

**DEPARTMENT OF EDUCATIONAL AND PSYCHOLOGICAL STUDIES**  
**STUDENT HANDBOOK FOR B.S.ED IN HUMAN AND SOCIAL**  
**DEVELOPMENT**

**School of Education and Human Development**

Track I: Individual and Relational Development (HSDI)

Track II: Community and Program Development (HSDC)

Track III: Human and Social Development Studies (HSDS)



Program Director:

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[Program Website](#)

[Program Facebook Page](#)

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## Introduction

Welcome to the department of Educational and Psychological Studies (EPS) and to the major in Human and Social Development. If you have already declared a major in our department, we are delighted to have you on board! If you are exploring the possibility of declaring a major in HSD, we hope this Handbook answers most of your questions.

The main purpose of this handbook is to familiarize you with the Major in Human and social Development and provide you with a written orientation to the Program. It is also intended to provide you with an overview of the department of Educational and Psychological Studies (EPS). This handbook provides information to guide you in understanding and navigating the requirements for completion of the HSD major.

It is important that you be familiar with policies and procedures linked to your program. **Please note that this Handbook does not replace the Undergraduate Bulletin** and does not contain everything you need to know about your undergraduate education. Rather, it provides more specific information relevant to the HSD major. Please refer to both this Handbook and the [UM Bulletin](#) for policies and procedures relating to your undergraduate studies. This handbook is updated for the 2017-2018 academic year.

Please see [appendix A](#) for links and contact information related to your undergraduate studies in general, and/or to the HSD Major in particular

## Department of Educational and Psychological Studies

The department of **Educational and Psychological Studies (EPS)** is one of three departments in the School of Education and Human Development (SOEHD), along with Kinesiology and Sports Science (KIN) and Teaching and Learning (TAL). Together, the three departments at the School of Education and Human Development focus on the promotion of physical, educational, and psychological wellbeing of individuals and communities.

The vision of the EPS department is to be a center of excellence in the development of reflective researchers, methodologists, and practitioners in psychology, education, and community well-being. Its mission is to generate knowledge and prepare reflective leaders, researchers, methodologists, and practitioners to improve psychological, educational, and community well-being. With Dr. Laura Kohn-Wood as Chairperson, the EPS department has 18 full-time faculty members who teach and conduct research in various areas. The department has a host of mostly graduate-level academic programs which fall under the following academic areas:

- Community and Social Change (M.S.ED)
- Community Well-being (PH.D.)
- Counseling and Therapy (M.S.ED)
- Counseling Psychology (PH.D.)
- Higher Education and Administration (M.S.ED & ED.D.)
- Human and Social Development (B.S.ED)
- Research Measurement and Evaluation (M.S.ED & PH.D.)

More information about the EPS Department and a full listing of programs and faculty can be found on our [website](#).

For more information on some of the research carried out by our faculty, visit the [Community and Educational Well-Being Research Center \(CEW\)](#) or the [Undergraduate Research Opportunities Page](#).

## Human and Social Development (HSD) Program Description

The major in Human and Social Development integrates individual, interpersonal, social, and community approaches to the promotion of healthy development and well-being. It prepares students to work with people in multiple contexts and settings:

- health and human services
- schools, universities, and community programs
- government and non-government agencies
- business and social entrepreneurial organizations
- grass-roots movements

By exploring the scholarly and practical interconnections among **individual, interpersonal, social, and community approaches to change**, students learn to identify barriers to well-being and to implement effective change-oriented strategies and policies. HSD coursework emphasizes **theory, research, and skills**. It culminates in a **practicum** in a setting related to students' area of interest and prepares them for both graduate studies and careers.

HSD majors **choose between three areas of concentration** (tracks) in accordance with their areas of interest and future career goals: **Track I, Individual and Relational Development (HSDI)**; **Track II, Community and Social Development (HSDC)**; or **Track III, Human and Social Development Studies (HSDS)**. HSDI is best suited for students whose main interest lies in working with individuals and families and are considering future careers in the helping professions. HSDC is best suited for students whose main interest lies in working with organizations and communities and are considering future careers in policy work, business, and/or the not-for-profit sector. HSDS is best suited for students who seek greater flexibility in course work and are less concerned with specializing in the individual or community tracks.

### Track I: Individual and Relational Development (HSDI)

- Covers theory, research, and skills required for the promotion of healthy individual and relational development
- Emphasizes strength-based, preventive, and empowering approaches and the role of context and diversity in mental health
- Coursework includes family studies, counseling theories and techniques, basic helping skills, and the foundations of human service work.

- Provides a strong foundation for graduate studies in the helping professions and for careers in health and human services

### ***HSDI Courses***

- *EPS 201 Psychosocial Change and Well-Being*
- *EPS 270 Lifespan Human Development*
- *EPS 280 Introduction to Family Studies: Dating, Coupling, Parenting*
- *EPS 291 Community and Character Development*
- *EPS 311 Group Processes and Development*
- *EPS 321 Understanding Human Service Organizations*
- *EPS 351 Introduction to Statistics and Research Design*
- *EPS 361 Community Psychology and Development*
- *EPS 371 Applied Research Methods*
- *EPS 420 Introduction to Counseling and Psychotherapy*
- *EPS 440 Listening and Helping Skills*
- *EPS 578 Human and Social Development Practicum*
- *EPS 579 Human and Social Development Practicum Seminar*

Please see the [Academic Bulletin](#) for a suggested plan of study for the B.S.ED HSDI Major

### **Track II: Community and Program Development (HSDC)**

- Covers theory, research, and skills required for the promotion of healthy individual and community development
- Emphasizes the role of non-government agencies in fostering the wellbeing of community members of diverse backgrounds
- Coursework includes program development, implementation, and evaluation in non-profit community settings.
- Provides a strong foundation for graduate studies in community psychology and public policy, and careers in not-for-profit leadership

### ***HSDC Courses***

- *EPS 201 Psychosocial Change and Well-Being*
- *EPS 270 Lifespan Human Development*
- *EPS 291 Community and Character Development*
- *MGT 304 Organizational Behavior*
- *EPS 311 Group Processes and Development*
- *EPS 321 Understanding Human Service Organizations*
- *EPS 351 Introduction to Statistics and Research Design*
- *EPS 361 Community Psychology and Development*

- EPS 371 Applied Research Methods
- EPS 452 Community Program Development and Evaluation
- EPS 462 Community Consultation and Leadership
- EPS 578 Human and Social Development Practicum
- EPS 579 Human and Social Development Practicum Seminar

Please see the [Academic Bulletin](#) for a suggested plan of study for the B.S.ED HSDC Major

### **Track III: Human and Social Development Studies (HSDS)**

- A general track offering a menu of courses relating to individual and community development
- Meets the needs of students who seek greater flexibility in course work and are less concerned with specializing in the individual or community tracks.
- Students are free to combine classes from the Individual (HSDI) and Community (HSDC) tracks.

#### *HSDS Courses*

- EPS 201 Psychosocial Change and Well-Being
- EPS 270 Lifespan Human Development
- EPS 291 Community and Character Development
- EPS 311 Group Processes and Development
- EPS 321 Understanding Human Service Organizations
- EPS 351 Introduction to Statistics and Research Design
- EPS 361 Community Psychology and Development
- EPS 371 Applied Research Methods
- EPS 578 Human and Social Development Practicum
- EPS 579 Human and Social Development Practicum Seminar

And three courses from the list of HSDI and/or HSDC courses

Please see the [Academic Bulletin](#) for a suggested plan of study for the B.S.ED HSDS Major

### **Minor in Human and Social Development (HSDM)**

The requirements of the minor are 15 credits with a grade of "C" or better. Three of these 15 credits may be taken through the UM Study Abroad Program. Prior approval required.

- EPS 201—Psychosocial Change and Well Being is required
- Two courses must be upper division courses (at or above the 300 level)

- The undergraduate coursework in Human and Social Development is open to all qualified University of Miami students.
- Determination for using these courses as a minor, as a specialization, and/or as electives in any program, is made by the individual student's degree granting college or school.

## EPS 504: Mentored Research Studies (1-3 credits)

EPS 504 provides a mechanism for HSD students to become involved in research studies carried out in the EPS department. Under the guidance of EPS faculty and graduate students, undergraduate students will have an opportunity to get involved in various components of a research study; gain valuable knowledge and research experience; and expand their undergraduate academic experience. Research experience can strengthen an undergraduate degree and is particularly beneficial for students who are considering graduate studies.

Students are expected to work three hours a week for every credit hour taken:

- 1 credit hour = 3 hours a week in research project
- 2 credit hours = 6 hours a week in research project
- 3 credit hours = 9 hours a week in research project

Please see [appendix B](#) of this Handbook for more information about registering for EPS 504

For more information on some of the research carried out by our faculty, visit the [Community and Educational Well-Being Research Center \(CEW\)](#) or the [Undergraduate Research Opportunities Page](#).

## Practicum in Human and Social Development

The major in Human and Social Development culminates in a **practicum** in a setting related to students' area of interest and prepares them for both graduate studies and careers. The practicum serves an integrative function: it allows students to apply their academic training, to further develop their career goals, and to hone their skills while gaining experience in real-world settings.

HSD majors are required to complete the practicum (EPS 578) and practicum seminar (EPS 579) during their senior year. Practica are unpaid, supervised experiences that students gain at an off-campus site. Students have the option of doing a three credit hour (minimum 120 hours on site) or six credit hour (minimum 250 hours on site) practicum in accordance with their interest, availability, and other academic and non-academic commitments. Students choose from a menu of settings that have been approved as HSD practicum sites.

Please see [appendix C](#) of this Handbook for more information about the HSD practicum

## Course Attendance and Progression to the HSD Practicum

The HSD Major emphasizes application of research and theory to practice. This is highlighted throughout the major, with most classes containing various activities and exercises designed to

demonstrate practical application of course content. Some courses also have a service-learning component where students are required to spend a certain number of hours and complete a project at a human service organization. The HSD Practicum is the ultimate application of theory and research to practice.

Attendance is required in all HSD classes. You cannot gain the full benefit of coursework if you do not attend consistently. Furthermore, inconsistent attendance casts a doubt on your level of commitment and professionalism in general, and your readiness to complete an HSD practicum in particular. The HSD faculty is investing a lot of time and effort in developing good working relationships with practicum sites. We only select sites that that will potentially provide excellent training opportunities for our students and are able to commit to good supervision. In turn, it is our responsibility to do an initial screening to ensure that we are not placing students whose past behavior casts a doubt on their ability to act responsibly and professionally. Regular class attendance and timely submission of assignments are consistent with professional and responsible behavior, while frequent absences and missed deadlines, are not.

The HSD core faculty regularly reviews students who come to our attention due to inadequate attendance and performance in HSD classes. Students whose behavior casts a doubt on their ability to successfully complete the practicum will not be allowed to enroll in EPS 578 and EPS 579. This is reflected in the statement below, which will be found in some course syllabi:

**Note: HSD majors must demonstrate adequate attendance in all classes in order to be eligible for the final term practicum experience. Failure to maintain adequate attendance in this class could result in an assessment of lack of proficiency needed for practicum placement and could therefore jeopardize the completion of graduation requirements.**

## Course Sequence and Pre-Requisites

The HSD major is based on the premise that the wellbeing of individuals cannot be fostered in isolation from the communities in which they live and the institutions that affect their lives. Thus, all students are required to take courses that will enhance their understanding of wellbeing at various ecological levels:





[Appendix D](#) of this Handbook outlines the HSD course pre-requisites and co-requisites. Students are expected to adhere to the course sequence outlined in this Handbook. You do so by only registering for courses whose pre-requisites you have met. Please note that the current registration system is not set up to automatically lock students out of courses for which they do not qualify. However, HSD faculty will typically drop from the course roster those students who do not qualify to take their course. Adhering to course pre-requisites will prevent unnecessary hassles and unpleasant surprises.

## **Requirements for Graduation: Bachelor Of Science In Education** (taken from the [2016-2017 Academic Bulletin](#)):

I. Candidates for B.S.Ed. in the School of Education and Human Development must complete the credit hours of work and achieve the quality point average specified for students in the University at large as stated in section ACADEMIC REGULATIONS AND PROCEDURES section of the UM Bulletin. Exempted is interpreted to refer exclusively to those exemptions provided under the following headings:

- Advanced Standing and Placement (Credit Granted);
- Credit by Examination;
- Advanced Placement (by proficiency examination);
- Statement of Foreign Language Requirements;

II. Except where a required course is one designated to correct a deficiency in his/her college preparation, the student may apply the credit hours of any required course from which he is exempted toward the hours specified for that subject as a general requirement for graduation and, upon payment of a recording fee, toward the 120 credits required for graduation. (See Departmental Proficiency Examinations.) An exemption may be granted for English 105, but these credits may not be applied toward the 120 credits required for graduation.

III. Credit Only. Only free electives may be taken under this option. Courses which satisfy the major, minor, the distributions of the School, the General Education Requirements of the University or any course for which a “C” or better is required may not be taken for credit only.

IV. Transferred credit may not count toward the completion of a major without the written approval of the Associate Dean of the School of Education and Human Development.

### V. Required Areas of Study

#### **A. English Composition 3-6 credits**

Students fulfill this requirement by satisfactorily completing ENG 105 and ENG 106 or its equivalent. Appropriate Advanced Placement (AP) or International Baccalaureate (IB) scores in English composition may be used to satisfy the ENG 105/ENG 106 requirement. An appropriate score on the SAT or ACT verbal examination may earn a student exemption from, but not credit

hour in, ENG 105. Appropriate scores on other tests determined by the Department of English may earn a student exemption from, but not credit hour in, ENG 105. Courses satisfying the English Composition requirement may not be used to fulfill the Advanced Writing and Communication Requirement.

### **B. Mathematics**

B.S.Ed. degree candidates in the Department of Educational and Psychological Studies are required to take EPS 351 – Introduction to Statistics and Research Design. This course fulfills a Math requirement for the HSD major. Prior to taking EPS 351, students must complete MTH 101 or be exempt from MTH 101 based on any of the following tests: AP, IB, or an examination administered by the Department of Mathematics.

### **C. Foreign Languages (not applicable)**

### **D. Areas of Knowledge and Cognate Requirements**

The University of Miami's General Education requirements ensure that graduates have acquired essential intellectual skills and have engaged a range of academic disciplines. All new students will fulfill the General Education requirements by selecting a Cognate, which is a cluster of courses arranged by their content, field and interest.

- A cognate is a group of at least three related courses for at least 9 credit hours.
- The courses in a cognate are related in a topical, thematic, interdisciplinary, sequential, or other such fashion, so that completion of a cognate provides coherent depth of knowledge in the area.
- Students must take three cognates to fulfill the Areas of Knowledge requirement,
  - one in the Arts & Humanities (A&H),
  - one in People & Society (P&S), and
  - one in Science, Technology, Engineering & Mathematics (STEM).
- Each cognate has course options that allow students to complete the cognate in ways that meet their individual interests, while staying within the coherent focus of the cognate.
- In addition to the cognates that have been designed by faculty, each major and minor fulfills the cognate requirement in that one area.
  - Exercise Physiology and Athletic Training majors will fulfill the STEM cognate.
  - Sport Administration, Human and Social Development, and Elementary/ESE majors will fulfill the P&S cognate.
- An approved list of cognates can be found on the University of Miami website <https://cognates.miami.edu/>

### **E. Advanced Writing and Communication Skills Requirement**

Every student majoring in Human and Social Development, will meet the Advanced Writing and Communication Requirement upon fulfillment of their major courses. These courses have a

prerequisite requirement of ENG 105 and ENG 106 and will be identified as either writing intensive or as an oral/verbal communication proficiency course or both. Digital competency for both written and oral competencies will be assessed. Writing intensive courses require a minimum of 2500 written words; assignments will be assessed for analytical ability, synthesis of information, grammar, content and style. Courses designated as an oral/verbal proficiency class will provide students an opportunity to demonstrate their presentation skills using accurate standard English structure and syntax, non-verbal cues and gestures, as well as audience appropriate language. Courses in the HSD major which meet the Advanced Writing and Communication Skills Requirement are EPS 321, EPS 371 and EPS 579.

## VI. Major in Human and Social Development

- Every candidate for the B.S.Ed. degree in the Department of Educational and Psychological Studies must choose a major in Human and Social Development.
- Students choose between three areas of concentration: Track I – Individual and Relational Development (HSDI), Track II – Community and Program Development (HSDC), or Track III – Human and Social Development studies (HSDS). To find the requirements for the major, consult this Bulletin under the discipline concerned, and confer with the designated departmental representative.
- **HSD majors must maintain a minimum overall grade point average of 2.3 with a grade of “C” or better in all courses in the major.**
- HSD students must declare an approved second major or a minor in the School of Education and Human Development or through any other UM school or college.

## VII. Minor

B.S.Ed. majors in Human and Social Development are required to declare a minor.

## VII. Electives

Electives may be chosen from any courses offered by the University. The student should consult an advisor before selecting elective courses. At least six credits must be at the 300 level or above.

## X. Senior Assessment

Seniors are required to participate in the General Education Assessment prior to graduation as part of the SACS review process.

## Academic Progress and Probation

The School of Education and Human Development will review each student’s record at the end of each semester. When a student’s semester *or* cumulative average is less than stated below, or

progress toward degree completion is unsatisfactory, the student will be placed on academic probation or warning in accordance with the School of Education and Human Development policies and procedures.

Students on probation are not permitted to enroll in more than 12 semester hours, shall make arrangements to meet on a monthly basis with their academic advisor, and may have a STOP placed on their future enrollment until grades are further reviewed.

The following criteria will determine probationary status of HSDI, HSDC, and HSDS students:

Credits Earned	CGPA
Fewer than 30 credits	1.7
31-59 credits	2.0
60+ credits	2.3

A student who remains on academic probation twice during their undergraduate studies can be designated as “Subject to Dismissal” and will be dismissed the following semester if not removed from probationary status. It is not required to be on this status to be dismissed from the School of Education and Human Development or from the University of Miami. A student in the School of Education and Human Development, whose CGPA or progress toward degree completion falls below the level of the minimum standards of the University of Miami and/or the School of Education and Human Development, may be dismissed.

## Academic Advising

The goal of undergraduate academic advising at the School of Education and Human Development is to work with students and support them in the successful and timely completion of their undergraduate studies. Toward that end, academic advisors perform various functions that include:

- Providing information about majors and minors within the school as well as within the university as a whole
- Working closely with students in putting together a Course Advising Plan (CAP) that will enable students to complete their coursework in a timely fashion, while taking into consideration individual interests, plans (e.g. study abroad), and needs.
- Assisting students in navigating the complex web of undergraduate education
- Providing students with information and linking them to university resources (e.g. Academic Resource Center, writing Center, Counseling Center, etc.) that can enhance their university experience and help them meet their individual goals.

- Monitoring students' academic progress and assisting them in coming up with a plan of action in such cases where their academic performance is jeopardizing their ability to continue in their program of studies.

Undergraduate students at the School of Education and Human Development (SEHD) receive academic advising through the SEHD Undergraduate Office. Dr. Gina Astorini is the Associate Dean of Undergraduate Studies at the School of Education and Human Development and the advisor for all HSD students. Dr. Todd Warner is the Director of the HSD major. Together, we are here to work with you on making the most of your undergraduate studies.

As a student, you play a vital role in the advising process. Each semester you are required to make an appointment to meet with your Academic Advisor in order to review your progress toward degree completion. During initial advising your Academic Advisors will create a Course Advisement Plan (CAP) with you to assist in planning your program of study. This process is designed to ensure that you are on track to fulfilling the requirements for graduation in an appropriate time frame. Your Academic Advisor is available to assist you in meeting your goals, addressing questions and concerns, and making your undergraduate studies a success.

Each semester, SEHD Academic Advisors send an email to students directing them to sign up for an advising appointment on the SEHD website. It is your responsibility to respond to these emails and sign up for an advising appointment. While we are here to help you and are eager to work with you, signing up for and attending the advising session is your responsibility. The ultimate responsibility for your program of study rests with you.

Please see [appendix E](#) for HSD Advisor Checklist.

## Graduating with an HSD Major

“What are the benefits of an HSD Major?” or: “What can I do with my degree post graduation?” These are questions that concern many students and their parents, especially in tough economic times like the ones we currently face.

In addition to furnishing you with field-specific knowledge, the HSD major is designed to enhance your ability to:

- think, speak, and write clearly and compellingly
- solve problems; reason critically; and work collaboratively with others
- build on the capacity to judge, analyze, and think independently and interdependently

Like most undergraduate degrees, the HSD major is not designed as a terminal degree that trains you to enter a specific and narrow field post graduation. Nonetheless, the major provides a strong foundation for graduate school; for careers in the non-profit, public, and private sectors; and for a large variety of professions and creative enterprises that involve working collaboratively with others and with systems. In general, our HSD program appeals to students with an interest in applied psychology. Students who wish to understand how human beings interact and pursue happiness and well-being in social contexts, will find our major of interest. With knowledge of how people, groups, organizations, communities, and societies thrive, our students can opt to

work in the helping professions or in management at non-profit, public, or for-profit organizations.

Also referred to as the third sector, the not for profit sector is a major part of the economy. Examples of non-profit organizations include Habitat for Humanity, The United Way, the Red Cross, the Sierra Club (environmental protection organization), The United Nations, as well as foundations investing in health, housing, education, and community development. Many think tanks, human rights and disability organizations do advocacy and policy work to promote social change. In addition, each city has a branch dealing with human and social services, offering students a possibility to work in government as well. While wages in entry level human service work are typically low, senior level positions are well compensated.

## Applying to Graduate School

The HSD major provides a strong foundation for a large variety of graduate programs such as counseling, social work, community psychology, and public policy, just to mention a few. Applying to graduate school is a lengthy and involved process, so students are advised to start early and seek faculty input. It is never too early to start planning for graduate school as it has implications for how you plan your course work and which internships you apply for.

Most graduate programs require students to take the Graduate Record Exam (GRE). Preparing for the GRE takes time and students are advised to begin the process early. More information about the GRE can be obtained [HERE](#).

A graduate studies information session for HSD students is held in the fall. Students will be notified in advance and are encouraged to attend. If you are interested in graduate studies in Psychology, the [American Psychological Association website](#) has a host of valuable information. The American Psychological Association also has a number of books on applying to graduate programs in Psychology. One such book, [Graduate study in psychology: your guide to success](#) / by **Tara L. Kuther** is available in the Richter library.

The EPS Department has a host of graduate programs that are of interest to our HSD students and to students across campus. Students in the individual track (HSDI) may be particularly interested in the [Counseling Master's Programs](#). Students in the community track (HSDC) may be particularly interested in the [Master's program in Community & Social Change](#). The program in Community and Social Change also has a Peace Corps option for those students interested in combining graduate school with an overseas Peace Corps experience. Other graduate programs of possible interest to our students are the [Master's program in Research, Measurement and Evaluation](#) and the [Master's program in Higher Education and Administration](#). Please visit the EPS website for more information about our graduate programs.

## Undergraduates Taking Graduate Coursework

(taken from the [2017-2018 Academic Bulletin](#)):

University of Miami undergraduates within 30 credits of meeting the requirements for the Baccalaureate Degree may be considered for concurrent admission to graduate study in non-

degree graduate status, and in this status may take and receive credit for graduate courses, while completing the requirement for the baccalaureate. The application may be found [HERE](#).

Admission to Graduate Status requires:

1. Must have a minimum of 3.000 G.P.A.
2. The submission of an Undergraduates to Take a Graduate Course form (which can be obtained at the Graduate School) which will not require the application fee;
3. The written approval of the Chairman of the Department, the Dean of the Undergraduate School or College, and of the Graduate Dean prior to registration on the form.

Admission to Graduate status does not automatically admit the student, upon graduation, to status as an applicant for a graduate degree at the University of Miami.

The graduate credit hours earned may NOT be used to meet undergraduate graduation requirements or be used to meet the 120 credit hour requirements at the University of Miami. No more than six (6) credit hours may be taken in one semester, and no more than a total of twelve (12) credit hours may be taken while in Graduate Status. Students may take no more than 13 credit hours of combined undergraduate and graduate courses per semester. Students electing Graduate status must register and be processed centrally at the Office of the Registrar.

Please see your advisor or HSD program director for more information.

## **Human and Social Development Student Organization (HSDSO)**

Human and Social Development Student Organization strives to further explore the ideals, concepts, and values that the Human and Social Development program promotes and to examine related career paths and other opportunities. The ideas of the major are an integration of individual, organizational, and community approaches to the promotion of healthy development and well-being. HSDSO will also work to create a sense of community among its members. Activities include community service projects, mentoring, discussions, etc.

HSDSA President: Cassidy Brown

HSDSA Faculty Advisor: Dr. Todd Warner

For more information about HSDSA check out the association's [Facebook Group](#)

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## Appendix A: Contact Information and Resources

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EPS Department Chairperson:

Dr. Laura Kohn Wood (305) 284-1316

[l.kohnwood@miami.edu](mailto:l.kohnwood@miami.edu)

EPS Department Associate Chairperson:

Dr. Debbiesiu Lee (305) 284-6160

[debbiesiu@miami.edu](mailto:debbiesiu@miami.edu)

HSD Program Director:

Dr. Tod Warner (305) 284-4834

[t.warner@miami.edu](mailto:t.warner@miami.edu)

HSD Practicum Coordinator:

Dr. Tod Warner (305) 284-4834

[t.warner@miami.edu](mailto:t.warner@miami.edu)

SEHD Associate Dean Undergraduate Academic Services

Dr. Gina Astorini (305) 284-3826

[gfastorini@miam.edu](mailto:gfastorini@miam.edu)

### Helpful Links and Resources:

Academic Resource Center: (305) 284-2800

[www.umarc.miami.edu](http://www.umarc.miami.edu)

Counseling Center: (305) 284-5511

[http://www.miami.edu/sa/index.php/student\\_life/student\\_services/student\\_health/counseling\\_center](http://www.miami.edu/sa/index.php/student_life/student_services/student_health/counseling_center)

Office of Financial Assistance: (305) 284-5212

[http://www.miami.edu/index.php/office\\_of\\_financial\\_assistance/](http://www.miami.edu/index.php/office_of_financial_assistance/)

Study Abroad Office: (305) 284-3434

[www.miami.edu/studyabroad](http://www.miami.edu/studyabroad)

Toppel Career Center: (305) 284-5451

<http://www.sa.miami.edu/toppel/mainSite/alumni/Default.aspx>

University of Miami Academic Bulletin:

<http://www.miami.edu/index.php/academicbulletin/>

Writing Center: (305) 284-2956

<http://www.as.miami.edu/writingcenter/>

**Please note: The above list is a mere sampling of the various academic, financial, and health and wellness resources available to University of Miami students. Please consult the UM website ([www.miami.edu](http://www.miami.edu)) or contact your advisor or HSD program director for help with accessing services and resources.**



## **Appendix B: EPS 504: Mentored Research studies (1-3 credits)**

### **Course Description**

This course provides a mechanism for HSD students to become involved in research studies carried out in the EPS department. Under the guidance of EPS faculty and graduate students, undergraduate students will have an opportunity to get involved in various components of a research study; gain valuable knowledge and research experience; and expand their undergraduate academic experience. Research experience can strengthen an undergraduate degree and is particularly beneficial for students who are considering graduate studies.

Students are expected to work three hours a week for every credit hour taken:

1 credit hour = 3 hours a week in research project

2 credit hours = 6 hours a week in research project

3 credit hours = 9 hours a week in research project

**If taken during summer sessions, one credit may be earned for every eight hours of work per week**

While the number of credits and scheduled times are negotiated with the direct supervisor, most professors would prefer to work with students who can dedicate nine hours a week (three credit hours) on average.

### **General Course Objectives:**

- Students will become familiar with various aspects of the study in which they are involved
- Students will gain appreciation for scientific inquiry and will expand their perspective on how knowledge can be gained and utilized
- Students will have an opportunity to explore their interest for research and future academic aspirations and to build their resumes for graduate school
- Students will have an opportunity to interact with and be mentored by faculty and graduate students directing the research.

### **Course Activities:**

Course activities will vary in accordance with the type of study; student's skill level and commitment; and number of hours dedicated to the study. Activities may include, but are not limited to:

- Quantitative data entry
- Statistical analysis
- Qualitative data (transcriptions of interviews and focus groups, coding, etc.)
- scheduling research participants
- Library research, literature review and development of annotated bibliographies
- Research team meetings
- Assisting and /or running studies
- Report writing, manuscript development, and presentations

Students can expect to be involved in simpler more routine research-related tasks at the outset, as research mentors get to know them and evaluate their skills, level of commitment, and fit for the research project. With time, highly competent and committed students will likely be assigned more complex and varied tasks. In some cases, excelling students will have an opportunity to contribute to manuscripts and presentations, with significant and substantive contributions leading to shared authorship.

### **Requirements and Evaluation**

Course requirements will vary depending on the particular research study and the student's demonstrated commitment and competence. For example, students may be required to summarize and critique a number of articles in partial completion of the course requirement. This will be negotiated with the research mentors. All students are required to complete an activity log demonstrating the type of work and hours spent on the research project. Grades will be based upon mentors' evaluation of the student's overall performance in the course.

### **Course prerequisites**

- Signed permission of HSD faculty member agreeing to serve as a research mentor.
- Sophomore standing or above (can be waived at the discretion of the supervisor)
- Minimum GPA of 2.5 (can be waived at the discretion of the supervisor)

- Completion of EPS 201 (psychosocial change and well-being) and EPS 351 (introduction to statistics and research design) are recommended.
- Completion (online) of “Course in the Protection of Human Research Subjects” Stage 1 - Basic Course [www.citiprogram.org](http://www.citiprogram.org) (can be completed once you have secured a faculty mentor)

### **Signing up for mentored research courses**

1. Explore the [EPS Department website](#) and the [CEW website](#) in order to identify research projects you wish to be involved in. See the final page of this document for a partial list of studies.
2. Write an e-mail to the faculty member whose research project you wish to join and schedule an interview. In most cases students will be required to fill out a questionnaire and submit a CV.
3. If the faculty member in question agrees to supervise you, obtain his or her signature on “Permission to Register for Mentored Research Studies” (See next page).
4. Submit the signed form along with a Course Request Form or a Drop/Add Form to, HSD Advisor (Dr. Gina Astorini) or HSD Program Director (Dr. Todd Warner) to obtain a signature
5. Register for the course

**Permission to Register for EPS 504: Mentored Research Studies**

I, \_\_\_\_\_  
Student Name Student ID Number

Major \_\_\_\_\_ Second Major or Minor \_\_\_\_\_

Request permission to register in EPS 504: Mentored Research Studies

During: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer I \_\_\_\_\_ Summer II \_\_\_\_\_  
Year Year Year Year

I agree to work with \_\_\_\_\_  
Faculty Supervisor

For \_\_\_\_\_ hours per week For \_\_\_\_\_ credits

**1 credit hour**

**3 hours a week in research project (Fall or Spring)**

**8 hours per week (Summer I or Summer II)**

**2 credit hours**

**6 hours a week in research project (Fall or Spring)**

**16 hours per week (Summer I or Summer II)**

**3 credit hours**

**9 hours a week in research project (Fall or Spring)**

**24 hours per week (Summer I or Summer II)**

I, \_\_\_\_\_ agree to supervise, evaluate, and submit a grade for this student.

Name of Faculty Supervisor

Does the student have Sophomore standing or above? \_\_\_\_\_

Yes/No

Does the student have a GPA of 2.5 or above? \_\_\_\_\_

Yes/No

If the answer to either of the above is No, Your signature is a confirmation of your agreement to waive these requirements.

\_\_\_\_\_  
Faculty Supervisor Signature

\_\_\_\_\_  
Date

## Appendix C: Human and Social Development Practicum

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### 1. Practicum Description

The Human and Social Development (HSD) practicum is designed to provide an integrative experience, during which students can apply their academic training, further develop their career goals, and hone their skills while gaining experience in real-world settings. The practicum prepares students for both graduate studies and careers. The practicum is completed in a setting related to the students' area of interest; it is unpaid and supervised by an on-site supervisor and a faculty member at the department. HSD majors are required to complete the practicum (EPS 471) during their senior year.

### 2. Requirements and Qualifications

In order to complete practicum, you have to enroll in both, the seminar (EPS 579) and the practicum (EPS 578). You should have completed the following prerequisites:

All HSD students:

- EPS 201      Psychosocial Change and Well-being
- EPS 270      Lifespan Human Development
- EPS 291      Community and Character Development
- EPS 311      Group Processes and Development
- EPS 321      Understanding Human Service Organizations
- EPS 361      Community Psychology & Development
- EPS 371      Applied Social Research Methods

HSDI students:

- EPS 280      Introduction to Family Studies: Dating, Coupling, Parenting
- EPS 420      Introduction to Counseling and Psychotherapy (pre or co-requisite)
- EPS 440      Listening and Helping Skills (pre or co-requisite)

HSDC students:

- EPS 452      Community Program Development and Evaluation (pre or co-requisite)

- EPS 462 Community Consultation and Leadership (pre or co-requisite)
- MGT 304 Organizational Behavior

HSDS students:

Take three courses from the following list:

- EPS 280 Introduction to Family Studies: Dating, Coupling, Parenting
- EPS 411 The Psychology of Diversity
- EPS 412 Migration, Well-being, and Human Development
- EPS 420 Introduction to Counseling and Psychotherapy
- EPS 440 Listening and Helping Skills
- MGT 304 Organizational Behavior
- EPS 452 Community Program Development and Evaluation
- EPS 462 Community Consultation and Leadership

During your practicum, you have to comply with a specific and consistent schedule at the site. Your schedule has to be determined at the beginning of the semester and it will be included in the practicum agreement. It is advised that you let your supervisor know about foreseeable absences (e.g. Thanksgiving break, spring break) to avoid affecting your activities and responsibilities.

You also will regularly attend and participate in the practicum seminar (EPS 579). The seminar is equivalent to 3 credit hours and meets weekly. In addition to attending the seminar, you are expected to meet individually with the practicum instructor.

### **3. Placement and Practicum Sites**

Some organizations have particular requirements (e.g. interviews, background checks, trainings). Please note that the HSD program does not cover the expenses associated with that process.

### **4. Goals and Objectives**

During the practicum you will enrich your learning in the academic, organizational, and personal levels. It is expected that you:

- a. be exposed to real world settings and experiences
- b. acquire ability to apply the content learned in different courses
- c. obtain a better understanding of human, social, and organizational work
- d. apply values and ethical principles in everyday practice
- e. develop awareness of strengths, interests, challenges, opportunities, and future professional goals

## **5. Students, Supervisors, and Faculty Relations**

Academic and professional integrity is a fundamental value of the University of Miami. You are expected to follow a professional and ethical conduct (e.g. confidential management of personal and organizational information). The practicum instructor will be available to provide specific orientation and address particular needs that may arise during the process. The practicum instructor also communicates with site supervisors in order to maintain a good relationship and help prevent difficulties for our students.

5.1. Students, faculty, and supervisors have the right to be treated with courtesy and respect. All interactions among students, faculty, and supervisors should be conducted in an ethical and professional manner. Problems regarding student-faculty relations should be directed to the HSD Program Director, the EPS Department Chair, or the Associate Dean of the School of Education and Human Development. Problems with the site supervisor should be directed to the practicum instructor, who will consult with the HSD program director and take appropriate measures to resolve the situation.

### **5.2. Roles of Student, Supervisor, and Practicum Instructor**

#### **a. Students**

You are responsible for presenting yourself professionally, complying with ethical expectations, maintaining communication with your practicum instructor and site supervisor, and completing the requirements established in the practicum agreement (e.g. complete the assigned activities effectively and in a timely fashion.). You are also responsible for complying with the seminar requirements (e.g. assignments, attendance).

#### **b. Site Supervisor**

Site supervisor is a qualified person in the organization who provides orientation and on-going supervision. The supervisor revises and signs the practicum agreement and hour log, provides feedback, and conducts mid-term and final evaluations of the student's performance.

#### **c. Practicum Instructor**

Practicum instructor provides guidance and support, and meets with you during the semester. The practicum instructor also visits the practicum site. The instructor will assess your performance in the site and the seminar based upon your practicum agreement, assignments, learning objectives, and the assessment provided by site supervisor.

## **6. Contact Information**

Practicum Coordinator: Dr. Todd Warner  
Educational & Psychological Studies  
Office: Merrick Building, MB 311-G  
Telephone: (305) 284-4834  
Email address: [t.warner@miami.edu](mailto:t.warner@miami.edu)



**Appendix D: Course pre-requisites and/or co-requisites**[~back~](#)

Course Number	Course Title	Credits	Pre-requisites	Co-requisites
EPS 201	Psychosocial Change and Well-Being	3	None	
EPS 270	Lifespan Human Development	3	None	
EPS 291	Character and Community Development	3	None	
EPS 311	Group Processes and Development	3	None	
EPS 321	Understanding Human Service Organizations	3	EPS 201; EPS 311 (pre-requisite or co-requisite)	
EPS 351	Introduction to Statistics and Research Design	3	MTH 101 or placement out of MTH 101; EPS 201 (pre-requisite or co-requisite)	
EPS 361	Community Psychology and Development	3	EPS 201	
EPS 371	Applied Research Methods	3		
EPS 411	The Psychology of Diversity	3	EPS 201	
EPS 412	Migration, Well-being, and Human Development	3	EPS 201	
EPS 420	Introduction to Counseling and Psychotherapy	3	EPS 201 or Psych 110; EPS 270 or equivalent (pre-requisite or co-requisite); Sophomore standing or above	
EPS 440	Listening and Helping Skills	3	EPS 201 or Psych 110; EPS 270 or equivalent (prerequisite or co-requisite); Sophomore standing or above.	
EPS 452	Community Program Development and Evaluation	3	EPS 201; EPS 351	
EPS 462	Community Consultation and Leadership	3	EPS 201; EPS 311; EPS 321; EPS 361 (pre-requisite or co-requisite)	

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EPS 578	Human and Social Development Practicum	3	EPS 201; EPS 311; EPS 321; EPS 361; EPS 371. Junior standing or above.	EPS 579
EPS 579	Human and Social Development Practicum Seminar	3-6	EPS 201; EPS 311; EPS 321; EPS 361; EPS 371. Junior standing or above.	EPS 578

## Appendix E: SEHD EPS Advisor Checklist

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Name \_\_\_\_\_ ID# \_\_\_\_\_

It is my responsibility to schedule a meeting with my academic advisor at least once each semester to review my progress in my major and minor and to discuss course offerings and the completion of graduation requirements. I am solely responsible for enrolling and successfully completing all of the courses and degree requirements as they are outlined in the University Bulletin (on-line).

\_\_\_\_\_  
Student's Signature                      Date                      Advisor's signature                      Date

**I have been advised of the following requirements and have initialed each item as it is explained:**

1. \_\_\_\_\_ I have received a copy of the University of Miami honor code.
2. \_\_\_\_\_ I am aware that I can fill out an Information release form on MyUM.
3. \_\_\_\_\_ I am aware that a University of Miami bulletin is available on the university website.
4. \_\_\_\_\_ I am aware that the Human and Social Development Handbook is available on the EPS Department website
5. \_\_\_\_\_ I am aware that I must declare a major **and** at least ONE minor.
6. \_\_\_\_\_ I will meet with an advisor from the respective department(s) of my minor(s).
7. \_\_\_\_\_ I will maintain a 2.5 GPA in my EPS major, with no less than "C" in each course. I am required an overall GPA of 2.5.
8. \_\_\_\_\_ I may declare a second major in another college/school in place of a minor and maintain the required GPA.
9. \_\_\_\_\_ I will create a Course Advising Plan (CAP) with my education advisor and I will coordinate with an advisor in the other college/school for planning of my other major or minor(s).
10. \_\_\_\_\_ I am aware that the residency rule (students must take their last 45 credits at UM-Transfer students must take the last 60 credits at UM) will apply.
11. \_\_\_\_\_ I am aware that all courses taken at other Universities or Community Colleges must be pre-approved by the School of Education.
12. \_\_\_\_\_ I will meet all requirements of the Practicum.
13. \_\_\_\_\_ I will apply for Graduation at the beginning of the final semester. Applications are available on the School of Education website and in the office of Undergraduate Academic Services.