

EDUCATIONAL AND PSYCHOLOGICAL STUDIES

Dept. Code: EPS

Bachelor of Science in Community and Applied Psychological Studies

The major 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.

CAPS students must declare an approved second major or a minor either in the School of Education or through any other school or college.

Requirements for Graduation

Bachelor of Science in Education

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 the section ACADEMIC REGULATIONS AND PROCEDURES, subject to regulations concerning the major specified in departmental and program sections of this Bulletin.

Exempted is interpreted to refer exclusively to those exemptions provided under the following headings:

- Advanced Standing and Placement (Credit Hour 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 credit hours specified for that subject as a general requirement for graduation and, upon payment of a recording fee, toward the 120 credit hours required for graduation. (See Departmental Proficiency Examinations.) An exemption may be granted for ENG 105, but these credit hours may not be applied toward the 120 credit hours 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 hour 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

Written Communication Skills

Effective writing skills advance ideas efficiently and persuasively, so the expectation is that students become adept at using writing as an effective communication tool. Students fulfill this requirement by satisfactorily completing ENG 105 (<https://bulletin.miami.edu/search/?P=ENG%20105>) together with ENG 106 (<https://bulletin.miami.edu/search/?P=ENG%20106>) or ENG 107 (<https://bulletin.miami.edu/search/?P=ENG%20107>), or the equivalent. Appropriate Advanced Placement (AP) or International Baccalaureate (IB) scores in English composition may be used to satisfy this requirement. An appropriate score on the SAT or ACT examination may earn a student exemption from, but not credit for, ENG 105 (<https://bulletin.miami.edu/search/?P=ENG%20105>).

Students will be able to:

- Demonstrate effective written communication skills in relation to specific rhetorical tasks.
- Construct original, well-reasoned arguments using a range of materials.
- Integrate and synthesize appropriate and relevant primary and secondary sources in their writing.

EFFECTIVE FALL 2017, NEW STUDENTS WITHOUT PRIOR COLLEGE CREDIT IN WRITTEN COMMUNICATION SKILLS WILL BE PLACED AS FOLLOWS:

- ENG 103: ACT English score below 18 or SAT Evidence-Based Reading and Writing or Critical Reading score below 430, or TOEFL iBT Writing score below 18.
- ENG 105: ACT English score 18-31 or SAT Evidence-Based Reading and Writing or Critical Reading score 430-690, or TOEFL iBT Writing score 18 or above.
- ENG 106 or ENG 107: ACT English score 32 or above or SAT Evidence-Based Reading and Writing or Critical Reading score 700 or above

Written Communication Skills General Education Requirements must be completed prior to attaining junior year classification.

Mathematics

B.S.Ed. degree candidates in the Department of Educational and Psychological Studies are required to take EPS 351. This course fulfills a Math requirement for the CAPS 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.

Foreign Languages (not applicable)

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.

VI. Advanced Writing and Communication Skills Requirement

Every student majoring in Community and Applied Psychological Studies, 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 CAPS major which meet the Advanced Writing and Communication Skills Requirement are EPS 321, EPS 371 and EPS 579.

VII. Major in Community and Applied Psychological Studies (CAPS)

- Every candidate for the B.S.Ed. degree in the Department of Educational and Psychological Studies must choose a major in Community and Applied Psychological Studies.
- Students choose among three areas of concentration:
 - Track I – Introduction to Counseling.
 - Track II – Community and Program Development.
 - Track III – General Studies.To find the requirements for the major, consult this Bulletin under the discipline concerned, and confer with the designated departmental representative.
- Students majoring in CAPS must complete a Diversity requirement that is fulfilled by taking one of the following courses: EPS 411, EPS 412, or EPS 430. Students should discuss this requirement with their advisor.
- CAPS 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.

- CAPS 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.

VIII. Minor

B.S.Ed. majors in Community and Applied Psychological Studies are required to declare a minor.

IX. Electives

Electives may be chosen from any courses offered by the University. The student should consult an advisor before selecting elective courses. At least 6 credit hours 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.

For further information, address all inquiries to:

Associate Dean
 School of Education and Human Development
 P. O. Box 248065
 University of Miami
 Coral Gables, Florida 33124
 Telephone: 305-284-3711

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 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 development as it occurs in communities. Topics include contemporary theory and research regarding perspectives on virtue and morality, states of character, ethical decision making, and character development. The reciprocal relationships between character and community will be a central theme in exploring ethical issues that arise in working with individuals, institutions, and communities. Theory 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-based 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 ENG 105 and ENG 106 (or equivalent), is required for this course.

Prerequisite: EPS 201 or Co-requisite: EPS 311.

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.

EPS 360. Educational Psychology. 3 Credit Hours.

A review of basic educational psychology principles including cognitive and language development, personal, social and moral development, learning theories, and motivation. A review of basic concepts that contribute to effective learning and other aspects of education.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

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, families, and communities?"

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 ENG 105 and ENG 106 (or equivalent), is required for this course.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

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 Programming 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 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. Intergroup Dialogues. 3 Credit Hours.

The Intergroup 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 of 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.

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-based 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 expand 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. Human and Social Development 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 unpaid, supervised experiences. Students choose from a menu of settings that have been approved as HSD 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 481.

Components: PRA.

Grading: GRD.

Typically Offered: Spring.

EPS 579. Human and Social Development 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 ENG 105 and ENG 106 (or equivalent), is required for this course.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 587. Special Topics in Human and Social Development. 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.

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 592. Workshop in Education. 1-3 Credit Hours.

Study in special interest areas in education.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 593. Workshop in Education. 3 Credit Hours.

Study in special interest areas in education.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

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.

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.