

# 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      |
|---|-------|------------|
| <b>Summary of Requirements</b>                          |       |            |
| General Education Core and Elective Courses             |       | 70-75      |
| Human Development and Learning Core Requirement Courses |       | 45-50      |
| <b>Total Hours</b>                                      |       | <b>120</b> |

## General Education Core and Elective Courses

| Code  | Title   | Hours        |
|---|---|--------------|
| <b>Required Courses</b>   |   |              |
| Analyzing the Natural World course <sup>a</sup>   |   | 3-5          |
| Exploring World Cultures course <sup>a</sup>  |   | 3            |
| Understanding the Creative Arts course <sup>a</sup>   |   | 3            |
| Understanding the Individual and Society course <sup>a,b</sup>  |   | 3-4          |
| Understanding U.S. Society course <sup>a,b</sup>  |   | 3            |
| Understanding the Past course <sup>a</sup>  |   | 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            |
| <b>Electives</b>  |   |              |
| 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        |
| <b>Total Hours</b>  |   | <b>70-75</b> |

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

<sup>b</sup> 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<sup>a</sup>, MATH 141<sup>a</sup>, 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

<sup>a</sup> 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 coursework in the core.

| Code  | Title | Hours        |
|---|-------|--------------|
| <b>Core Requirements</b>                                |       |              |
| 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           |
| <b>Total Hours</b>                                      |       | <b>45-50</b> |

| Code  | Title  | Hours |
|---|--|-------|
| <b>Human Development and Learning Core—Required Courses</b> |  |       |
| DLG 120   | UIC First-Year Dialogue Seminar <sup>a</sup>                 | 1     |
| ED 135  | Child and Youth Policies in Urban America <sup>b,c</sup>     | 3     |
| EPSY 100  | Introduction to Human Development and Learning               | 3     |
| EPSY 150  | Human Development and Learning Academic Success <sup>a</sup> | 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 |   |

|                        |  |              |
|------------------------|--|--------------|
| EPSY 256<br>& EPSY 257 | Adolescent and Early Adulthood Development in Contemporary Society and Adult Development and Aging in Contemporary Society |              |
| <b>Total Hours</b>     |  | <b>15-18</b> |

- 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    |
|---------------------------------------|---|----------|
| <b>Research Core—Required Courses</b> |   |          |
| 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                               |          |
| <b>Total Hours</b>                    |   | <b>6</b> |

| Code  | Title   | Hours |
|---|---|-------|
| <b>Domains of Development and Learning Across the Lifespan—Required Courses</b> |   |       |
| Select one course from at least two of the following domains/areas:             |   | 6     |
| <b>Cognitive Development, Learning, and Instruction</b>                         |   |       |
| EPSY 429  | Constructivist Approaches to Development: Piaget and Vygotsky                   |       |
| or ED 421   | Advanced Educational Psychology   |       |
| <b>Social Emotional Development and Learning</b>                                |   |       |
| EPSY 320  | Understanding Children’s Social Development & Socialization in an Urban Context |       |
| or PSCH/ED 424  | Social and Emotional Learning: Research, Practice, and Policy                   |       |
| <b>Language Development, Language Acquisition and Learning</b>                  |   |       |
| ED 258  | Language Development and Learning in a Diverse Society <sup>a</sup>             |       |
| or EPSY/SPED 466  | Language Development, Diversity, and Disabilities                               |       |
| <b>Self Process and Identity Development</b>                                    |   |       |
| EPSY 340  | Self and Identity Development Across the Lifespan                               |       |
| <b>Physical Development</b>   |   |       |

|                    |  |          |
|--------------------|--|----------|
| EPSY 242           | Introduction to Sexuality Development Across the Lifespan <sup>b</sup> |          |
| or EPSY 426        | Development, Health and Wellness: Conception to age 8                  |          |
| or EPSY 326        | Child Health, Safety, and Nutrition                                    |          |
| <b>Total Hours</b> |  | <b>6</b> |

- 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 |
|---|---|-------|
| <b>Diverse Populations and Learning Contexts—Required Courses</b>   |   |       |
| <b>Diverse Populations</b>  |   |       |
| 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 <sup>a</sup>                     |       |
| ED 222  | Introduction to Gender, Sexuality, and Education <sup>a</sup>                   |       |
| 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 383  | Critical Perspectives in Latinx Human Development                               |       |
| 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                          |       |
| <b>Learning Contexts</b>  |   |       |
| 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 |
| EPSY 371           | Human Development and Learning in the Context of Institutions  |
| EPSY 471           | Facilitating Healthy Development in the Context of Trauma      |
| <b>Total Hours</b> | <b>6-8</b>   |

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     |
|---|---|-----------|
| <b>Human Development and Learning Electives</b>   |   |           |
| 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                             |           |
| <b>Total Hours</b>  |   | <b>12</b> |

## Recommended Plan of Study

| Course  | Title   | Hours     |
|---|---|-----------|
| <b>First Year</b>   |   |           |
| <b>Fall Semester</b>  |   |           |
| ENGL 160  | Academic Writing I: Writing in Academic and Public Contexts <sup>a</sup>  | 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         |
| <b>Hours</b>  |   | <b>15</b> |
| <b>Spring Semester</b>  |   |           |
| ENGL 161  | Academic Writing II: Writing for Inquiry and Research <sup>a</sup>  | 3         |
| ED 135  | Child and Youth Policies in Urban America <sup>b</sup>  | 3         |
| EPSY 210  | Principles of Learning and Instruction Across the Lifespan  | 3         |
| General Education Requirement course - Understanding Creative Arts                          |   | 3         |
| Elective  |   | 3         |
| <b>Hours</b>  |   | <b>15</b> |
| <b>Second Year</b>  |   |           |
| <b>Fall Semester</b>  |   |           |
| 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         |
| <b>Hours</b>  |   | <b>15</b> |
| <b>Spring Semester</b>  |   |           |
| 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         |
| <b>Hours</b>  |   | <b>15</b> |
| <b>Third Year</b>   |   |           |
| <b>Fall Semester</b>  |   |           |
| 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         |
| <b>Hours</b>  |   | <b>15</b> |
| <b>Spring Semester</b>  |   |           |
| 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         |
| <b>Hours</b>  |   | <b>15</b> |
| <b>Fourth Year</b>  |   |           |
| <b>Fall Semester</b>  |   |           |
| 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          |
| <b>Hours</b>  | <b>15</b>  |
| <b>Spring Semester</b>  |            |
| Human Development and Learning Elective (300- or 400-level EPSY course approved by advisor) | 3          |
| Elective  | 3          |
| Elective  | 3          |
| Elective  | 3          |
| Elective  | 3          |
| <b>Hours</b>  | <b>15</b>  |
| <b>Total Hours</b>  | <b>120</b> |

**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.