EDUCATIONAL AND PSYCHOLOGICAL STUDIES

Dept. Code: EPS

Education and Psychological Studies

Academic Programs

The department offers two degrees:

- Bachelor of Science in Education with a Major in Community and Applied Psychological Studies (CAPS)
- Bachelor of Science in Data Analytics and Intelligence for Social Impact (DASI)

Community and Applied Psychological Studies

The major or the minor in **Community and Applied Psychological Studies (CAPS)** focuses on 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
- grass-roots movements
- socially responsible business and entrepreneurial organizations

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. CAPS 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.

Data Analytics and Intelligence for Social Impact

The Bachelor of Science degree in **Data Analytics and Intelligence for Social Impact** is designed to produce decision-makers who can collect, analyze, and use data to generate insight that increases social impact. It is a collaborative, interdisciplinary, and customizable program that will equip UM graduates with the technical capabilities of data intelligence and analytics, critical thinking skills, and a strong theoretical foundation in education and social sciences such as sociology, psychology, geology, communication. As communities require solutions that address the complexities of the challenges they encounter, and organizations, especially non-profits, drive to be more impactful, this integrated approach will offer students the knowledge and skill sets to not only learn how to collect, measure, and report data, but more importantly, they will be able to contextualize the data, detect potential areas for bias, and derive insights that result in more responsible data-driven information and decision-making. The degree includes an embedded research practicum that facilitates students' application of the skills and knowledge acquired to address questions or areas of particular interest to them.

DASI may be added as a second major but requires permission from your academic advisor.

EPS 201. Psychosocial Change and Well-being. 3 Credit Hours.
Introduction to personal and interpersonal approaches to well-being. Includes theoretical, historical, philosophical, and psychological bases of well-being. Emphasis will be placed on real-life applications of theory and practice to the promotion of psychosocial change and well-being.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 251. Developing Data Wrangling Skills for Social, Behavioral, and Educational Data. 3 Credit Hours.
In this course, students will learn the fundamental concepts and basic procedures of data wrangling that are commonly used in the behavioral, social, and educational fields. Data wrangling involves the process of acquiring, cleaning, and manipulating the data. The course is designed to provide students with (1) a conceptual introduction to data wrangling that establishes a solid foundation, as well as (2) opportunities to apply the necessary techniques and skills. The topics covered in the course include, but are not limited to working with different types of data (i.e., numeric and string data), managing data structures, importing/exporting data, shaping and transforming the data, and creating functions. The primary objective of this course is to equip students with essential principles, knowledge, processes, and tools for conducting individual data-wrangling tasks. These tools will enable students to be more effective and efficient in understanding the data to support robust data modeling and reporting for policy-making processes. Knowledge of basic algebra is required, but knowledge of statistics or programming is not required.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 270. Lifespan Human Development. 3 Credit Hours.
Processes and theories of human development from birth to old age are explored. Areas to be covered include: physical development, cognitive development, social and personality development, moral development, and language development. Emphasis is placed on development as a life-long process and its importance in understanding human behavior.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 280. Introduction to Family Studies: Dating, Coupling, Parenting. 3 Credit Hours.
Theory and practice of romantic relationships and parent-child relationships, including discussion and skills building. Research based information on how to maximize the quality of these interpersonal relationships will be examined.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 291. Community and Character Development. 3 Credit Hours.
The course covers moral and psychological dimensions pertaining to character de velopment as it occurs in communities. Topics include contemporary theory and r esearch regarding perspectives on virtue and morality, states of character, eth ical decision making, and character development. The reciprocal relationships b etween character and community will be a central theme in exploring ethical iss ues that arise in working with individuals, institutions, and communities. Theo ry and research will be linked to relevant applications.
Components: LEC.
Grading: GRD.
Typically Offered: Fall.

EPS 306. Insanity and Humanity: Mental Illness, Society, Stigma and Services. 3 Credit Hours.
The genesis for this course was the generally poor, inaccurate and stigmatized understanding of mental illness in society based on portrayals in popular media including Hollywood produced films. However, over the past several years the depth and accuracy of awareness and knowledge has changed, as the depiction of mental illness and treatment services in films has improved and the availability of narrative accounts has increased. This course is designed to allow Human and Social Development majors, with a particular interest in wellness and human services, to explore varying portrayals of mental illnesses in popular media. The course will foster critical analysis of narrative and film depictions of illness, as well as connect these depictions to a broader narrative on stigma, social determinants of illness and wellness, prevention and intervention.
Components: LEC.
Grading: GRD.
Typically Offered: Offered by Announcement Only.

EPS 311. Group Processes and Development. 3 Credit Hours.
Research findings concerning the nature of small groups and patterns of behavior associated with them are explored. Students experience an ongoing group process to which theories and concepts can be applied. Emphasis is placed on learning to be a participant observer of group behavior and processes, learning about one's own behavior in groups, and developing skills to be a more effective member and leader in task groups.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 321. Understanding Human Service Organizations. 3 Credit Hours.
Focus on unique role of community-bases human services organizations in society with an overview and history of community organizations, which provide services, support, advocacy, and organizing in today’s communities. Review of the systems, cultures, structures, and processes of community organizations with a special emphasis on promoting well-being in communities. This course has a 10 hours field research experience requirement. This course is a designated Upper Level Communication Requirement; advanced written, digital and/or oral communication proficiencies will be emphasized in this course. Credit for WRS 105 and WRS 106 (or equivalent), is required for this course.
Prerequisite: EPS 201 Or Co-requisite: EPS 311 And Prerequisite: WRS 105 And WRS 106 prerequisite of enrollment is required for this course.
Components: LEC.
Grading: GRD.
Typically Offered: Spring.

EPS 340. Psychology and Sociology of Sexual Identity. 3 Credit Hours.
History, psychology, and sociology of gay, lesbian, and transgendered populations.
Prerequisite: PSY 110 or SOC 101.
Components: LEC.
Grading: GRD.
Typically Offered: Offered by Announcement Only.

EPS 351. Introduction to Statistics and Research Design. 3 Credit Hours.
The course will cover basic statistics relevant to the social sciences (e.g., central tendency, variation, t-tests, correlations), with emphasis on real world applications employing commonly used research designs. Students will acquire the tools necessary to interpret elementary statistical analyses and a foundation in the basic analytic methods used in conducting quantitative research in the behavioral sciences.
Prerequisite: MTH 101.
Components: LEC.
Grading: GRD.
Typically Offered: Fall, Spring, & Summer.

EPS 361. Community Psychology and Development. 3 Credit Hours.
Community psychology is about the prevention of psychosocial problems and the promotion of mental health and well being through the creation of equitable and just social settings, neighborhoods, communities, and societies. Course topics include: stress and social support; oppression and human diversity; primary prevention, social intervention and health promotion; self-help; mediating structures; community mental health; alternative settings; community development and social change.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 365. Psychological Study of Children, Families, and the Law. 3 Credit Hours.
This course will introduce students to the psychological research and practice that has a bearing on legal policy and practice. Psychological research (social, clinical, developmental, and community) will be emphasized along with legal rulings, especially from the Supreme Court. Throughout the course, the underlying question will be, "How can psychological research and theory inform the law in matters that relate to children."
Components: LEC.
Grading: GRD.
Typically Offered: Fall.

EPS 371. Applied Social Research Methods. 3 Credit Hours.
The study of the ethics, philosophies, designs, methods and techniques of research in the behavioral and social sciences. This course provides a brief orientation to quantitative, qualitative, mixed-methods, and participatory research designs and approaches used in the collection, analysis and interpretation of social research data. This course is a designated Upper Level Communication Requirement; advanced written, digital and/or oral communication proficiencies will be emphasized in this course. Credit for WRS 105 and WRS 106 (or equivalent), is required for this course.
Prerequisite: WRS 105 And WRS 106 prerequisite of enrollment is required for this course.
Components: LEC.
Grading: GRD.
Typically Offered: Fall.

EPS 372. Survey Methodology for the Social and Behavioral Sciences. 3 Credit Hours.
This course introduces fundamental concepts and basic procedures for the construction of an instrument. The instrument could be used to collect measures in either cognitive or affective domains. It emphasizes a realization of invariant or objective measurement in social sciences based on Rasch measurement theory. The major aims of this course are to introduce the principles of invariant measurement, to illustrate how invariant measurement can be achieved with Rasch measurement models, and to solve measurement problems in the social, behavioral, and health sciences. Specifically, the students should know a. how to apply a constructive approach to develop new instruments and/or adapt old ones b. how to evaluate the psychometric quality of the instruments, and c. how to responsibly maintain and use the instruments. The advanced students are encouraged to examine and advance methodological approaches for three foundational areas i.e., reliability, validity, and fairness and approaches to address common measurement problems e.g., differential item functioning, test equating, and item banking.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 401. Advanced statistics: Using regression for predictive modeling. 3 Credit Hours.
This course introduces students to techniques of data analysis and statistical inference commonly used in educational and psychological research. This course provides 1) a conceptually-oriented introduction to multiple regression and (2) opportunities to learn related data-analytic techniques. The major topics covered in this course include, but are not limited to: bivariate regression, multiple regression, different types of multiple regression, multiple regression with categorical and/or continuous independent variables, interactions and curves, and, model assumptions. This course aims to provide a solid conceptual background of these topics, as well as the analytic skills for conducting educational and psychological research in practice. The focus will be on related statistical methods that students may encounter in conducting their own research, reading or writing research articles, and evaluating information reported by various sources. Knowledge of basic algebra and SPSS/R is required, as is an understanding of the fundamental principles of descriptive statistics and hypothesis testing (as taught, for example, in EPS351 or equivalent). Knowledge of calculus is not required.
Components: LEC.
Grading: GRD.
Typically Offered: Fall, Spring, & Summer.

EPS 402. Statistical Programing in R and SAS. 3 Credit Hours.
This course introduces programming techniques in modern statistical software including SAS and R for students who are interested in computer programming. Topics include data input/output, data formats and types, data management, flow control, conditional execution and program design, statistical graphics and exploratory data analysis, basic procedures and functions for statistical modeling and inferences. The students who register this course are recommended to have some experience with SAS and R language or other computer programming languages.
Components: LEC.
Grading: GRD.
Typically Offered: Fall, Spring, & Summer.

EPS 403. Introduction to Machine Learning using Python. 3 Credit Hours.
Big data analysis consolidates information to provide teachers and administrators with the big picture of trends and patterns that can be used to evaluate and streamline processes, create efficiencies, and improve the overall students experience. In this course, we will learn a) the basic programming language (i.e., Python) to operate big data analysis, b) some machine learning algorithms that allow computers to learn data themselves and to predict unknown results (called Artificial Intelligence), and c) the skills to embed the machine learning model into the real online educational program or the websites. The course will place a strong emphasis on learning a basic skill to do big data analysis, and does not require any skills or knowledge about the programming language. This course also requires a higher demand of work creating the actual product.
Components: LEC.
Grading: GRD.
Typically Offered: Fall, Spring, & Summer.

EPS 405. Text Mining for the Social and Behavioral Sciences. 3 Credit Hours.
Text Mining is a powerful tool for social impact research and analysis because it allows us to extract valuable insights from large amounts of unstructured text data, such as social media posts, news articles, and survey responses. By analyzing this text data, students can gain a deeper understanding of the attitudes, opinions, and behaviors of individuals and communities, and use this knowledge to inform and improve social policies and programs. In this course, students will learn a) the basic programming language (i.e., Python) to operate big data analysis and b) a range of text mining techniques, including sentiment analysis, topic modeling, network analysis, and machine learning. This course requires a higher demand of work creating the actual product.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 411. The Psychology of Diversity. 3 Credit Hours.
This course critically examines how diversity and social justice issues impact everyday life. The focus is on how personal, group, and cultural identities (race, ethnicity, gender, sexual orientation, age, disability, religion, immigration status, and social class), and the intersections of these identities influence individuals' lives and experiences. This is primarily a survey course, designed to introduce major concepts, models, theories, and research that emanate from the literature on diversity and multicultural psychology. This is a critical backdrop to prepare students to be multiculturally responsive in this increasingly global society. Borrowing from history, cultural anthropology, social psychology, indigenous psychology, counseling psychology, and general psychology, the curriculum will engage students in theoretical, research-based, and experiential exercises in order to develop a comprehensive understanding that will lead to culturally responsive and ethical mindsets and practice.
Components: LEC.
Grading: GRD.
Typically Offered: Fall.

EPS 412. Migration, Well Being, and Human Development. 3 Credit Hours.
This course explores the social and psychological processes involved in migration and issues relevant to well-being of diverse immigrant groups including immigration policies, the psychology of immigration and acculturation, ethnic identities, issues in immigrant families, immigrant communities, educational, health, and mental health issues.
Components: LEC.
Grading: GRD.
Typically Offered: Spring.

EPS 420. Introduction to Counseling and Psychotherapy. 3 Credit Hours.
This course is a survey of the theories and practical applications of counseling and psychotherapy. Students will acquire an understanding of a variety of theories of psychotherapy, the basic requirements and skills for effective, ethical counseling, and an appreciation for the role of values and human differences in counseling and psychotherapy. This course does not prepare students for practice in mental health professions.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 430. Creating Belonging Through Dialogue. 3 Credit Hours.
The Creating Belonging Through Dialogue course will provide an opportunity for students to engage in dialogue across difference. Students will have the opportunity to learn about and discuss social identities and intersectionality in relation to various social identities, with a focus on social justice. The course will focus on understanding diverse perspectives and ideas that facilitate intellectual advancement as well as personal development as members of the UM community, and the larger community in which we are situated. Note: the focal social identity varies by class section: please refer to the Class Notes for information on the social identity that will be the main focus of this section.
Components: IDG.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 440. Listening and Helping Skills.. 3 Credit Hours.
Listening and Helping Skills is an introductory course to the foundational skills used in helping relationships. Through lectures, discussions and role-plays, students will learn the rationale behind basic helping skills and their application to diverse settings and contexts.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 452. Community Program Development and Evaluation. 3 Credit Hours.
This course addresses the theoretical and practical principles of designing, planning, implementing, and evaluating programs in community-bases settings. The students will learn about prevention, effective program development, program approaches, program components, program evaluation, and cultural proficiency in program development and evaluation. Students will acquire and practice skills for becoming effective workers and leaders in community-based agencies. The course will consist of readings, presentations, and applied knowledge.
Components: LEC.
Grading: GRD.
Typically Offered: Spring.

EPS 462. Community Consultation and Leadership. 3 Credit Hours.
This course will cover strength based, preventive, empowering approaches to institutional and community change, and will address related skills, stages, processes and outcomes; Conflict resolution, facilitation, strategic planning, visioning, advocacy, change management, and community mobilization will be studied and practiced in class.
Components: LEC.
Grading: GRD.
Typically Offered: Fall.

EPS 504. Mentored Research Studies. 1-3 Credit Hours.
Under the guidance of EPS faculty and graduate students, undergraduate students, will have an opportunity to get involved in various components of research study; gain valuable knowledge and research experience; and enhance their undergraduate academic experience.
Components: THI.
Grading: GRD.
Typically Offered: Fall, Spring, & Summer.

EPS 533. Organization and Administration of Higher Education I. 3 Credit Hours.
Theoretical approaches from organizational analysis. Applications to problems, processes, and patterns of higher education institutions. Consideration given to legal status, governance patterns, and external relations. Administrator, faculty, trustee, and student roles are also explored.
Components: LEC.
Grading: GRD.
Typically Offered: Fall.

EPS 578. Community and Applied Psychological Studies Practicum. 3-6 Credit Hours.
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. Practica are generally unpaid, supervised experiences. Students choose from a menu of settings that have been approved as approved practicum sites and spend a minimum of 120 hours (3 credits) or 250 hours (6 credits) at their chosen setting over the course of the semester. Must be taken concurrently with EPS 579.
Components: PRA.
Grading: GRD.
Typically Offered: Spring.

EPS 579. Community and Applied Psychological Studies Practicum Seminar. 3 Credit Hours.
The Practicum Seminar brings theory and research to bear on the student's practicum experiences, and provides a forum for further professional skill development and growth. Students will complete a major project integrating their experiences. This course is a designated Upper Level Communication Requirement; advanced written, digital and/or oral communication proficiencies will be emphasized in this course. Credit for WRS 105 and WRS 106 (or equivalent), is required for this course.
Prerequisite: WRS 105 And WRS 106 prerequisite of enrollment is required for this course.
Components: LEC.
Grading: GRD.
Typically Offered: Spring.

EPS 587. Special Topics in Community and Applied Psychological Studies. 1-3 Credit Hours.
This course is designed for students wishing to focus on a specific area of study within the umbrella of Human and Social Development. Topics will be offered based on current trends in the field as well as student and faculty interest. Students will be given supervision and support in a structured seminar setting.
Components: LEC.
Grading: GRD.
Typically Offered: Spring & Summer.

EPS 589. Individual Study. 1-3 Credit Hours.
Individual work on a special project under faculty guidance.
Components: THI.
Grading: GRD.
Typically Offered: Fall, Spring, & Summer.

EPS 595. Research Project I. 2 Credit Hours.
This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor.
Components: LEC.
Grading: GRD.
Typically Offered: Fall & Spring.

EPS 596. Research Project II. 2 Credit Hours.
This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor. See Associate Dean for additional details.
Components: LEC.
Grading: GRD.
Typically Offered: Offered by Announcement Only.

EPS 597. Research Project - Thesis Writing. 1-3 Credit Hours.
This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor.
Components: LEC.
Grading: GRD.
Typically Offered: Offered by Announcement Only.

EPS 598. Research Project - Seminar. 1 Credit Hour.
This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor. Students are required to present at the undergraduate Research, Creativity, and Innovation Forum.
Components: LEC.
Grading: GRD.
Typically Offered: Offered by Announcement Only.

EPS 599. Individual Study. 1-3 Credit Hours.
Individual work on a special project under faculty guidance.
Components: THI.
Grading: GRD.
Typically Offered: Offered by Announcement Only.