department has verified that all prerequisites have been met, the student will be registered for the course. Registration priority will go to those students who have completed the most credits. In order to be considered for enrollment in CHRD 786 Practicum, the department office should be contacted no later than November 1st for Spring enrollment or July 1 for Fall enrollment.

Students who wish to enroll in CHRD 794 Internship must formally apply. The Internship Handbook and Application are available on the CHD website.

Professional Liability Insurance

All students pursuing the Master of Science in Counseling and Human Resource Development are required to have Professional Liability Insurance through the duration of their program that provides professional liability limits up to \$1,000,000 per claim, up to \$3,000,000 annual aggregate. Two options used in the past for acquiring this insurance:

1. Faculty strongly encourage that all students become student members of the American Counseling Association for professional development and to acquire *free* professional liability insurance. ACA's website is www.counseling.org/Students/.
2. CPH & Associates offers student liability insurance; the website is www.cphins.com. Should students choose this option, be sure your coverage is as stated above.

Graduation

It is the student's responsibility to make certain that they have fulfilled all graduation requirements (i.e. successfully complete all coursework stated on the Plan of Study, and pass the written exam) and to obtain and complete the Graduation Application.

SDSU's Formal Graduation Commencement is during the spring semester only; summer and fall graduates are invited to the spring ceremony preceding their graduation. Students graduating in the summer you have the option to participate in the spring formal commencement. To participate, summer graduates must complete a Commencement Participation Request form. Please contact the

Graduate School for more information.

Dual Degree Programs

If a student wishes to graduate from two CACREP accredited counseling specialty areas concurrently, they must meet the degree requirements for both specialties. This would include meeting the curricular requirements for each specialty, and a minimum of 600 clock hour internship for each specialty. The awarding of the degree(s) must occur simultaneously.

Licensure and Endorsement

Although the program seeks to be competitive on a national level, licensure and certification requirements are set by each individual state. **It is the student's responsibility to research the requirements of the specific states in which they wish to work.** Information on state requirements is available on the American Counseling Association and the American School Counselor Association websites. *When applying for licensure in other states, many licensing boards will want to verify your coursework. Retain a copy of the graduate bulletin, all CHRD handbooks (including practicum and internship), and all your syllabi. It will make the process go more quickly.*

In addition to seeking appropriate certification and/or licensing, graduates are strongly encouraged to obtain ongoing supervision, consultation, and continuing professional education throughout their careers.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling course of study is designed to meet the requirements of the South Dakota Board of Counselor Examiners. Once graduates complete an approved supervised clinical experience and pass the appropriate examinations, they are eligible for licensure as a Licensed Professional Counselor (LPC) initially, and eventually a Licensed Professional Counselor – Mental Health (LPC-MH).

Endorsement Policy

CHRD does not endorse graduates of the Clinical Mental Health Counseling specialization who pursue other areas of specialty within the counseling profession. Students who have completed the requirements for the Clinical Mental Health Counseling specialization and graduated from the program are endorsed for counseling in a clinical mental health setting. This program specialization is accredited by CACREP. The following statement is intended to identify the specific endorsement for students entering Clinical Mental Health Counseling:

“Upon successful completion of the core requirements, and those of the Clinical Mental Health Counseling specialization and with the successful completion of the comprehensive written examinations, graduates are endorsed as having constructed appropriate entry level knowledge and as having met appropriate skill acquisition to be recognized as professional clinical mental health counselors. Students in the Clinical Mental Health Counseling specialization are also responsible for having taken supporting area courses which supplement or enhance their chosen specialty.”

The formal endorsement in Clinical Mental Health Counseling asserts that the graduate is:

- proficient in all competencies articulated in the core requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP);
- demonstrates the entry level clinical competencies required in a clinical mental health setting and that those competencies have been demonstrated, observed and supervised directly by program faculty in practice, through in-vivo supervision, direct one-on-one feedback to the

student from the program faculty for a full semester; and

- is experienced in the actual clinical mental health counseling setting, having demonstrated expertise in all areas of clinical mental health counseling, under the direct individual supervision of an approved supervisor and the direct group supervision of program faculty.

College Counseling

The program prepares students to work in higher education settings in the various aspects of student life that take place largely outside of the classroom. These include, but are not limited to, student affairs administration, general college student counseling, career counseling, academic advising, institutional admissions, student activities, multicultural affairs, and residence hall settings. Currently, there are no certification or licensure requirements for student personnel professionals.

Endorsement Policy

Students graduating from the program having completed the requirements for the Student Personnel Counseling emphasis are endorsed for service on college and university campuses in the field of student affairs. This program specialization is accredited by CACREP. The following statement is intended to identify the specific endorsement for students entering College Counseling:

“Upon successful completion of the core requirements, and those of the College Counseling specialization, and, with the successful completion of the comprehensive written examinations, graduates are endorsed as student affairs professionals.”

The formal endorsement in College Counseling asserts that the graduate is:

- proficient in all competencies articulated in the core requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP);
- able to demonstrate the entry level clinical competencies required in a student affairs setting and that these competencies have demonstrated, observed, and supervised directly by program faculty in practice and through in-vivo supervision, and direct one-on-one feedback to the student from the program faculty for a full semester; and
- experienced in the actual post-secondary campus setting, having demonstrated expertise in the areas of student affairs of his or her choice.

Marriage and Family Counseling

The specialization in Marriage and Family Counseling is designed to meet the requirements of the South Dakota Board of Counselor Examiners. Graduates of this specialization are eligible for certification as a Marriage and Family Therapist after completion of certification requirements as outlined by the South Dakota Board of counselor Examiners.

Endorsement Policy

CHRD does not endorse graduates of the Marriage and Family Counseling specialization who pursue other areas of specialty within the counseling profession. Students who have completed the requirements for the Marriage and Family Counseling specialization and graduated from the program are endorsed for counseling in a marriage and family setting. This program specialization is seeking accreditation by CACREP. The following statement is intended to identify the specific endorsement for students entering Marriage and Family Counseling:

“Upon successful completion of the core requirements, and those of the Marriage and Family Counseling specialization

and with the successful completion of the comprehensive written examination, graduates are endorsed as having constructed appropriate entry level knowledge and as having met appropriate skill acquisition to be recognized as professional marriage and family counselors. Students in the Marriage and Family Counseling specialization are also responsible for having taken supporting area courses which supplement or enhance their chosen specialty.”

The formal endorsement in Marriage and Family Counseling asserts that the graduate is:

- proficient in all competencies articulated in the core requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP);
- demonstrates the entry level clinical competencies required in a marriage and family setting and that those competencies have been demonstrated, observed and supervised directly by program faculty in practice, through in-vivo supervision, direct one-on-one feedback to the student from the program faculty for a full semester; and
- is experienced in the actual marriage and family counseling setting, having demonstrated expertise in all areas of marriage and family counseling, under the direct individual supervision of an approved supervisor and the direct group supervision of program faculty.

Rehabilitation and Mental Health Counseling

This program is designed to prepare graduates to be eligible for licensure in counseling (LPC) and certification through the Commission for Rehabilitation Counselor Certification (CRCC). Once graduates complete an approved plan for the remainder of the supervised clinical experience, they are eligible for licensure as a Licensed Professional Counselor (LPC).

Endorsement Policy

The department does not endorse graduates of the Rehabilitation and Mental Health Counseling emphasis who pursue other areas of specialty within the counseling profession. Students who have completed the requirements for the Rehabilitation and Mental Health Counseling specialization and graduated, are endorsed to perform professional rehabilitation counseling roles and functions. This program specialization is accredited by CACREP. The following statement is intended to identify the specific endorsement for students entering rehabilitation counseling.

“Upon successful completion of the core requirements, and those of the Rehabilitation and Mental Health Counseling emphasis, and with the successful completion of the comprehensive written and oral examinations, graduates are endorsed as having constructed appropriate entry level knowledge and as having met appropriate skill acquisition to be recognized as professional rehabilitation and mental health counselors. Students in this emphasis are also responsible for having taken supporting area courses which supplement or enhance their chosen specialty.”

The formal endorsement in rehabilitation counseling asserts that the graduate is:

- able to demonstrate the entry level clinical competencies required of professional rehabilitation counselors and that those competencies have been demonstrated, observed and supervised directly by program faculty in practice, through in-vivo supervision, direct one-on-one feedback to the student from the program faculty for a full semester; and
- experienced in an actual professional setting, having demonstrated expertise in all essential areas of rehabilitation counseling, under the direct individual supervision of an approved supervisor and the direct group supervision of program faculty.

School Counseling

The School Counseling plan of study is designed to prepare students for endorsement/certification as a school counselor in the state of South Dakota. Should the student seek endorsement in another state,

it is that student's responsibility to meet any additional requirements by that particular state.

Endorsement Policy

The department does not endorse graduates of the School Counseling emphasis who pursue other areas of specialty within the counseling profession. Students who have completed the requirements for the School specialization and have graduated are endorsed for counseling in K-12 school settings in the state of South Dakota. This program emphasis accredited by CACREP.

The following statement is intended to identify the specific endorsement for students entering school counseling:

"Upon successful completion of the core requirements, and those of the School Counseling specialization, and with the successful completion of the comprehensive written examination, graduates are endorsed as having constructed entry level knowledge and as having met appropriate skill acquisition to be recognized as professional school counselors. Students in the School Counseling specialization are also responsible for having taken supporting area courses which supplement or enhance their chosen specialty."

The formal endorsement in school counseling asserts that the graduate is:

- proficient in all of those competencies articulated in the core requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP);
- able to demonstrate the entry level counseling competencies required in a school setting and that these competencies have been demonstrated, observed, and supervised directly by program faculty in practice, through in-vivo supervision, direct one-on-one feedback to the student from the program faculty for a full semester;
- experienced in the actual school counseling competencies required in a school counseling setting and that these competencies have been demonstrated expertise in all areas of school counseling, including a comprehensive, developmental, K-12 counseling program, under the direct individual supervision of a certified school counselor and the direct group supervision of program faculty.

Financial Assistance

Scholarships

Scholarships are awarded to returning students in the spring for the summer or next academic year. Recipients are required to attend the College of Education and Human Sciences Scholarship banquet. The electronic application is located on each student's MyState Online account and due February 1. If you have difficulty logging on or resetting your password, you will need to contact the support desk at 688-6776.

Available Scholarships

The Joyce M. Ashley Scholarship in Guidance and Counseling: recipient must be enrolled in the Master of Science in Counseling & Human Resource Development (CHRD) program. The recipient must demonstrate financial need, promise to the counseling profession, and maintain a 3.5 GPA.

The Britzman Family Endowed Graduate Scholarship: recipient must be enrolled in the Master of Science in Counseling & Human Resource Development (CHRD) program, successfully completed at least 15 semester credit hours, and have a 3.0 GPA. The student must demonstrate a sincere interest in their chosen field and demonstrate a good work ethic by applying themselves to the best of their abilities. Financial need may be a consideration; the scholarship may be renewable if recipient continues to meet the criteria.

The Mildred L. Nelson Scholarship: recipient must be a second semester full-time graduate student enrolled in the Master of Science in Counseling & Human Resource Development (CHRD) program. Candidates must complete a minimum of nine graduate credit hours with a minimum GPA of 3.5.

The Orville A. Schmieding Scholarship in Counselor Education: recipient must be enrolled in the Master of Education in Counseling & Human Resource Development (CHRD) program.

The Esther Solberg Memorial Scholarship: Recipients should be enrolled in the Master of Science in Counseling & Human Resource Development (CHRD) program and specializing in school counseling.

Graduate Assistantships

Graduate Assistantships are open only to CHRD students and in most cases they must be able to work on the main campus. Applications are posted online and are due April 1 for the next academic year. GA's are required to assist faculty with responsibilities such as research, teaching, laboratory supervision, and administrative work. GAs can expect to work 10 hours per week and are allowed to take up to 12 credit hours per semester. A nine-month stipend and a tuition reduction equivalent to two-thirds of the in-state graduate rate are awarded to graduate assistants (tuition reduction does not apply to online or self-support classes).

Student Organizations

Chi Sigma Iota

Sigma Delta Sigma is the SDSU chapter of Chi Sigma Iota (CSI) for the Brookings campus and Chi Delta Psi is the SDSU chapter for the University Center –Rapid City campus. Both are members of the CSI, an International Counseling Honor Society.

To become a member, the student must be an M.S. CHRD student, completed nine (9) credit hours, have a 3.5 GPA, and complete the CSI application.

Chi Sigma Alpha

Chi Sigma Alpha (CSA) is for students pursuing the M.Ed. CHRD specializing in Administration of Student Affairs and M.S. CHRD specializing in College Counseling. To become a member, students must have completed nine (9) credit hours and have a 3.7 minimum GPA, and complete the application.

Exams

All students must pass the written exams before graduating from the CHRD program. The exams are completed during the semester the student plans to graduate and are offered during the fall, spring, and summer semesters. Students will meet with their advisor to determine the areas covered by the examination. Graduate School deadline dates for the completion of the examinations are posted by the Graduate School each semester.

Limited study materials are available for checkout in the CHRD Office (Brookings).

Counselor Preparation Comprehensive Examination (CPCE)

The CPCE is a *written exam* taken by students pursuing the Master's of Science in CHRD specializing in clinical mental health counseling, rehabilitation and mental health counseling, school counseling, college counseling, and marriage and family counseling. *(NOTE: Rehabilitation and Mental Health Counseling only take this exam if they have not successfully passed the CRC Exam. The CRC exam can be taken when 75% of coursework is completed; rehab students will not be permitted to take the oral exam until they have successfully passed the CRC or CPCE).*

The CPCE covers the eight common core areas of CACREP as defined by their Standards of Preparation and consists of 160 items with 20 items per core area. The time limit for the exam is four hours. Examinations are scored by the Center for Credentialing & Education, Inc. (CCE). Students receive a score in each of the eight CACREP core areas and a cumulative score. Exam results are received by the department approximately three weeks from the date of the exam. The student's advisor will contact the student with their exam result.

Certified Rehabilitation Counselor Exam (CRC)

The Certified Counselor Exam is administered by the Commission on Rehabilitation Counselor Certification (CRCC) and is taken by Rehabilitation and Mental Health Counseling students. The student is solely responsible for registering for this exam as SDSU and CHRD are not involved with the application process. The CRC examination is administered three times a year.

The CRC exam consists of 175 multiple-choice questions administered during an allotted 3 ½ hours within an 8-day testing window. Candidates should set aside four hours, which includes time for check-in, instructions, and a practice session on the computer in order for candidates to become familiar with the computer system. The application fee for all application categories covers both application and examination fees. More information is available at www.crccertification.com.

Traditional Written Exam

This exam is for students pursuing a Master's of Education degree in Administration of Student Affairs. The exam is a series of six essay questions written by the student's advisor in the areas delineated by the National Board of Certified Counselors (NBCC): Student Development Theory, Research, Multicultural Issues, Career Development, Professional Orientation, and Administration & Leadership. Each essay should be approximately two double-spaced pages in length.

Students should demonstrate the ability to answer questions based on evidence drawn from a professional knowledge base they have gained through the program as well as internship experience. The essays will be evaluated by several criteria: depth, thoroughness, clarity of ideas, and ability to integrate theory and practice. Content, writing style, grammar, sentence structure, punctuation, and spelling are also considered when written exams are assessed. The student's advisor will contact the student with their exam result.

Students should schedule individual appointments with their advisors well in advance in order to discuss how to prepare for this essay exam. A laptop for the exam will be provided by the department. The exam has a time limit of five hours and does not have an associated cost.

Oral Exam

Students under degree Option A will defend their thesis and Option B students will defend their work on a research problem.

National Counselor Exam (NCE)

The National Certified Counselor Exam (NCE) is offered to Masters of Science students every October and April semester; this exam is optional for Rehabilitation students. Students are eligible to take this exam through CHRD, six months before or after graduation. CHRD does not administer the exam.

Sign up deadlines for taking the National Counselor Exam - the spring deadline is around December 15, and the fall deadline is around June 12. Students are reminded to check spam and junk and/or to add @nbcc.org to their accepted address list.

When students opt to take the NCE, they are applying for the voluntary national credential, NCC. The

NCC credential is accredited by the National Commission for certifying agencies for the National Board for Certified Counselors, Inc (NBCC) and Affiliates.

If a student fails the NCE, they will have to contact the NBCC directly to retake the exam without a student discount. It is highly recommended that the student has completed the majority of their classes and has successfully passed the written exam before taking the NCE Exam.

Grading Criteria

Specific grading criteria will be outlined in the syllabi provided for each course you enroll in. In the event that faculty do not identify specific grading criteria (i.e. rubrics) for the assignments identified in their syllabi, the rubrics that follow will be considered the grading criteria to be utilized.

Presentation Rubric

	Poor	Adequate/Good	Great
Main components addressed appropriately [50%] (Includes key themes and findings, learning objectives, etc.)			
Organized and appropriate use of visuals, APA, etc.[15%] Engaging [20%]			
Includes supplemental materials [15%]			
DEFINITION OF DESCRIPTORS			
Great – Demonstrates a comprehensive understanding of the topic without errors or inconsistencies. Very thorough.			
Adequate/Good – Demonstrates generally appropriate knowledge on topic with minimal errors and inconsistencies. Could be somewhat more thorough.			
Poor – Demonstrate minimal knowledge on topic with substantial inconsistencies and/or errors; lacks thoroughness.			

Online Discussions Rubric

Criteria	Excellent	Good/Average	Poor
<i>Timely discussion (5%)</i>	Contributions posted well before timelines	Contributions posted prior to timelines	Contributions posted after guidelines
<i>Structure and mechanics (10%)</i>	Submits posts that contain grammatically correct sentences with few or no spelling errors.	Submits posts that predominately contain grammatically correct sentences with few spelling errors.	Submits posts that are in incomplete sentences with numerous spelling errors, etc.
<i>Responsiveness to discussion and demonstration of knowledge gained from assigned reading (75%)</i>	Very clear that readings were understood and incorporated well into responses.	Readings were understood and incorporated into responses.	Not evident that readings were understood and/or not incorporated into discussion.
<i>Professionalism and Etiquette (10%)</i>	Discussions show tremendous respect and sensitivity toward peers' gender, culture, and sexual orientation, political and religious beliefs.	Discussions show respect and sensitivity toward peers' gender, culture, and sexual orientation, political and religious beliefs.	Discussions lack respect and sensitivity toward peers' gender, culture, and sexual orientation, political and religious beliefs.

Classroom Discussions/Case Study Rubrics

Criteria	Excellent	Good/Average	Poor
<i>Group Participation (20%)</i>	Ideas/discussions shared elicits a deeper level of participation and understanding from other group members.	Ideas/discussions shared attempts to elicit a deeper level of participation and understanding from other group members.	Ideas/discussions shared do not elicit a deeper level of participation and understanding from other group members.

<i>Demonstrates knowledge and understanding of content and applicability to professional practice (70%)</i>	Participation shows clear evidence of knowledge and understanding of course content and applicability to professional practice, and includes other resources that extend the learning of the group(s).	Participation shows evidence of satisfactory knowledge and understanding of course content and applicability to professional practice.	Participation shows little evidence of knowledge and understanding of course content and applicability to professional practice.
<i>Professionalism and Etiquette (10%)</i>	Interaction shows tremendous respect and sensitivity toward peers' gender, culture, and sexual orientation, political and religious beliefs.	Interaction shows respect and sensitivity toward peers' gender, culture, and sexual orientation, political and religious beliefs.	Interaction lacks respect and sensitivity toward peers' gender, culture, and sexual orientation, political and religious beliefs.

Reflection Activities/Journals Rubric

	Professional	Intermediate	Novice	Unaware
<i>Content (75%)</i>	All questions were clearly and thoroughly answered. Clear articulation of feelings and content. Descriptions of group process, feelings, and experiences were specific.	Most of the questions were clearly answered. Some articulation of feelings and content. Descriptions of group process, feelings, and experiences were mostly specific.	Some of the questions were answered. Little articulation of feelings and content. Descriptions of group process, feelings, and experiences were somewhat vague.	Very few of the questions were answered. Little to no articulation of feelings and content. Descriptions of group process, feelings, and experiences were lacking throughout the journal.
<i>Organization, Flow of Paper, Grammar, Spelling (25%)</i>	The journal was organized and easy to read. The journal included no grammar/spelling errors. APA style was utilized when appropriate.	The journal was mostly organized and mostly easy to read. The report included very few grammar/spelling errors. APA style was utilized when appropriate.	The journal was somewhat organized and easy to read. The journal included numerous grammar/spelling errors. APA style was somewhat utilized when appropriate.	The report lacked organization and was difficult to read. The report included numerous grammar/spelling errors. APA style was not utilized when appropriate.

Paper Rubric

Criteria	Outstanding	Proficient	Unsatisfactory
<i>Writing Style & Composition 25%</i>	Fresh point of view, candor evident, "voice" of the writer clear and coherent Graduate quality writing (stellar sentence structure, comments invited the reader to flow with the words, no errors)	Good attempt at composition with a few areas of need evident Creditable job writing with less creativity and cohesion	Problems with word usage, grammar, sentence structure "Canned" or hasty work evident
<i>Content & Professional Development 70%</i>	Integrated, thorough descriptions of feelings and discussion of questions Maturity of thought evident; deep understanding of self-reflection and self-assessment evident when appropriate	Response to questions without adequate explanatory comments For Opinion Papers, presentation of self as static, self-knowledge lacks curiosity, less awareness of self as developing	Some content missing, padded content, spotty discussions Lack of awareness of self as a developing pre-professional

Supervision Grading Rubric

Students will be responsible for actively participating in such supervision, preparing for supervision meetings in advance by reviewing recordings and completing progress notes for clients and generating questions for the supervision sessions. Students are expected to be responsive to faculty guidance. This is demonstrated by an open, interested demeanor during supervision and by completing any additional assignments suggested. Students are responsible for documenting supervision sessions and must complete the relevant form(s). The following rubric will be completed throughout the semester by the faculty supervisor to provide the student feedback about their utilization of supervision.

Unaware 0	Novice 20 – 40%	Intermediate 60 – 80%	Professional 100%
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Lack of preparation for supervision meeting; recording not cued; no or incomplete critique; does not use supervision to improve counseling skills	Somewhat prepared for supervision; recording not cued/cued to segment that does not reflect counselor's skills; incomplete critique; reluctant to participate in supervision process	Prepared for supervision; recording cued to counselor's best work; completed critique; counselor able to articulate verbally and in writing the variety of skills used in the counseling process and has rudimentary case conceptualization skills	Prepared for supervision with recording cued and critique completed; Counselor able to articulate his/her influence in the group counseling leadership role and able to articulate conceptualization of individual variant needs, appropriate counseling goals and techniques to arrive at those goals; able to evaluate the progress of session and make adjustments accordingly
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Internship Supervision Rubric

Attendance & Participation – 10% (3 points)	Respect 30%	Maturity 30%	Commitment to Professional Growth– 30% (4 points)
<p><i>Please note: you are required to acquire certain hours of group supervision. Successful completion of your internship is not possible without the required group supervision hours.</i></p> <p>Acceptable</p> <ol style="list-style-type: none"> 1. Attends class regularly. 2. Arrives on time and stays until the end of class. 3. Comes to class well prepared (read the assigned material, identified a relevant issue from the site to discuss, etc). 4. Actively participates to discussion 	<p>Acceptable</p> <p>Engages in verbal and nonverbal behaviors that display respect to self, others, and profession.</p>	<p>Acceptable</p> <ol style="list-style-type: none"> 1. Maintains a high level of professional maturity by engaging in intellectually sound, relevant and meaningful dialogue. 2. Open to new ideas. 3. Is able to generate feasible solutions when confronted with a professional issue/problem. 4. Is aware of professional ethical and legal guidelines. Professional behavior and decision making align closely with these guidelines. 	<p>Acceptable</p> <ol style="list-style-type: none"> 1. Actively seeks and accepts constructive feedback. 2. Provides such feedback to others in a sensitive manner when appropriate. 3. Understands the importance of continued education and displays it by regularly reading professional journals, attending conferences, etc.
<p>Deficit</p> <ol style="list-style-type: none"> 1. Frequently misses classes. Arrives late and leaves early. 2. Comes to class unprepared. Reluctant to engage in discussion. 	<p>Deficit</p> <p>Verbally and/or nonverbally displays a reluctance to be present in the class. Engages in behaviors (multi-tasking, eating, etc.) that are disruptive and insensitive to others in the class.</p>	<p>Deficit</p> <ol style="list-style-type: none"> 1. Professional dialogue is limited to common sense knowledge. 2. Displays little or no awareness of current issues impacting profession. 3. Not open to new ideas. 4. Gets easily frustrated when challenged with a professional issue. 5. Engages in unproductive behaviors, such as blaming, not taking responsibility, etc. that impedes an effective solution to the problem. <p>Presents attitude and/or behaviors that raise ethical/legal concerns.</p>	<p>Deficit</p> <ol style="list-style-type: none"> 1. Displays reluctance in seeking and/or receiving constructive feedback on professional performance. 2. Shows insensitivity when giving feedback to others. 3. Shows limited or no commitment to continuing education (not aware of current issues in the field, does not attend conferences, does not read professional journals regularly, etc).

Professionalism and Participation Rubric

	Professional	Intermediate	Novice	Unaware
Professional Conduct	Student is careful not to distract others, e.g. socializing, sleeping, leaving during class, etc.; student never uses unapproved electronic devices in class; is respectful towards peers and the learning environment both in and out of class.	Student exhibits behavior that distracts others on rare occasion during the semester, rarely uses unapproved electronic devices in class, is respectful towards peers and the learning environment.	Student exhibits regular but infrequent behavior that distracts, regularly uses unapproved electronic devices, is sometimes not respectful of peers.	Student exhibits recurring behavior that distracts, often uses unapproved electronic devices, is not consistently respectful of peers and the learning environment.

<i>Preparation</i>	Student is always prepared for classes. Student completes all assigned work and demonstrates mastery of the content.	Student is always prepared for classes. Student completes all assigned work and demonstrates an accomplished understanding of content.	Student is sometimes prepared for classes. Student completes all assigned work and demonstrates a developing understanding of content.	Student is occasionally prepared for classes. Student completes more than half of assigned work and demonstrates an insufficient understanding of content.
<i>Participation</i>	Student is always engaged during class activities. Student frequently asks questions and makes insightful contributions in class.	Student is always engaged during class activities. Student frequently asks questions and makes contributions in class.	Student is sometimes engaged during class activities. Student occasionally asks questions or makes contributions in class.	Student is occasionally engaged during class activities. Student rarely asks questions or contributes in class.
<i>Attendance</i>	Student arrives at all classes on time and remains for the duration of class.	Student misses, arrives late to, or leaves early on rare occasion and typically due to work or another class activity.	Student misses, arrives late to, or leaves early from 3-4 classes.	Student misses or arrives late for numerous classes.

Master of Science Programs

Students majoring in CHRD must complete a Plan of Study for the specialization they stated on their initial application to Graduate School within the first semester of attendance. Available counseling specializations include: Clinical Mental Health Counseling, College Counseling, School Counseling, Marriage and Family Counseling, and Rehabilitation and Mental Health Counseling (*not available at University Center—Rapid City*).

Core Courses

CHRD faculty has sequenced the courses developmentally by level to maximize student learning and development. The Core courses are categorized into four levels; each level is a prerequisite for the next. Table 1 below lists the core courses, credits, and the semesters each course is offered for Brookings campus (BRMC) and the Rapid City campus (UCRC). FA= Fall; SP=Spring, and SU=Summer

Table 1. MS CHRD Core Courses

Level	Pre-Requisites	Course Number and Title	Credits	BRMC	UCRC
1	—	CHRD 601 Introduction to Professional Issues & Ethics I	1	FA & SP	FA & SP
1	—	CHRD 602 Research and Evaluation in Counseling	3	FA & SP	FA
1	—	CHRD 610 Developmental Issues in Counseling	3	FA & SP	SP
1	—	CHRD 661 Theories of Counseling	3	FA & SP	FA & SP
2	—	CHRD 731 Multicultural Counseling & Human Relations	3	SP & SU	SP
2	—	CHRD 736 Appraisal of the Individual	3	FA & SP	FA
2	—	CHRD 741 Crisis Counseling	3	TBA	TBA
2	—	CHRD 742 Career Counseling and Planning	3	FA, SP, SU	FA
2	—	CHRD 755 Clinical Diagnosis and Treatment Planning	4	FA & SU	SP
2	CHRD 601, 602, 610, 661, and 10-hour Group Experience	CHRD 766 Group Counseling	3	FA, SP & SU	FA & SP
2	CHRD 601, 602, 610, and 661	CHRD 785 Pre-Practicum	3	FA, SP & SU	FA & SP
3	Enrolled in CHRD 786	CHRD 701 Professional Issues & Ethics II	1	FA, SP, & SU	FA & SP
3	CHRD 785 and 766	CHRD 786 Counseling Practicum	3	FA & SP	FA & SP

Updated 9/25/2023.

4	CHRD 786, Formal Application one semester before beginning	CHRD 794 Internship (specialization specific)	9	FA, SP & SU	FA, SP & SU
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Specialization–Specific Courses

In addition to departmental goals addressed by the core curriculum and other requirements, each area of emphasis has required courses to meet specific goals.

MS CHRD specializing in Clinical Mental Health Counseling

Students specializing in Clinical Mental Health Counseling must complete the core courses, the courses below, and electives (*see Graduate Catalog*) for a total of 60 credits to graduate.

Table 2. MS CHRD Clinical Mental Health Counseling Courses

Course Number and Title	Credits	BRMC	UCRC
Psychopharmacology (<i>usually listed as CHRD 690, CHRD 692 or PHA 647</i>)	3	SP	SP
CHRD 713 Administration & Management of Mental Health Organizations	3	FA	SU
CHRD 723 Counseling the Family	3	SP & SU	FA

Upon successful completion of the course requirements for a MS in CHRD specializing in Clinical Mental Health Counseling, students will:

- understand and advocate for positive attention to developmental needs of individuals, families, schools, and communities;
- promote mental health through well-developed and consistent theoretical study and application;
- appreciate cultural, ethnic, and gender differences as they relate to perceptions and expectations of counseling;
- apply ethical, legal, moral, and professional standards to all aspects of professional counseling services;
- respond to the mental health needs of a variety of individuals and families, through a wide spectrum of services including support, education, assessment, and treatment;
- understand and be able to appropriately select and apply a variety of service or treatment modalities;
- understand assessment strategies and the criteria for mental illnesses as well as effective treatments;
- understand and model healthy community and work relationships; and
- be prepared to pursue licensure as a professional counselor.

MS CHRD specializing in College Counseling

Students specializing in College Counseling must complete the core courses and the courses below for a total for 60 credits to graduate.

Table 3. MS CHRD College Counseling Courses

Course Number and Title	Credits	BRMC	UCRC
CHRD 770 Student Development Theory and Practice	3	FA	FA (odd years)
CHRD 771 Student Personnel Services	3	SP	SU (even years)
CHRD 772 Administration and Leadership in Student Affairs	3	SP	FA (even years)
CHRD 773: Current Issues in Academic Advising and Student Affairs	3	SU	SU (even years)

Upon successful completion of the requirements for a M.S. in CHRD with an emphasis in **College**

Counseling, students will:

- understand and apply various student development theories;
- understand and incorporate multicultural and diverse perspectives;
- comprehend the effects of student characteristics and the effects of college on students;
- be proficient at individual and group counseling techniques;
- understand the historical, philosophical, psychological, cultural, and sociological foundations of higher education and student affairs;
- have skills and knowledge of assessment, evaluation, and research in higher education and student affairs;
- be familiar with the organization and administration of student affairs programs and services;
- demonstrate program planning and evaluation skills;
- practice in accordance with the legal and ethical standards of counseling and college student personnel;
- be able to develop and maintain human relations and enhance student development within the professional setting;
- be prepared to pursue licensure as a professional counselor.

MS CHRD specializing in Marriage and Family Counseling

Students specializing in Marriage and Family Counseling must complete the core courses and the courses below for a total of 60 (Option A) or 61 (Option B or C) credits to graduate.

Table 4. MS CHRD Marriage and Family Counseling Courses

Course Number and Title	Credits	BRMC	UCRC
CHRD 702 Advanced Human Sexuality OR CHRD 756 Counseling the Addictive Client	3	FA., SU, SP	FA
CHRD 723 Counseling and Family	3	SP & SU	FA
CHRD 725 Couples and Advanced Family	3	FA	TBA
CHRD 728 Child and Adolescent Counseling OR CHRD 706 Introduction to Play Therapy AND CHRD 710 Clinical Experiences in Play Therapy	3 2, 1	SU	TBA
Option A: CHRD 798 Thesis Credits	1-6	FA, SP, SU	FA, SP, SU
Option B: CHRD 788 Research Problems in Counseling and Guidance	1-3	FA, SP, SU	FA, SP, SU
Option C: Electives (any prefix and course should be related to counseling)	4	-	-

Upon successful completion of the requirements for a M.S. in CHRD specializing in Marriage and Family Counseling, students will:

- understand and advocate for developmental needs of individuals, couples, families, and groups;
- effectively identify and assess developmental and sexual needs of individuals, couples, and families over the lifespan;
- Integrate and affirm cultural, ethnic, and gender identities as they relate to the practice of marriage and family counseling;
- Adhere to ethical, legal, and professional standards of all aspects of marriage and family counseling
- Assess, diagnose and treat mental health needs from a systems perspective; and
- be prepared to pursue licensure as a marriage and family therapist

Rehabilitation and Mental Health Counseling:

Updated 9/25/2023.

Students specializing in Rehabilitation and Mental Health Counseling must complete the core courses, the rehabilitation-specific courses below, and the 5 credits of electives for a total of 60 credits to graduate.

Table 6. Rehabilitation and Mental Health Counseling Clinical Focus Courses

Course Number and Title	Credits	BRMC	UCRC
CHRD 690 Seminar(in Ethics)	1	TBA	TBA
CHRD 751 Overview of Rehabilitation & Mental Health Counseling	3	FA	FA
CHRD 752 Medical & Psychological Aspects of Disability	3	SP	SP
CHRD 753 Case Management Principles & Plan Development	3	SP	SP
CHRD 756 Counseling the Addictive Client	3	SU	SU
CHRD 757 Case Consultation and Supervision	3	SP	TBA

Upon successful completion of the course requirements for a MS in CHRD specializing in Rehabilitation and Mental Health Counseling, students will:

- acquire a sound, basic education in rehabilitation;
- develop the lifelong habit of updating skills and professionalism;
- develop a commitment to assist individuals with disabilities in using their own resources and opportunities to meet their developmental, vocational, and educational needs;
- nourish a commitment to individual human values;
- exercise skills and competencies on a high ethical level and with personal integrity;
- maintain a critical, questioning, and exploratory attitude; and
- contribute to the profession by offering suggestions to educators and researchers with the overall goal of improving practice in the rehabilitation profession in general and in the specific area of professional application. Students should also be personally committed to the field of rehabilitation who can provide effective services to individuals with disabilities, including individuals with severe disabilities.
- Students are encouraged to contribute to the advancement of knowledge in the field of rehabilitation through research and the demonstrated application of significant findings.

MS CHRD specializing in School Counseling

Students specializing in School Counseling must complete the core courses, specialization courses indicated below, and additional six (6) credits of graduate level elective courses for a total of 60 credits to graduate.

Table 7. MS CHRD School Counseling Courses

Course Number and Title	Credits	BRMC	UCRC
CHRD 721 School Counseling	3	SP	SU (even years)
CHRD 722 Administration and Management of School Counseling Programs	3	SU	SU (even years)
CHRD 723 Counseling the Family	3	SP & SU	FA
CHRD 728 Child and Adolescent Counseling	3	SU	SU

Upon successful completion of the requirements for a M.S. in CHRD with an emphasis in Counseling in a School Setting, students will:

- understand developmental theory as it relates to the difference(s) between “normal” developmental behavior and “abnormal” developmental behavior in youth;
- utilize knowledge and skills to address the counseling needs of a dynamic and diverse population of students and their families;
- be prepared to create and deliver a comprehensive, K-12 developmental school guidance program;
- be able to consult with school personnel and serve as a liaison to community programs to assist in coordinating services for students, parents, and teachers;
- understand and provide effective individual, group, and classroom guidance services;
- know the ethical, legal, and professional standards in a K-12 educational institution;
- develop a commitment to continued personal and professional development;
- be certified by the State of South Dakota as a K-12 School Counselor; and
- Understand the importance of school counselor wellness and create a wellness plan to ensure professional and personal vitality and resilience.

Master of Education Program

This program is designed for those who seek professional roles in student affairs or related areas of higher education in any postsecondary setting. The administrative emphasis will build skills based on both theory and experience. The program meets the standards of excellence in professional preparation as described by Council for the Advancement of Standards (CAS) for student services or college student development. **Students who seek strong counseling skills and/or LPC status should pursue the M.S. in College Counseling.**

Students in the MEd program must complete the courses below for a total of 36 credits to graduate.

Table 8. MEd CHRD Plan of Study

Course Number and Title	Credits	BRMC	UCRC
CHRD 601 Introduction to Professional Issues and Ethics I	1	FA & SP	FA & SP
CHRD 602 Research and Evaluation in Counseling*	3	FA & SP	FA
EDFN 727 Group Processes	3	TBA	TBA
CHRD 731 Multicultural Counseling & Human Relations	3	FA, SP, SU	SP
CHRD 742 Career Counseling and Planning	3	FA, SP, SU	FA
CHRD 770 Student Development Theory and Practice	3	FA	FA (odd years)
CHRD 771 Student Personnel Services	3	SP	SU (even years)
CHRD 772 Administration and Leadership in Student Affairs	3	SP	FA (even years)
CHRD 794 Internship	6	FA, SP & SU	FA, SP & SU
Electives (<i>see Graduate Catalog</i>)	8	-	-

*EDER 761 may be substituted for CHRD 602

Student Policy Manual Agreement Form

Counseling and Human Resource Development (CHRD)

Updated 9/25/2023.

To ensure that all students are familiar with the ethics of the profession as well as the policies of the CHRD program, you are asked to fill out and sign the following form to be placed in your academic file.

I, _____
(Student Printed Name)

Am a ☐ full-time ☐ part-time counseling student in the following CHRD Program:

☐ Clinical Mental Health Counseling

☐ School Counseling

☐ College Counseling

☐ Marriage and Family Counseling

☐ Rehabilitation and Mental Health Counseling

☐ Administration of Student Affairs

And have read, understand, and am in agreement with the American Counseling Association Code of Ethics, in addition to the ACPA, ASCA, AMHCA and other ethical codes as applicable to my respective specialization, as well as the policies and procedures outlined in the Counseling and Human Resource Development Program Student Policy Manual and the SDSU Graduate Catalog.

Student Signature

Date