DEPARTMENT OF EDUCATIONAL AND PSYCHOLOGICAL STUDIES

STUDENT HANDBOOK FOR B.S.ED IN HUMAN AND SOCIAL 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:

Scot Evans, PhD

University of Miami
School of Education
Coral Gables, Florida 33124
U.S.A.

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 for the 2012-2013 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. Guerda Nicolas 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
- 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).

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
• 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 are considering future careers in the helping professions. HSDC is best suited for students whose main interest lies in working with communities and are considering future careers in policy work 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 420 Introduction to Counseling and Psychotherapy
- EPS 422 Foundations of Human Service Work and Program Administration
- EPS 470 Listening and Helping Skills
- EPS 471 Human and Social Development Practicum
- EPS 481 Human and Social Development Practicum Seminar

Please see [appendix B](#) for a sample four year plan 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 422 Foundations of Human Service Work and Program Administration
• EPS 452 Applied Research and Program Evaluation
• EPS 462 Community Consultation and Leadership
• EPS 471 Human and Social Development Practicum
• EPS 481 Human and Social Development Practicum Seminar

Please see appendix C for a sample four year plan for the B.S.ED HSDC Major

**Track III: Human and Social Development Studies (HDS)**

• 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 422 Foundations of Human Service Work and Program Administration
• EPS 471 Human and Social Development Practicum
• EPS 481 Human and Social Development Practicum Seminar

And three courses from the following list:

• EPS 280 Introduction to Family Studies: Dating, Coupling, Parenting
• EPS 420 Introduction to Counseling and Psychotherapy
• EPS 470 Listening and Helping Skills
• MGT 304 Organizational Behavior
• EPS 452 Applied Research and Program Evaluation
• EPS 462 Community Consultation and Leadership

Please see appendix D for a sample four year plan 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. Nine of these 15 credits must have been completed in the Department of Educational and Psychological Studies (EPS); with prior approval, three of these nine may be taken through the UM Study Abroad Program.

- 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 304: Mentored Research Studies (1-3 credits)

EPS 304 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 E of this Handbook for more information about registering for EPS 304.

For more information on the importance of research for graduate school go HERE.

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 471) 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 F 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 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 471 and EPS 481. 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 G 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 (as outlined in appendix G) will prevent unnecessary hassles and unpleasant surprises. Also see appendix B, C, and D for sample course sequence for HSDI, HSDC, and HSDS, respectively.

Requirements for Graduation: Bachelor Of Science In Education
(taken from the 2012-2013 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 English 105 and English 106 or its equivalent. Appropriate Advanced Placement (AP) or International Baccalaureate (IB) scores in English composition may be used to satisfy the English 105/106 requirement. An appropriate score on the SAT or ACT verbal examination may earn a student exemption from, but not credit in, ENG 105. Appropriate scores on other tests determined by the Department of English may earn a student exemption from, but not credit in, English 105. Courses satisfying the English Composition requirement may not be used to fulfill the Writing Across the Curriculum Required Area of Study.

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. People and Society

B.S.Ed. Degree candidates must earn 9 credits in the Social Sciences.

E. Arts and Humanities

B.S.Ed. degree candidates must earn 12 credits in the areas of 1) Fine Arts and 2) Humanities with a minimum of three credits in each area. All Humanities credits must be earned in courses from the areas of Literature or Philosophy/Religion.
F. Natural World

B.S.Ed. degree candidates may fulfill the Natural Sciences requirement by taking 6 credits in the following disciplines: Biology, Chemistry, Exercise Physiology, Geological Sciences, Marine Sciences, Physics, and Physical Sciences.

Note: No more than six credit hours may be taken in any one department to satisfy the areas of knowledge requirement.

VI. Writing

Every student must complete five writing-oriented (W) courses beyond ENG 105 and 106. Students must take one approved writing course section per academic year for a minimum of five writing intensive course sections, or their equivalents. A student is required to write at least 4000 words in each W course. Writing assignments will be assessed for both content and style.

A W course listed in section VII (Required Areas of Study) may be used to satisfy both the writing and Required Areas of Study criteria. Foreign language courses that meet the criteria above may be used to satisfy the writing requirement. Transfer students must satisfy at least 3 courses of the writing requirement at the University of Miami.

VII. 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 2.0 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 or through any other UM school or college.

VIII. 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.

 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:

<table>
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<th>Credits Earned</th>
<th>CGPA</th>
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<tr>
<td>Fewer than 30 credits</td>
<td>1.7</td>
</tr>
<tr>
<td>31-59 credits</td>
<td>2.0</td>
</tr>
<tr>
<td>60+ credits</td>
<td>2.3</td>
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</table>

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 (SOEHD) receive academic advising through the SOEHD Undergraduate Office. Dr. Shawn Post is the Associate Dean of Undergraduate Studies at the School of Education. Dr. Scot Evans is the Director of the HSD major. Ms. Gina Astorini is the Director of Undergraduate Academic Services and is also the academic advisor for all HSD students. 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, SOEHD Academic Advisors send an email to students directing them to sign up for an advising appointment on the SOE 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 H for HSD Advisor Checklist. Also, see Appendix B, C, and D for sample four year plans for the B.S.ED HSDI, HSDC, and HSDS Majors.

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 and public sectors; and for a large variety of professions and creative enterprises that involve working collaboratively with others. 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 and communities 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 2012-2013 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](#).

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

**Human and Social Development Student Association (HSDSA)**

Human and Social Development Student Association 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. HSDSA will also work to create a sense of community among its members. Activities include community service projects, mentoring, discussions, etc.

HSDSA President: Danielle Landau
HSDSA Faculty Advisor: [Dr. Scot Evans](#)

For more information about HSDSA check out the association’s [Facebook Group](#)
Appendix A: Contact Information and Resources

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EPS Department Chairperson:  
Dr. Guerda Nicolas  (305) 284-9124  nguerda@miami.edu

EPS Department Associate Chairperson:  
Dr. Laura Kohn Wood  305) 284-1316  l.kohnwood@miami.edu

HSD Program Director:  
Dr. Scot Evans  (305) 284-4142  s.evans4@miami.edu

HSD Practicum Coordinator:  
Dina Elias-Rodas  (305) 284-2038  d.eliasrodas@miami.edu

SOE Associate Dean of Undergraduate Studies:  
Dr. Shawn Post  (305) 284-5703  s.post@miami.edu

SOE Director of Undergraduate Academic Services and HSD Advisor:  
Mrs. Gina Astorini  (305) 284-3826  gfastorini@miami.edu

Helpful Links and Resources:

Academic Resource Center:  (305) 284-2800  
www.umarc.miami.edu

Counseling Center:  (305) 284-5511  

Office of Financial Assistance:  (305) 284-5212  
http://www.miami.edu/index.php/office_of_financial_assistance/

Study Abroad Office:  (305) 284-3434  
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) or contact your advisor or HSD program director for help with accessing services and resources.
## Appendix B: Sample Four Year Plan for the B.S.ED HSDI Major

### Year 1

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Course sequencing subject to change—Check with your advisor
Minimum credits to graduate: 120
Minimum credits in HSDI: 39
Minimum grade in HSDI course: C
Appendix C: Sample Four Year Plan for the B.S.ED HSDC MAJOR

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Course sequencing subject to change~ Check with your advisor
Minimum credits to graduate: 120
Minimum credits in HSDC: 39
Minimum grade in HSDC course: C
# Appendix D: Sample Four Year Plan for the B.S.ED HSDS MAJOR

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Course sequencing subject to change—Check with your advisor
Minimum credits to graduate: 120
Minimum credits in HSDC: 39
Minimum grade in HSDC course: C
Appendix E: EPS 304: 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](http://www.epspage.com) and the [CEW website](http://www.cewpage.com) 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 (Mrs. Gina Astorini) or HSD Program Director (Dr. Scot Evans) to obtain a signature

5. Register for the course
Permission to Register for EPS 304: Mentored Research Studies

I, __________________________________   ________________________

Student Name       Student ID Number

Major_______________________ Second Major or Minor_____________________

Request permission to register in EPS 304: 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
**Potential Research Studies: Partial List**

Students may approach any of the HSD faculty whose research program they would like to join. Thus far, the following faculty members expressed an active interest in having undergraduate students involved in their research labs:

Dr. Etiony Aldarondo: [ICAN: Immigrant Child Affirmative Network](#)

Dr. Scot Evans: [Action Research with Community-based Organizations](#)

Dr. Blain Fowers: [Goal Orientation and Life Success (GOALS) Project](#)

Dr. Guerda Nicolas: [Kulula Project](#)

Dr. Carlos Perez-Benitez: [CAMPOS: Culturally Adapted Cognitive Behavioral Treatment for somatization and PTSD](#)
Appendix F: Human and Social Development Practicum

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 481) and the practicum (EPS 471). You should have completed the following prerequisites:

All HSD students:

• EPS 201   Psychosocial Change and Well-being
• EPS 311   Group Processes and Development
• EPS 321   Understanding Human Service Organizations
• EPS 361   Community Psychology & Development
• EPS 422   Foundation of Human Service Work and Program Administration

HSDI students:

• EPS 280   Introduction to Family Studies: Dating, Coupling, Parenting
• EPS 420   Introduction to Counseling and Psychotherapy (pre or co-requisite)
• EPS 470   Listening and Helping Skills (pre or co-requisite)

HSDC students:

• EPS 452   Applied Research and Program Evaluation (pre or co-requisite)
• EPS 462   Community Consultation and Leadership (pre or co-requisite)
• MGT 304   Organizational Behavior
And three courses from the following list:

- EPS 280 Introduction to Family Studies: Dating, Coupling, Parenting
- EPS 420 Introduction to Counseling and Psychotherapy
- EPS 470 Listening and Helping Skills
- MGT 304 Organizational Behavior
- EPS 452 Applied Research and Program 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 481). 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.

Sample Sites:

Catalyst Miami
Big Brothers Big Sisters of Greater Miami
Habitat for Humanity of Greater Miami
Kristi House, Inc.
Project Hope; The Kulula Project
The Linda Ray Center
The YES Institute

6. Contact Information

Practicum Coordinator: Prof. Dina Elias-Rodas
Educational & Psychological Studies
Office: Merrick Building, MB 311-G
Telephone: 305-284-2038
Email address: d.eliasrodas@miami.edu

Program Director: Dr. Scot Evans
Educational & Psychological Studies
Office: Merrick Building, MB 312-
Telephone: (305) 284-4142
Email address: s.evans4@miami.edu
### Appendix G: Course pre-requisites and/or co-requisites

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<td>Character and Community Development</td>
<td>3</td>
<td>None</td>
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<td>EPS 311</td>
<td>Group Processes and Development</td>
<td>3</td>
<td>None</td>
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<tr>
<td>EPS 321</td>
<td>Understanding Human Service Organizations</td>
<td>3</td>
<td>EPS 201; EPS 311 (pre-requisite or co-requisite)</td>
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<tr>
<td>EPS 351</td>
<td>Introduction to Statistics and Research Design</td>
<td>3</td>
<td>MTH 101 or placement out of MTH 101; EPS 201 (pre-requisite or co-requisite)</td>
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<td>EPS 361</td>
<td>Community Psychology and Development</td>
<td>3</td>
<td>EPS 201</td>
<td></td>
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<tr>
<td>EPS 420</td>
<td>Introduction to Counseling and Psychotherapy</td>
<td>3</td>
<td>EPS 201 or Psych 110; EPS 270 or equivalent (pre-requisite or co-requisite); Sophomore standing or above</td>
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<td>EPS 470</td>
<td>Listening and Helping Skills</td>
<td>3</td>
<td>EPS 201 or Psych 110; EPS 270 or equivalent (prerequisite or co-requisite); Sophomore standing or above</td>
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<td>EPS 452</td>
<td>Research and Program Evaluation</td>
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<td>EPS 462</td>
<td>Community Consultation and Leadership</td>
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<td>EPS 201; EPS 311; EPS 321; EPS 361 (pre-requisite or co-requisite)</td>
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<td>EPS 422</td>
<td>Human Service Program Administration</td>
<td>3</td>
<td>EPS 201; EPS 311; EPS 321; EPS 361 (pre-requisite or co-requisite)</td>
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<td>EPS 471</td>
<td>Human and Social Development Practicum</td>
<td>3</td>
<td>EPS 201; EPS 311; EPS 321; EPS 361; EPS 422.. Junior standing or above.</td>
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<td>Human and Social Development Practicum Seminar</td>
<td>3-6</td>
<td>EPS 201; EPS 311; EPS 321; EPS 361; EPS 422. Junior standing or above.</td>
<td>EPS 471</td>
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Appendix H: SOEHD EPS Advisor Checklist

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.