

BA in Human Development and Learning

Program Codes:

20FP5485BA

Degree Requirements

To earn a Bachelor of Arts in Human Development and Learning from UIC, students must complete university, college, and department degree requirements. The Department of Educational Psychology requirements are outlined below. Students should consult the *College of Education* section for additional degree requirements and college academic policies.

HDL students choose at least one [focus area](#) to guide their course of study. Focus areas can lead to credentials, a university minor (or a double major), and/or prepare students for specific careers. Additional information is available on the College of Education [focus areas and credentials page](#).

Code	Title	Hours
Summary of Requirements		
General Education Core and Elective Courses		70-75
Human Development and Learning Core Requirement Courses		45-50
Total Hours		120

General Education Core and Elective Courses

Code	Title	Hours
Required Courses		
Analyzing the Natural World course ^a		3-5
Exploring World Cultures course ^a		3
Understanding the Creative Arts course ^a		3
Understanding the Individual and Society course ^{a,b}		3-4
Understanding U.S. Society course ^{a,b}		3
Understanding the Past course ^a		3
Two elective courses from any General Education Core category		6
Quantitative Reasoning Requirement (See below)		3-5
ENGL 160 & ENGL 161	Academic Writing I: Writing in Academic and Public Contexts and Academic Writing II: Writing for Inquiry and Research	6
Electives		
Select courses of interest in consultation with an advisor in order to meet the credit hours required for graduation. Electives taken in the junior and senior years must be 300#level or above.		32-42
Total Hours		70-75

^a Students should consult the [General Education](#) section of the catalog for a list of approved courses in this category.

^b ED 135 is approved for this category and is a required Core course.

Quantitative Reasoning Requirement

Human Development and Learning students must demonstrate competency in quantitative reasoning to earn a degree. Such competence can be demonstrated in any one of the following ways:

1. A score of 22 or above on the Mathematics section of the ACT exam prior to admission to the program.
2. Placement into MATH 121 or higher.
3. Grade of C or better in any one of the following courses: MATH 105, MATH 121, MATH 140^{*}, MATH 141^{*}, MATH 160, MATH 165, MATH 180, or STAT 101.
4. Grade of C or better in a logic course in PHIL 102 or PHIL 210.
5. Transfer students may present equivalent courses taken elsewhere, for which they have received a grade of C or better, to satisfy this requirement or placement into MATH 121 or higher

**Transfer students require permission from the Math Department to enroll in these courses to fulfill the Quantitative Reasoning requirement.*

Human Development and Learning Core Requirements

Students must earn a grade of C or better in all course work in the core.

Code	Title	Hours
Core Requirements		
Human Development and Learning Core		15-18
Research Core		6
Domains of Development and Learning Across the Lifespan		6
Diverse Populations and Learning Contexts		6-8
Human Development and Learning Electives		12
Total Hours		45-50

Code	Title	Hours
Human Development and Learning Core—Required Courses		
DLG 120	UIC First-Year Dialogue Seminar ^a	1
ED 135	Child and Youth Policies in Urban America ^{b,c}	3
EPSY 100	Introduction to Human Development and Learning	3
EPSY 150	Human Development and Learning Academic Success	2
EPSY 210	Principles of Learning and Instruction Across the Lifespan	3
Lifespan Core Sequence		
Students must take one of the course sequences listed below:		6
EPSY 255 & EPSY 256	Child Development in Contemporary Society and Adolescent and Early Adulthood Development in Contemporary Society	6
EPSY 256 & EPSY 257	Adolescent and Early Adulthood Development in Contemporary Society and Adult Development and Aging in Contemporary Society	6
Total Hours		15-18

^a DLG 120 and EPSY 150 are for first year students only. Transfer students are only required to take 15 hours in the HDL Core Courses.

- b *This course is approved for the Individual and Society General Education category.*
- c *This course is approved for the US Society General Education category.*

Code	Title	Hours
Research Core—Required Courses		
EPSY 363	Understanding and Applying Research in Human Development	3
Select one of the following:		3
EPSY 373	Advanced Research Methods in Human Development and Learning	
EPSY 405	Educational Assessment and Evaluation	
EPSY 416	Systematic Approaches to Program Quality	
EPSY 450	Assessment and Evaluation of Learning Outcomes and Instructional Products	
SPED 462	Assessment of Individuals with Disabilities	
Total Hours		6

Code Title Hours
Domains of Development and Learning Across the Lifespan—Required Courses

Select one course from at least two of the following domains/areas: 6

Cognitive Development, Learning, and Instruction

EPSY 429	Constructivist Approaches to Development: Piaget and Vygotsky	
or ED 421	Advanced Educational Psychology	

Social Emotional Development and Learning

EPSY 320	Understanding Children’s Social Development & Socialization in an Urban Context	
or PSCH/ED 424	Social and Emotional Learning: Research, Practice, and Policy	

Language Development, Language Acquisition and Learning

ED 258	Language Development and Learning in a Diverse Society ^a	
or EPSY/SPED 466	Language Development, Diversity, and Disabilities	

Self Process and Identity Development

EPSY 340	Self and Identity Development Across the Lifespan	
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Physical Development

EPSY 242	Introduction to Sexuality Development Across the Lifespan ^b	
or EPSY 426	Development, Health and Wellness: Conception to age 8	
or EPSY 326	Child Health, Safety, and Nutrition	

Total Hours 6

- a ED 258 is approved for the following General Education categories: Understanding the Individual and Society and Understanding U.S. Society.
- b EPSY 242 is approved for the Understanding the Individual and Society General Education category.

Code Title Hours
Diverse Populations and Learning Contexts—Required Courses

Diverse Populations

Students must take a minimum of 3 hours focused on the psychosocial development, learning, health, and/or well-being of diverse individuals and/or families or focused on the ways that issues such as race/ethnicity, class, gender, sexual orientation, ability, or culture affect learning and development of individuals. This course is an elective but must be approved by an advisor. Courses can be chosen from within the College of Education or across the university. Examples include but are not limited to the following: 3-4

ED 205	Introduction to Race, Ethnicity, and Education ^a	
ED 222	Introduction to Gender, Sexuality, and Education ^a	
EPSY 242	Introduction to Sexuality Development Across the Lifespan	
EPSY 320	Understanding Children’s Social Development & Socialization in an Urban Context	
EPSY 374	Observation, Curriculum, and Learning Environments for Very Young Children	
EPSY 420	Advanced Social Development of Children in an Urban Context	
EPSY 424	Family Diversity and Film: A Resilience Framework	
SPED/EPSY 466	Language Development, Diversity, and Disabilities	
SPED/EPSY 467	Understanding Students With Low Incidence Disabilities	

Learning Contexts

Students must take one course specifically focused on learning and development in context. Select one of the following or an approved equivalent course: 3-4

ED 445	Adolescence and the Schools	
EDPS 480	Youth Culture Community Organizing and Education	
EPSY 414	Developing Programs For Youth	
EPSY 370	ECE and Curriculum	
EPSY 382	Child, Family, and Community	
EPSY 415	Fieldwork in Human Development and Learning in Urban Contexts	
EPSY 424	Family Diversity and Film: A Resilience Framework	
SPED 461	Political and Socio-Cultural Perspectives on Special Education	

Total Hours 6-8

- a ED 205 and ED 222 are approved for the following General Education categories: Understanding the Individual and Society and Understanding U.S. Society.

Code	Title	Hours
Human Development and Learning Electives		
Choose from any advanced#level Educational Psychology course offerings; ED 421, ED 422, ED 445; or related disciplines at the 300# or 400# level in consultation with an academic advisor. Examples include but are not limited to:		12
EPSY 320	Understanding Children’s Social Development & Socialization in an Urban Context	
EPSY 370	ECE and Curriculum	
EPSY 371	Human Development and Learning in the Context of Institutions	
EPSY 372	Youth, Families, Communities, and Justice	
EPSY 373	Advanced Research Methods in Human Development and Learning	
EPSY 380	Instructional Design and Training	
EPSY 405	Educational Assessment and Evaluation	
EPSY 414	Developing Programs For Youth	
EPSY 415	Fieldwork in Human Development and Learning in Urban Contexts	
EPSY 420	Advanced Social Development of Children in an Urban Context	
EPSY 424	Family Diversity and Film: A Resilience Framework	
EPSY 429	Constructivist Approaches to Development: Piaget and Vygotsky	
EPSY 446	Characteristics of Early Adolescence	
EPSY/SPED 449	Early Childhood/Early Childhood Special Education: Perspectives, Policies and History	
EPSY 482	Collaborating with Families, Community, and Professionals	
Total Hours		12

Recommended Plan of Study

Course	Title	Hours
First Year		
Fall Semester		
ENGL 160	Academic Writing I: Writing in Academic and Public Contexts ^a	3
EPSY 100	Introduction to Human Development and Learning	3
DLG 120	UIC First-Year Dialogue Seminar	1
EPSY 150	Human Development and Learning Academic Success	2
General Education Requirement course - Understanding the Individual and Society		3
Elective		3
Hours		15
Spring Semester		
ENGL 161	Academic Writing II: Writing for Inquiry and Research ^a	3
ED 135	Child and Youth Policies in Urban America ^b	3

EPSY 210	Principles of Learning and Instruction Across the Lifespan	3
General Education Requirement course - Understanding Creative Arts		3
Elective		3
Hours		15

Second Year		
Fall Semester		
EPSY 255 or EPSY 256	Child Development in Contemporary Society or Adolescent and Early Adulthood Development in Contemporary Society	3
Diverse Populations Elective		3
General Education Requirement course - Understanding U.S. Society		3
General Education Requirement course - Understanding the Past		3
Quantitative Reasoning course		3
Hours		15

Spring Semester		
EPSY 256 or EPSY 257	Adolescent and Early Adulthood Development in Contemporary Society or Adult Development and Aging in Contemporary Society	3
General Education Requirement course - Exploring World Cultures		3
General Education Requirement course - Analyzing the Natural World		3
Elective		3
Elective		3
Hours		15

Third Year		
Fall Semester		
Domain of Development and Learning Across the Lifespan Selective		3
Human Development and Learning Elective (300- or 400-level EPSY course approved by advisor)		3
Research Core Selective		3
Elective		3
Elective		3
Hours		15

Spring Semester		
EPSY 363	Understanding and Applying Research in Human Development	3
Human Development and Learning Elective (300- or 400-level EPSY course approved by advisor)		3
Domains of Development and Learning Across the Lifespan Selective		3
Elective		3
Elective		3
Hours		15

Fourth Year		
Fall Semester		
Learning Context Selective		3

Human Development and Learning Elective (300- or 400-level EPSY course approved by advisor)	3
Elective	3
Elective	3
Elective	3
Hours	15
Spring Semester	
Human Development and Learning Elective (300- or 400-level EPSY course approved by advisor)	3
Elective	3
Elective	3
Elective	3
Elective	3
Hours	15
Total Hours	120

Note: Electives must be selected in consultation with an advisor in the College of Education. Electives taken in the junior and senior year must be at the 300-level or above.