



**MEMORANDUM**

**To:** Donna E. Shalala  
President

**From:** Stephen Sapp  
Chair, Faculty Senate

A handwritten signature in black ink that reads "Stephen Sapp". The signature is written in a cursive, flowing style.

**Date:** October 30, 2008

**Subject:** Faculty Senate Legislation #2008-10(B) – Proposal for a Change of Name of the School of Education Undergraduate Major from “Human Services” to “Human and Social Development”

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On October 29, 2008, the Faculty Senate voted to approve the change of name of the School of Education Undergraduate major from “Human Services” to “Human and Social Development” as presented by Dean Isaac Prilleltensky and Professor Blaine Fowers.

This legislation is now forwarded to you for your action.

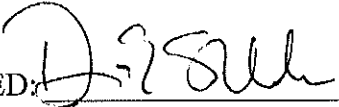
SS/rh

Enclosure (proposal)

- cc: ✓ Thomas LeBlanc, Executive Vice President and Provost  
✓ Isaac Prilleltensky, Dean, School of Education  
✓ Blaine Fowers, Professor, Education and Psychological Studies  
✓ Scott Ingold, Associate Vice President & University Registrar  
✓ James Gorostola, Office of the Registrar

Faculty Senate Legislation #2008-10(B) – Proposal for a Change of Name of the School of Education Undergraduate Major from “Human Services” to “Human and Social Development”

**PRESIDENT’S RESPONSE**

APPROVED:   
(President’s Signature)

DATE: Nov 3 2008

OFFICE OR INDIVIDUAL TO IMPLEMENT: DEAN ISAAC PRILLETENSKY

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY  
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_

**MEMO**

Date: October 10, 2008

To: Stephen Sapp, President  
Faculty Senate

From: Blaine Fowers, Chairperson  
Department of Educational and  
Psychological Studies

Cc: Isaac Prilleltensky, Dean  
School of Education

Re: Human Services Major Name Change

The Department of Educational and Psychological Studies is requesting to change the name of its Human Services major to Human and Social Development. This name change reflects a greater emphasis on the social context of human development and well-being. The renamed major in Human and Social Development (HSD) will integrate individual, interpersonal, programmatic, and community approaches to the promotion of healthy development and well-being. It is based on the premise that the well-being of individuals and families cannot be fostered in isolation from the communities in which they live and the institutions that affect their lives. It will appeal to students whose future career goals include working with people in health and human services, schools, universities, community agencies, non-government organizations. It will also provide strong undergraduate preparation for students who wish to pursue postgraduate training in social and behavioral sciences, applied disciplines such as counseling, community, or clinical psychology or social work, or for law school. Students will learn about the interconnectedness of personal, interpersonal, community, and institutional change, the barriers to healthy development and well-being at these levels, and the strategies and policies that promote the well-being of individuals, families, neighborhoods, and communities.

As required in the Faculty Senate Guidelines for name changes of programs, a survey of undergraduate major titles at the University of Miami was conducted. This survey showed that the proposed title does not result in undue overlap with the titles of any

existing programs.

The first request for this name change was made in Spring, 2008. The General Welfare Committee requested that we consult with the School of Business and the Psychology Department to ascertain whether there was undue overlap of the renamed major with programs in those units. We met with representatives of the faculties of Business and Psychology and these faculties subsequently examined the renamed major for overlap. Following this review, both faculties indicated that they did not see excessive overlap in their programs and the renamed major. These two faculties voted their support for the renamed Human and Social Development major. Please see the attached memos from Vice Dean Neider and Chairperson Wellens documenting these outcomes.

The mission of the School of Education is to engage in scholarly research and to prepare leaders in the study and promotion of personal, family, school, and community well-being. Through research, teaching, and service, we seek to integrate the physical, emotional, intellectual, and social well-being of diverse populations. The renaming and updating of the undergraduate major in the Department of Educational and Psychological Studies is one of the key initiatives in fulfilling this mission. This major plays a significant role in the strategic plan of the Department and of the School of Education.

The renamed major will have a common core that will emphasize lifespan human development as it unfolds in families, groups, and communities. There will be two tracks: (1) Community and Program Development, which will train students in human services leadership and (2) Individual and Relational Development, which will train students in the foundations of human service work.

**PROPOSED HUMAN AND SOCIAL DEVELOPMENT (HSD) MAJOR**  
**(10-2-08)**

The major in Human and Social Development integrates individual, interpersonal, social, and community approaches to the promotion of healthy development and well-being. Recent research documents that well-being is a positive state of affairs, brought about by the satisfaction of personal, institutional, and community needs and the experience of meaning, purpose, and belonging. The major is based on the premise that the well-being of individuals and families cannot be fostered in isolation from the communities in which they live and the institutions that affect their lives. It will appeal to students whose future career goals include working with people in multiple contexts and settings: health and human services; schools, universities, and community programs; government and non-government agencies; and grass-roots movements. Students will explore the scholarly and applied knowledge bases regarding the interconnectedness of personal, interpersonal, institutional, and community change, the barriers to healthy development and well-being at these levels, and the strategies and policies that promote well-being in individuals, families, and communities. Coursework will emphasize and apply research and theory regarding preventive and strengths-promoting strategies as applied to complex, multicultural systems.

HSD majors will choose between two areas of concentration (tracks) in accordance with their areas of interest and future career goals:

**Track I: Individual and Relational Development (IRD)**

Core coursework in the major lays the foundation for effectively negotiating a wide range of relationships in a variety of contexts. This track covers theory, research, and skills required for the promotion of individual, relational, and family well-being. Strength-based, preventive, and empowering approaches will be emphasized throughout the track. Courses will cover counseling theories and techniques, basic interviewing skills, and the foundations of human service work. The role of context and diversity in mental health is emphasized throughout. The track provides a strong foundation for graduate studies in the helping professions and for careers in health and human services. In accordance with their area of interest, students will participate in a practicum in a human service setting.

**Track II: Community and Program Development (CPD)**

Personal well-being is strongly influenced by social, institutional, and community dynamics. This track covers theory, research, and skills required for the promotion of healthy individual and community development. Special emphasis will be placed on the role of non-government agencies in fostering the well-being of community members of diverse backgrounds. The aim of this track is to prepare leaders in human services who can diagnose institutional and community challenges and offer strategies for positive change. This track will appeal to students interested in working with groups and systems invested in achieving excellence in community organizations. Courses will include community focused strategic planning, needs assessment, change strategies, as well as program development, implementation, and evaluation in non-profit community settings. In accordance with their area of interest, students will participate in a practicum dealing with individual, social, and community development.

Each 12-credit track consists of three courses (9 credits) of core track courses and one course (3 credits) track elective.

Students must complete a 15-credit minor in another Department.

## The major in Human and Social Development consists of the following components:

1. Core courses (15 credits)
2. Track courses (12 credits)
3. Practicum (9 credits)

### 1. Core Courses (15 Credits)

1. EPS 201: Psychosocial Change and Well-Being (3)
2. EPS 271: Applied Human Development (3) \*\* (Fulfilled as part of General Education Requirement (People and Society).
3. EPS 291: Community and Character Development (3)
4. EPS 311: Group Processes and Development (3)
5. EPS 321: Human Services in Context (3)
6. EPS 351: Introduction to Statistics and Research Design (3) \*\* (possible fulfillment of Math requirement)
7. EPS 361: Community Psychology and Development (3)

\*\* These course requirements are proposed to fulfill part of the General Education Requirements

### 2.1. Track I Courses: Individual and Relational Development (12 credits)

#### Required Courses (9 credits)

1. EPS 420: Introduction to Counseling and Therapy (3)
2. EPS 470: Foundations of Human Service Work (3)
3. EPS 570: Basic Skills in Counseling and Interviewing (3)

#### Track I Elective Courses (3 credits)

1. EPS 280: Introduction to Family Studies: Dating, Coupling, Parenting (3)
2. EPS 340: Psychology and Sociology of Sexual Identity (3)
3. EPS 360: Educational Psychology (3)
4. Any Psychology course above 200
5. Any core course from Track II

### 2.2. Track II Courses: Community and Program Development (12 credits)

#### Required Courses (9 credits)

1. EPS 422: Human Service Program Administration (3)
2. EPS 452: Applied Research and Program Evaluation (3)
3. EPS 462: Community Consultation and Leadership (3)

#### Track II Elective Courses (3 credits)

1. PSY 261. Industrial and Organizational Psychology (3)
2. MGT 304. Organizational Behavior (3)
3. MGT 360 Effective Leadership (3)
4. MGT 422. Leading Teams (3)
5. FSS 199: The Nature and Foundations of Entrepreneurship (3)
6. POL 536. U.S. Health Care Crisis: Politics and Policies (3)

7. ESS 572: Creative Approaches to Problem Solving and Conflict Management (3)
8. SOC 301 Social Organization
9. SOC 303 Social Inequalities
10. SOC 304 Dynamics of Poverty in the United States
11. SOC 341 Social and Cultural Change
12. Any core course from Track I

### 3. Practicum (9 Credits)

1. EPS 471: Practicum in Human and Social Development (6)
2. EPS 481: Practicum Seminar (3)

### Human and Social Development: Course Sequence

#### Freshman Year: People in Relationships

1. EPS 201: Psychosocial Change and Well-Being (3)
2. EPS 271: Applied Human Development (3) \*\* (Fulfilled as part of General Education Requirement (People and Society).
3. EPS 291: Community and Character Development

#### Sophomore Year: People in Groups and Programs

4. EPS 311: Group Processes and Development (3)
5. EPS 321: Human Services in Context (3)
6. EPS 351: Introduction to Statistics and Research Design (3) \*\* (Fulfilled as part of Math requirement)

#### Junior Year: People in Communities

7. EPS 361: Community Psychology and Development
8. Track core course
9. Track core course
10. Track core course

#### Senior Year: People as Change Agents

11. EPS 471: Practicum in Human and Social Development (6)
12. EPS 481: Practicum Seminar (3)
13. Track elective

University of Miami  
 School of Education  
 Dept. of Educational and Psychological Studies

**Human and Social Development**  
Track I – Individual and Relational Development (15 Credits)  
 Degree Requirements: Bachelor of Science in Education

GENERAL EDUCATION REQUIREMENTS (36-45 cr.)

<b>A. English Composition</b>	<b>(6 cr.)</b>
ENG 105 Composition I	3 _____
ENG 106 Composition II	3 _____

<b>B. People and Society</b>	<b>(6 cr.)</b>
EPS 271 Applied Human Development	3 _____

<b>C. Arts and Humanities</b>	<b>(12cr.)</b>
_____	_____
_____	_____
_____	_____
_____	_____

<b>D. Mathematics</b>	<b>(3-6 cr.)</b>
EPS 351 Introduction to Statistics and Research Design (Proposed option)	3 _____

<b>F. Natural World</b>	<b>(6 cr.)</b>
_____	_____
_____	_____

Human and Social Development: Core Courses (15 Credits.)

EPS 201	Psychosocial Change and Wellbeing	3	_____
EPS 271	Applied Human Development	(3)	_____
EPS 291	Community and Character Development	3	_____
EPS 311	Group Processes and Development	3	_____
EPS 321	Human Services in Context	3	_____
EPS 351	Introduction to Statistics and Research Design	(3)	_____
EPS 361	Community Psychology and Development	3	_____

Track I – Individual and Relational Development (12 Credits)

EPS 420	Introduction to Counseling and Therapy	3	_____
EPS 470	Foundations of Human Service Work	3	_____
EPS 570	Basic Skills in Counseling and Interviewing	3	_____
	Track Elective	3	_____

Practicum in Individual and Relational Development (9 Credits)

EPS 471	Practicum in Human and Social Development	6	_____
EPS 481	Practicum Seminar	3	_____

**\* Recommended Electives (3 Credits)**

EPS 280	Introduction to Family Studies: Dating, Coupling, Parenting	3	_____
EPS 340	Psychology and Sociology of Sexual Identity	3	_____
EPS 360	Educational Psychology	3	_____
EPS	Any course from track II core	3	_____
PSY	Any course above 200		_____

NOTE: Students are required to take 5 writing intensive courses.

NOTE: No more than 6 credits may be taken in one department to satisfy general education requirements.

Revised: October 2, 2008



University of Miami  
 School of Education  
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**Human and Social Development**  
**Track II –Community and Program Development (15 Credits)**  
 Degree Requirements: Bachelor of Science in Education

**GENERAL EDUCATION REQUIREMENTS (36-45 cr.)**

<b>A.</b>	<b>English Composition</b>	<b>(6 cr.)</b>
ENG 105	Composition I	3
ENG 106	Composition II	3

<b>C.</b>	<b>People and Society</b>	<b>(6 cr.)</b>
EPS 271	Applied Human Development	3

<b>D.</b>	<b>Arts and Humanities</b>	<b>(12cr.)</b>
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<b>E.</b>	<b>Mathematics</b>	<b>(3-6 cr.)</b>
EPS 351	Introduction to Statistics and Research Design	3

<b>F.</b>	<b>Natural World</b>	<b>(6 cr.)</b>
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**Human and Social Development: Core Courses (15 Credits.)**

EPS 201	Psychosocial Change and Wellbeing	3
EPS 271	Applied Human Development	(3)
EPS 291	Community and Character Development	3
EPS 311	Group Processes and Development	3
EPS 321	Human Services in Context	3
EPS 351	Introduction to Statistics and Research Design	(3)
EPS 361	Community Psychology and Development	3

**Track II –Community and Program Development (12 Credits)**

EPS 422	Human Service Program Administration	3
EPS 452	Applied Research and Program Evaluation	3
EPS 462	Community Consultation and Leadership	3
	Track Elective	3

**Practicum in Community and Program Development (9 Credits)**

EPS 471	Practicum in Human and Social Development	6
EPS 481	Practicum Seminar	3

**\* Recommended Electives (3 Credits)**

PSY 261	Industrial and Organizational Psychology	3
MGT 304	Organizational Behavior	3
MGT 360	Effective Leadership	3
MGT 422	Leading Teams	3
FSS 199	The Nature and Foundations of Entrepreneurship	3
SOC 301	Social Organization	3
ESS 572	Creative Approaches to Problem Solving and Crisis Management	3
	Any course from track I core	_____

**NOTE:** Students are required to take 5 writing intensive courses.  
**NOTE:** No more than 6 credits may be taken in one department to satisfy general education requirements.

Revised: October 2, 2008

**Major in Human and Social Development: Course Descriptions****Human and Social Development: Core Courses****EPS 201: Psychosocial Change and Wellbeing (3)**

This course integrates individual, social, and community approaches to the promotion of health and well-being. The course will cover the signs and sources of well-being at the personal, institutional, and community level and the strategies used to promote them. Emphasis will be placed on real-life applications in multiple settings such as schools, workplaces, government, and non-government institutions.

**EPS 271: Applied Human Development (3)**

This course focuses on the theory and research on the social, emotional and cognitive development of late adolescence and young adulthood. It is specifically designed to address the developmental issues of college freshmen and facilitate their transition to university. Topics include intrapersonal and interpersonal development, values, career development communication, friendships, and coupling.

**EPS 291: Community and Character Development (3)**

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 relationship 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.  
Prerequisite: EPS 201

**EPS 311: Group Processes and Development (3)**

Knowledge of group processes is fundamental to the understanding of self and others. This course focuses on the influential interpersonal processes that take place in groups. Through a combination of research, theory, and hands-on exercises, the course examines the nature of small groups, their processes, and their impact on members. Prerequisite: EPS 201; Prerequisite or co-requisite: EPS 291

**EPS 321: Human Services in Context (3)**

Healthy human service settings are characterized by an effective, reflective, and affective climate. This course reviews the techniques and strategies for developing healthy human service settings and programs. Special emphasis will be placed on schools, community based programs, universities, and health and human services. Prerequisite: EPS 201; Prerequisite or co-requisite: EPS 291

**EPS 351: Introduction to Statistics and Research Design (3)**

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: EPS 201

**EPS 361 Community Psychology and Development (3)**

Community psychology is about the prevention of psychosocial problems and the promotion of mental health and wellbeing 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. Prerequisite: EPS 201, EPS 311, EPS 321

### **Track I: Individual and Relational Development (IRD) Core Track Courses**

#### **EPS 420: Introduction to Counseling and Therapy (3)**

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. Prerequisites: Prerequisite: EPS 201; Prerequisite or co-requisite: EPS 291

#### **EPS 470: Foundations of Human Service Work (3)**

An overview of settings, populations and professional roles in mental health service delivery. Multicultural and ethical concerns and perspectives on prevention and resilience will be addressed. Students will complete a project integrating research and program development. Prerequisites: EPS 201; EPS 361

#### **EPS 570: Basic Skills in Counseling and Interviewing (3)**

An introductory course to essential skills used in counseling and interviewing. Through lectures, discussions, and small group exercises, students will explore their natural style of helping and learn effective listening and communication skills. Prerequisites: EPS 201; Prerequisite or co-requisite: EPS 291, EPS 330

### **Track I: Individual and Relational Development (IRD) Electives (choose one course)**

#### **EPS 280: Introduction to Family Studies: Dating, Coupling, Parenting (3)**

This course provides an overview of theory and research linked to social, romantic, and parent-child relationships. Topics include relationship and family dynamics, how intimacy and relationships evolve, diversity in relationships and families, common challenges, and sources of resiliency and strength. The course provides students with information that can be applied to their own lives, enhancing their current and future relationships. Prerequisite: EPS 201, EPS 271

#### **EPS 340: Psychology and Sociology of Sexual Identity (3)**

This course is an overview of the history, psychology, and sociology of gay, lesbian, bisexual and transgendered (glbt) populations. Topics include bases for sexual identity, coming out, same sex marriage and relationships, glbt parenting, glbt activism and civil rights, homophobia, and reparative/conversion therapy. Prerequisite: EPS 201

#### **EPS 360: Educational Psychology (3)**

This course provides a review of basic educational psychology principles including cognitive and language development, personal, social and moral development and learning theories and motivation. Emphasis is placed on reviewing basic concepts that contribute to effective learning and other aspects of education.

**Any Psychology course at the 200 level or above**

Any course from the Track II Core

**Track II: Community and Program Development (CPD) Core Track Courses**

**EPS 422: Human Service Program Administration (3)**

The skills, stages, processes and outcomes for developing and sustaining healthy human services settings and programs will be reviewed. Students will acquire skills to become effective leaders in community based agencies and programs. The course will consist of readings, presentations and role-playing related to social and institutional dynamics. Prerequisite: EPS 201; prerequisite or co-requisite: EPS 321

**EPS 452: Applied Research and Program Evaluation (3)**

This course will cover the scholarly knowledge and skills required to engage in applied community research. Topics will cover needs assessments, theory of change, program implementation and outcome evaluation, quantitative and qualitative methods, and participatory approaches. Students will learn how to conduct applied research and how to evaluate programs and social interventions in organizations and communities. Prerequisite: EPS 201, EPS 351

**EPS 462: Community Consultation and Leadership (3)**

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. Prerequisite: EPS 201; prerequisite or co-requisite: EPS 361

**Track II: Community and Program Development (CPD) Electives (Choose one course)**

**PSY 261. Industrial and Organizational Psychology (3)**

Applications of psychology in business, industry, and to organizational effectiveness in general. Supervisory, leadership, morale, personnel selection, training, human factors engineering, and consumer psychology. Prerequisite: PSY 110 or Junior or Senior standing.

**MGT 304. Organizational Behavior (3)**

First professional course in management. Concepts of organization, management, leadership, dynamics of the group, personality, organizational development strategies, and other behavioral aspects involved in the effective management of an organization are discussed. Prerequisite: Junior standing.

**MGT 360. Effective Leadership (3)**

This course covers the key theories, models, and frameworks about the effective leadership of people in organizations. A multimedia approach is taken, using readings, films, lecture, discussion, and case analyses. The emphasis is on building a sound grasp of good practice, and on developing the ability to apply such knowledge to everyday leadership situations. Prerequisite MGT 304 and HSD major.

**MGT 422. Leading Teams (3)**

The objectives of this course are to develop interpersonal communication and conflict management skills necessary to work in teams and exercise leadership in teams. Topics include team development, decision-making and managing conflict. Prerequisite: MGT 304.

### **FSS 199: The Nature and Foundations of Entrepreneurship (3)**

The goal of this course is to gain a perspective on the political, legal, economic, and cultural infrastructure that makes enterprise creation into a routine activity. Together, we will use theory, data, case studies, and occasional guest speakers to investigate what it means to be an entrepreneur and what characterizes the entrepreneurial society.

### **POL 536. U.S. Health Care Crisis: Politics and Policies (3)**

This course will explore the politics and policies of health care in the United States. Our examination of the current crisis in cost and coverage will draw on experience from the debates on comprehensive and incremental reform over the past decade. In addition, we will explore the politics and policies of other health and science issues.

### **ESS 572: Creative Approaches to Problem Solving and Conflict Management (3)**

This hands-on course will examine the concepts of problem-solving and conflict management from both personal and organizational perspectives. Students will have the opportunity to study both of these concepts (and the relationship between them) through a combination of lecture, theory, and individual and group activities, readings, practical exercises and self-assessment tools.

#### Possibilities From Sociology?

SOC 501 Social Theory, SOC 301 Social Organization, SOC 303 Social Inequalities, SOC304 Dynamics of Poverty in the United States, SOC341 Social and Cultural Change

### **SOC 301: Social Organization (3)**

Roles, organization, personality and values as components of formal and informal groups.

### **SOC 303: Social Inequalities (3)**

Social ranking by class, status, and power. Stratification by age, sex or minority group membership.

### **SOC 304: Dynamics of Poverty in the United States (3)**

Examines trends in the incidence and causes of major types of poverty among the urban underclass, the homeless, migrant laborers, the working poor. Also explores policy-related solutions.

### **SOC 341: Social and Cultural Change (3)**

Survey of major theories of change; analysis of the processes and mechanisms of change. Contemporary transitions in the underdeveloped regions of the world.

#### Practicum (9 Credits)

### **EPS 471: Practicum in Human and Social Development (6)**

The practicum serves an integral 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 spend a minimum of two days per week on site, and complete a total of at least 200 hours over the course of the semester. Must be taken during the senior year and concurrently with EPS 481.

**EPS 481: Practicum Seminar (3)**

Must be taken concurrently with the EPS practicum. The practicum seminar brings theory and research to bear on the students' practicum experiences, and provides a forum for further professional skill development and growth. Students will complete a major project integrating their experiences. Must be taken during the senior year and concurrently with EPS 471.