

**Erikson Institute**

Graduate School in Child Development

## **2018–19 Student Handbook**

**MS Degree Programs**

**Graduate Certificate Programs**

**Students at Large**

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# Academic calendar 2018–19

*This calendar is subject to change without notice.*

|                                   |                                      |  |
|-----------------------------------|--------------------------------------|--|
| <b>Fall 2018</b>                  | Thursday, August 23, 6–8 p.m.        | Internship orientation (Concentration MSW Students)  |
|                                   | Friday, August 24, 9 a.m.–5 p.m.     | New master's student orientation   |
|                                   | Friday, August 24                    | Fall semester online classes begin   |
|                                   | Monday, August 27                    | Fall semester on-campus classes begin  |
|                                   | Tuesday, August 28, 9 a.m.–5 p.m.    | Field orientation and prep (MSCD and Generalist MSW students)  |
|                                   | Thursday, August 30, 9 a.m.–5 p.m.   | Field orientation and prep (MSCD and Generalist MSW students)  |
|                                   | Friday, August 31                    | Add/drop period ends   |
|                                   | Friday, August 31                    | Fall semester tuition due  |
|                                   | Monday, September 3                  | Labor Day holiday  |
|                                   | Tuesday, September 4, 9 a.m.–5 p.m.  | Field orientation and prep (Generalist MSW students)   |
|                                   | Saturday, September 8, 9 a.m.–3 p.m. | Comprehensive exam   |
|                                   | Monday, September 17                 | Constitution Day observed  |
|                                   | Friday, September 28                 | Last day to submit approved rewrites of papers or to complete requirements for Summer 2018 courses receiving "I" or "NG" grade |
|                                   | Friday, November 2                   | Last day to withdraw from a class with a "W" grade   |
|                                   | Monday, November 5                   | Priority registration for Spring 2019 begins   |
|                                   | Thursday–Friday, November 22–23      | Thanksgiving holiday   |
| Thursday, December 6              | Fall semester online classes end     |  |
| Thursday, December 13             | Fall semester on-campus classes end  |  |
| December 14, 2018–January 3, 2019 | Winter break                         |  |
| <b>Spring 2019</b>                | Thursday, January 3                  | New student orientation  |
|                                   | Friday, January 4                    | Spring semester online classes begin   |
|                                   | Monday, January 7                    | Spring semester on-campus classes begin  |
|                                   | Friday, January 11                   | Add/drop period ends   |
|                                   | Friday, January 11                   | Spring semester tuition due  |
|                                   | Saturday, January 12, 1–3 p.m.       | Comprehensive exam orientation   |
|                                   | Monday, January 21                   | Martin Luther King, Jr. holiday  |
|                                   | Tuesday, January 29                  | Last day to submit approved rewrites of papers or to complete requirements for Fall 2018 courses receiving "I" or "NG" grade   |
|                                   | Saturday, February 2, 1–3 p.m.       | Internship orientation (MSCD and Teacher Licensure Students)   |
|                                   | Friday, March 1–Thursday, March 7    | Spring break for online courses  |
|                                   | Monday, March 4–Friday, March 8      | Spring break for on-campus courses   |
|                                   | Monday, March 18                     | Priority registration for Summer and Fall 2019 begins  |
|                                   | Friday, March 22                     | Last day to withdraw from a class with a "W" grade   |
|                                   | Saturday, April 6                    | Comprehensive examination  |
|                                   | Thursday, April 25                   | Spring semester online classes end   |
|                                   | Monday, April 29                     | Spring semester on-campus classes end  |
| Monday, May 6                     | Master's commencement ceremony       |  |
| <b>Summer 2019</b>                | Friday, May 10                       | Summer Term B 12-week online classes begin   |
|                                   | Monday, May 13                       | Summer Term A 10-week and 12-week on-campus classes begin  |
|                                   | Friday, May 17                       | Summer term tuition due  |
|                                   | Friday, May 17                       | Add/drop period ends   |
|                                   | Monday, May 27                       | Memorial Day holiday   |
|                                   | Saturday, June 8                     | Comprehensive examination  |
|                                   | Friday, June 21                      | Last day to withdraw from a class with a "W" grade   |
|                                   | Friday, June 28                      | Last day to submit approved rewrites of papers or to complete requirements for Spring 2019 courses receiving "I" or "NG" grade |
|                                   | Thursday, July 4                     | Independence Day holiday   |
|                                   | Wednesday, July 24                   | Summer Term A 10-week on-campus classes end  |
|                                   | Thursday, August 1                   | Summer Term B 12-week online classes end   |
|                                   | Wednesday, August 7                  | Summer Term B 12-week on-campus classes end  |

# Welcome to Erikson Institute

Each year, Erikson brings together individuals who show strong academic ability and leadership potential in the fields serving young children—early education, social work, health care, early intervention, mental health, and family support. Some come to us with years of experience working with children and families, while others are just entering the field. All have a rich variety of experiences and represent differences in culture, ethnicity, sexual orientation and expression, language, age, social background, and abilities. At Erikson you will be asked to join this professional community, to challenge your assumptions, interrogate your beliefs, build new knowledge, hone practice skills, and create lasting professional relationship. One of our primary objectives is to provide a unique educational setting where all community members learn to accept and respect differences in values, attitudes, behaviors, and learning styles in themselves and in others.

*At Erikson you will be challenged to:*

- expand your knowledge of child development and family functioning in a variety of contexts;
- deepen your skills in working effectively with diverse children, families, and communities;
- appropriately apply knowledge in the service of diverse children, families and communities;
- use a diverse community of professionals to develop insights about yourself and share your thoughts, ideas, concerns, culture, and life experiences with other students;
- read and listen critically, raise analytical questions, and develop new problem-solving strategies; and
- develop as an ethical professional responsible to those you serve and committed to professional work that meets the highest standards in our field.

We hope and trust that your studies here will be stimulating, meaningful, and productive.

**Jie-Qi Chen, PhD**  
**Senior Vice President for Academic Affairs**  
**and Dean of Faculty**

**Michel Frendian, EdM**  
**Dean of Enrollment Management**

# Our mission and values

Erikson Institute is the premier independent institution of higher education committed to ensuring that all children have equitable opportunities to realize their potential.

Recognized for our groundbreaking work in the field of early childhood, we uniquely prepare child development, education, and social work leaders to improve the lives of young children and their families. Our impact and influence is further amplified through our innovative academic programs, applied research, knowledge creation and distribution, direct service, and field-wide advocacy.

Because nothing matters more than a child's early years, Erikson Institute educates, inspires, and provides leadership to serve the needs of children and families so that all can achieve optimal educational, social, emotional, and physical well-being.

## Our vision

Our vision is that every adult who works with young children will be knowledgeable, aware, skilled, and alive to the possibilities that each child presents. We are passionately committed to helping every child reach his or her potential and supporting children and families in every way possible, and we believe that we are uniquely qualified as educators, researchers, and citizens to realize this vision.

## Our values

The history and development of the Institute reveal a remarkably stable and cohesive set of values that are shared by Board of Trustees, faculty, staff, and students. They are as follows:

**Freedom of inquiry and freedom of expression** Freedom of inquiry and freedom of expression are at the heart of the Institute's academic mission. Erikson encourages open and vigorous discussion and strives to maintain an environment in which the free exchange of ideas and opinions can flourish.

**Relationship-based education** The Erikson approach to education recognizes the centrality of relationships in all learning. Erikson is committed to creating a community of teachers and learners who together can generate and share

knowledge and explore assumptions guiding practice.

Students acquire skills of reflection in order to develop self-knowledge and to explore their own practice. It is in the context of gradually nurtured, trusting relationships with faculty and fellow students that students can take the risk of reflecting on and sometimes striving to alter their approach and identity as professionals. We assume that if students are themselves embedded in rewarding and growth-producing relationships, they will use relationships to inspire children and collaborate with families and colleagues.

**Commitment to social justice** In all its activities, Erikson seeks to contribute to a significant improvement in the quality, effectiveness, and equity of education and services for all children and families and to help children develop to their fullest potential. Since its inception, Erikson has focused on equity and justice in the care and education of disadvantaged and minority children. Grounded in practical arenas and problems, Erikson is committed to providing a sound and useful base of information to guide the understanding of such complex social issues as changing family and societal needs and families in stress, as well as the nature and efficacy of services for children and families.

**Diversity** Dedicated to addressing the interests and needs of an increasingly diverse society, Erikson prepares professionals to work with populations that vary in age, race, ethnicity, and physical and mental abilities. Erikson recruits a diverse student body in all its academic programs and provides them the support they need to meet Erikson's high academic standards and maintain good academic standing. Erikson is also committed to hiring and retaining faculty and staff who reflect the diversity of students and people in the communities served by the Institute.

**Complexity of approach to subject, issues, and conceptual frameworks** In recognition of the complexity of human experience, Erikson Institute was named in honor of the renowned psychoanalyst Erik Erikson, who was one of the first to study the importance of biological, psychological, and social influences and of history and culture in the life of each child. An appreciation of this complexity informs all activities at Erikson.

**High standards and excellence** Graduates consistently report Erikson's academic programs to be exacting but more than worth the effort. Students acquire an in-depth knowledge of child development theory and research as well as strong conceptual and analytic capacities. Faculty have expertise in their various sub-fields within psychology and education and maintain an active program of research and/or scholarly writing to stay abreast of the field. Faculty and staff bring these same standards to all of Erikson's activities.

# Admission requirements

## Master's and Certificate programs

Requirements for admission to Erikson's master's degree and certificate programs include, but are not limited to, prior academic competency, practical experience with young children (birth to eight years old) in a supervised setting, and suitability for the field.

Applicants to the child life concentration in the child development master's degree program are expected to have a minimum of 100 hours of experience working in a hospital setting, preferably under the supervision of a Certified Child Life Specialist, as well as a minimum of 100 hours of hands-on experience with children in non-medical settings such as child care or after school programs. .

To be considered, applicants must hold a bachelor's degree from an accredited institution of higher education with a minimum grade point average of 2.75 on a 4-point scale. The average GPA of all students admitted to the master's and certificate programs at Erikson is approximately 3.3 on a 4-point scale.

Applicants complete an application for admission, write several short essays in response to questions, provide two letters of recommendation, complete an Applicant Self-Disclosure Form, and submit official, sealed transcripts from all colleges and universities attended. The Graduate Record Examination (GRE) is not required for admission to a certificate or master's degree program. All master's degree program applicants are interviewed by a faculty member, who completes a summary of the candidate's work and volunteer experiences, academic qualifications, future plans and career goals, and an evaluation of the interview.

## Admission review process

An admission committee carefully reviews all materials submitted by applicants. With the exception of the child life concentration, admission decisions are made on a rolling basis, as soon as an application is complete, including an interview if one is required. The admission committee will review the applicant's credentials and make a decision.

The admission committees for the child life concentration will begin review of all applications immediately after the application deadline. Applicants will be notified of the target dates for admission decisions during the interview process.

Applications for all programs will be accepted beginning in September of the year preceding the academic year in which applicants wish to enroll. All decisions of the admission committees are final.

## **Admission of international students**

Qualified applicants from abroad are encouraged to apply for admission to Erikson Institute. In addition to the application materials described above, international applicants must submit official translations of their academic transcripts and records, if the originals are not in English, as well as a course by course official credential evaluation by a recognized firm.

Applicants whose native language is not English and/or whose previous education was conducted in a language other than English are required to submit official score reports from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) as evidence of proficiency in oral and written English. Test scores must be no more than two years old at the time of admission.

In order to be considered for admission, students taking the TOEFL exam must receive a minimum score of 80 on the internet-based TOEFL, 213 on the computer-based TOEFL, or 550 on the paper-based TOEFL. Students taking the IELTS exam must receive a minimum overall band score of 6.5, as well as minimum score of 6.0 on the academic reading and academic writing sections. Scores from the IELTS General Training exam cannot be accepted.

## **Applicant self-disclosure statement**

The Institute requires applicants to self disclose information related to criminal convictions, revocation, suspension, or denial of professional licenses and involvement in child abuse and neglect investigations both to comply with state law regarding field placements and also to ensure a safe environment for all members of the Institute community. The existence of a conviction or past disciplinary problem in an applicant's record does not necessarily mean that he or she will be denied admission to Institute programs or dismissed from the programs. Each case is evaluated individually on its facts and not all convictions or disciplinary actions are considered disqualifying to the course of study at the Institute.

## **Nondiscrimination policy**

It is the policy of Erikson Institute not to discriminate against any individual on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, age, disability, or veteran status in matters of admissions, employment, or services or in the educational programs or activities it operates, in accordance with civil rights legislation and institutional commitment. It is also the policy of Erikson not to retaliate against any person for making a complaint in good faith about alleged discrimination or for supporting any other Erikson student or representative in making such a complaint. Any alleged violations of this policy should be directed to the Senior Vice President for Academic Affairs/Dean of Faculty.



# Master's degree programs

Master's degree programs at Erikson Institute are designed to prepare individuals for professional and leadership roles in the full range of disciplines that serve young children and their families, including social services, child care, education, mental health, policy, and health care. Erikson programs focus on understanding the developmental needs of young children and families within the context of cultural, social, economic and political circumstances.

Programs include: the Master of Science in Child Development, the Master of Science in Early Childhood Education, the Master of Science in Child Development/Master of Jurisprudence (dual degree with Loyola University Chicago), the Master of Science in Early Childhood Education leading to initial early childhood teaching license, and the Master of Social Work. Students have the additional option of specializing in administration, child life, children with special needs, early childhood bilingual/ESL education, early childhood special education, family services, or infancy depending on their chosen program of study.

Erikson's master's degree programs offer a multidisciplinary approach to the study of human development from birth through age eight. Courses cover relevant aspects of developmental psychology, anthropology, education, sociology, health, and social work with families and communities.

Within each program, cohorts of students take the same set of courses, participate in small group seminars, and engage in a two-semester field internship or action research—always with close attention and support from a faculty advisor. On-campus students choose from two cohorts: day or evening. While working independently, students are expected to interact with their instructors and peers to gain mastery of course material and to develop insight into the interrelationship of the various disciplines.

Students typically complete their degree in two or three years. The online MS in Early Childhood Education and online MS in Early Childhood Education with bilingual/ESL education concentration are 28-month programs.

## Master's degree programs

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| MS in Child Development with children with special needs concentration  | page 13 |
| MS in Child Development with infancy concentration  | page 14 |
| MS in Child Development with infancy and administration concentrations  | page 14 |
| MS in Child Development with infancy and new language learners concentrations   | page 15 |
| Dual Degree: MS in Child Development / MJ in children's law and policy  | page 15 |
| MS in Early Childhood Education (on-campus)   | page 16 |
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| Online MS in Early Childhood Education with early childhood language and literacy concentration   | page 18 |
| Online MS in Early Childhood Education with early childhood leadership and advocacy concentration   | page 19 |
| Online MS in Early Childhood Education with early childhood STEM concentration  | page 19 |
| Online MS in Early Childhood Education with social and emotional learning concentration   | page 20 |
| MS in Early Childhood Education leading to initial teaching licensure   | page 20 |
| MS in Early Childhood Education leading to initial teaching licensure and bilingual/ESL concentration   | page 22 |
| MS in Early Childhood Education leading to initial teaching licensure and early childhood special education concentration                               | page 23 |
| MS in Early Childhood Education leading to initial teaching licensure, bilingual/ESL concentration, and early childhood special education concentration | page 25 |
| Subsequent or Initial Early Childhood Education endorsement (with previous Masters degree)  | page 26 |

## Master's degree competencies

A set of competencies has been developed in each of three domains: knowledge, practice, and reflection. Upon completion of the program students are expected to have the following:

### Knowledge Base Competencies

- **Developmental knowledge** Students will have an in-depth knowledge of typical and atypical human growth from the prenatal period to age eight in the areas of intellectual, social, emotional, physical and language development. They will understand the inter-relationships among these domains of development as well as the role of care-giving relationships in the developmental process.
- **Social/cultural influences** Students will have an understanding of how social, cultural, political, economic, and family contexts influence child development.
- **Understanding programs** Students will have knowledge of a range of schools, programs, services, and resources for children and families in different communities and settings. This includes knowledge of a range of effective approaches, curricula and inclusive practices for children of different ages, and the use of formal and informal assessment strategies to understand and meet children's needs within these settings.
- **History and policy issues** Students will demonstrate an understanding of the historical, philosophical, and social foundations of current policies and practices in child and family services, and current social issues facing children, families, and those who work with them.

### Practice skills/competencies

- Students will be able to work effectively with and for children and families in their chosen concentration using current knowledge and best practices.
- Students will be able to work effectively with other professionals in the field of early childhood as supervisors and team members.
- Students will demonstrate leadership skills through their ability to articulate and implement ideas and knowledge regarding children and families through speaking, writing, and facilitating change in a range of professional settings.
- Students will understand how to use technology to more effectively deliver services to children and families, and how to use it to further their own professional development.

### Self-Knowledge and Reflection

- Students will be able to reflect on their professional practices in relation to theory and research.
- Students will understand how their own history, experience, and cultural background influence their work with children, families, and colleagues.
- Students will be able to articulate a philosophy and rationale for their decisions, and to reflect on and evaluate the effects of their choices and actions on others (young children, families, and other professionals) as a basis for program planning, modification, and continuing professional development.

### General requirements for the master's degree programs

The master's degree programs include tightly-integrated core courses, a two semester internship or action research project, integrative/supervision seminars, and biweekly tutorials, if applicable. Students in the online master's in early childhood education program participate in expanded seminars in lieu of the biweekly tutorials. Upon completion of these requirements, students sit for a comprehensive examination covering the fields of early education and child development.

Concentrations require additional courses and, in some instances, the substitution of specialized courses for core courses.

To earn a master's degree from Erikson, students must:

- Complete all degree requirements within five years of the student's entry into the program
- Maintain a B average (3.0 on a 4.0 scale) with no more than two grades of C
- Complete the requirements related to assessment of professional competencies in the three areas that are the focus of graduate study at Erikson Institute: knowledge of child development, practice skills, and reflection.

Course descriptions for the master's degree programs begin on page 28. Course descriptions for the Master of Social Work program will be included in the MSW Handbook.

## Assessment of professional competencies

During the final year of graduate study at Erikson, master's degree candidates will be asked to demonstrate that they have achieved appropriate mastery in each area of competency: knowledge, practice and reflection. Students must receive a minimum score of 20 points (out of 40 possible points) for each area of competency. Therefore, students will need to exceed this minimum score in one or more of the competency areas in order to meet the required total score of 80 across the three areas.

- **Knowledge competencies** The comprehensive exam evaluates understanding of and integration of knowledge and skills in thinking and analysis across the core courses that all master's students take as outlined in the Handbook. A detailed description of the knowledge competencies covered in the comprehensive exam is presented in the annual Comprehensive Exam Guide, which is available on the Master's Graduation Requirements page in the Academics section of [my.erikson.edu](http://my.erikson.edu).
- **Practice competencies** Each student will work with his/her internship advisor and/or seminar leader to establish the evidence that will be gathered and used to evaluate practice competencies. Each student will identify specific and observable skills that she/he wants to strengthen, improve and develop in new ways. These will be recorded on the "Internship Contract" form and become the focus of study with the student's advisor and/or seminar leader.
- **Reflection competencies** Requirements for reflection competencies are addressed and monitored in the integrative/supervision seminars, and if applicable, in tutorials. Reflective assignments are specifically designed to match each program's experiential learning activities during the student's final year. However, all assignments help students describe, analyze and reflect upon their practice.

Guidelines for assessment of practice and reflection competencies are outlined in the annual Graduation Requirements Guide, which is available on the Master's Graduation Requirements page in the Academics section of [my.erikson.edu](http://my.erikson.edu).

## Policy for students who achieve passing scores in each domain but do not achieve a total of 80 points

If a student passes (i.e., receives 20 or more points) in each of the three areas of assessment in the Culminating Requirements, knowledge, practice, and reflection, but does not achieve the overall minimum of 80 points required for graduation (for example, earning 25, 25, 25 points respectively in the three required areas), the student will meet with the Dean of Students to pursue the following steps:

1. Establish a 3-person committee to oversee the completion and assessment of additional work assigned by the committee. Possible people on the committee may include the Dean of Students, program director, and faculty adviser.
2. The committee will work with the student to determine the appropriate additional work to be completed based on a discussion of the student's relative strengths and areas for potential growth as reflected in his/her culminating scores profile.
3. The committee will establish a timeline for the completion of the additional work. All work will be completed within one year, at most, of the initial meeting with the Dean of Students.
4. The committee will evaluate the student's additional work, once completed. Work will be evaluated as follows:
  - a. If the comprehensive exam is retaken, the student will follow the established procedure for this. The student must achieve a minimum of 24 points.
  - b. For additional practice and/or reflection experiences, the student will complete the reflective practice presentation with written essay twice more, demonstrating improvement from the first to the 2nd presentation. The first presentation must achieve a minimum level of 3 on the Practice and Reflection rubrics.

## Practice requirement

In all on-campus master's degree programs, experiential learning is central to bridging the gap between theory and professional practice. Depending on the program, students complete an action research project, participate in an internship or complete student teaching requirements. Action research requires students to generate questions about their practice that lead to a research project intrinsically connected to issues of quality in teaching and learning within diverse early childhood and primary settings. Student teaching consists of a total of 550 hours in a preschool, kindergarten, and/or primary classroom mastering the practice competencies of professional teaching under the supervision of a mentoring teacher. Internships may occur in a number of settings—children's museums, community colleges, governmental organizations, Head Start programs, hospitals, preschools, public and private schools, research institutions, social service agencies, and therapeutic programs. A student's advisor, program director, and the Director of Field Education work closely with each student to design an appropriate professional practice experience.

For specific information on internship policies and procedures, see pages 63–64.

## Comprehensive examination

The comprehensive examination is one of the culminating requirements of on-campus master's degree programs.

A four-hour, written examination that covers major content areas in child development, the exam is important because:

1. It gives the faculty concrete evidence of the student's mastery of the subject matter and his/her ability to organize and apply what has been learned.
2. Studying for the exam gives students an opportunity to synthesize and integrate in a meaningful way all they have learned through their course work and internship.

The comprehensive exam is administered three times each year—in April, June, and September—if three or more people register for the exam. Refer to the academic calendar on page 2 for 2018–19 exam dates. For more information on comprehensive examination policies and procedures, see page 58.

## Specific requirements for each master's degree program

### Master of Science in Child Development

#### 38 credit hours

The Master of Science in Child Development offers a comprehensive curriculum in early childhood development. As such, the program provides excellent preparation for professional or leadership roles in the full range of disciplines and systems that serve young children and their families, including education, child care, social service, mental health, policy, and health care. Graduates have had notable success in fields as different as museum education and public policy analysis.

#### Course work

|           |  |
|-----------|--|
| CHLD C410 | Social and Historical Perspectives on Early Care and Education (3)           |
| CHLD C413 | Adult Education and Supervision (2)  |
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3)                |
| CHLD C422 | Social and Emotional Development II: Early Adolescence through Adulthood (3) |
| CHLD C425 | Physical Growth and Development (3)  |
| CHLD C426 | Cognitive Development (3)  |
| CHLD C427 | Language Development (3)   |
| CHLD C432 | Family and Culture (3)   |
| CHLD C490 | Research Methods (3)   |
|           | Assessment elective course (2)   |

#### Internship and seminar

|           |                            |
|-----------|----------------------------|
| CHLD C440 | Internship I (3)           |
| CHLD C441 | Internship II (3)          |
| CHLD C450 | Integrative Seminar I (2)  |
| CHLD C451 | Integrative Seminar II (2) |

#### Comprehensive examination

## Master of Science in Child Development with administration concentration

### 42 credit hours

Intended for administrators and supervisors of early childhood programs, this concentration explores the planning and implementation of administrative systems that effectively carry out an organization's mission. The internship enables students to prepare their center/program for NAEYC accreditation, to bring the center through the accreditation process, or, for an accredited center, to augment the programs serving children and families. Students seeking to earn the Illinois Director Credential, the professional standard for management in child care and education programs, must complete their internship in an administrative setting.

#### Course work

- CHLD C410 Social and Historical Perspectives on Early Care and Education (3)
- CHLD C413 Adult Education and Supervision (2)
- CHLD C421 Social and Emotional Development I: Infancy and Childhood (3)
- CHLD C422 Social and Emotional Development II: Early Adolescence through Adulthood (3)
- CHLD C425 Physical Growth and Development (3)
- CHLD C426 Cognitive Development (3)
- CHLD C427 Language Development (3)
- CHLD C432 Family and Culture (3)
- CHLD C490 Research Methods (3)
- Assessment elective course (2)

#### Internship and seminar

- ADMN C440 Internship I (3)
- ADMN C441 Internship II (3)
- CHLD C450 Integrative Seminar I (2)
- CHLD C451 Integrative Seminar II (2)

#### Concentration course work

- ADMN A408 Administration of Early Childhood Programs I: Leadership, Management and Community Relations (2)
- ADMN A409 Administration of Early Childhood Programs II: Legal and Financial Aspects (2)

#### Comprehensive examination

## Master of Science in Child Development with child life concentration

### 44 credit hours

Intended for students who are interested in hospital settings, this concentration explores the field of child life. Students complete the core child development curriculum, as well as five additional courses in child life in order to meet the course requirements for certification by the Association of Child Life Professionals. Upon completion of all program course work, students apply for a child life internship at one of the hospitals in the area.

#### Course work

- CHLD C410 Social and Historical Perspectives on Early Care and Education (3)
- CHLD C413 Adult Education and Supervision (2)
- CHLD C421 Social and Emotional Development I: Infancy and Childhood (3)
- CHLD C422 Social and Emotional Development II: Early Adolescence through Adulthood (3)
- CHLD C425 Physical Growth and Development (3)
- CHLD C426 Cognitive Development (3)
- CHLD C427 Language Development (3)
- CHLD C432 Family and Culture (3)
- CHLD C490 Research Methods (3)
- Assessment elective course (2)

#### Internship, tutorial, and seminar

- LIFE C440 Internship and Tutorial I (3)
- LIFE C441 Internship and Tutorial II (3)
- CHLD C450 Integrative Seminar I (2)
- CHLD C451 Integrative Seminar II (2)

#### Concentration course work

- LIFE C470 Child Life in Health Care Settings: History, Theory, Research, Scope, Methods and Professional Issues (3)
- LIFE C472 Ethics in the Pediatric Health Care Setting (0.5)
- LIFE C473 Therapeutic Play in Pediatric Health Care Settings (1)
- LIFE C474 Medical Terminology (0.5)
- LIFE C475 Grief and Loss in Children and Families (1)

#### Comprehensive examination

## Master of Science in Child Development with children's law and policy concentration (offered in collaboration with Loyola University Chicago School of Law)

### 46 credit hours

Increasingly, professionals who work with children and families find that they need to be better informed about the law and how it intersects with and impacts their work. Offered in conjunction with Loyola University Chicago School of Law's Civitas ChildLaw Center, the concentration prepares students to examine the critical issues and considerations in marrying child development knowledge and the law. To specialize in children's law and policy, you complete all the courses in the child development core curriculum and take four law courses. You also complete an internship that gives you experience in an aspect of child/family law or policy.

Upon the completion of each course, students must send an official transcript with their grade to [registration@erikson.edu](mailto:registration@erikson.edu). This will ensure that credit is posted to the students transcript as progress is made towards the degree.

#### Course work

|           |  |
|-----------|--|
| CHLD C410 | Social and Historical Perspectives on Early Care and Education (3)           |
| CHLD C413 | Adult Education and Supervision (2)  |
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3)                |
| CHLD C422 | Social and Emotional Development II: Early Adolescence through Adulthood (3) |
| CHLD C425 | Physical Growth and Development (3)  |
| CHLD C426 | Cognitive Development (3)  |
| CHLD C427 | Language Development (3)   |
| CHLD C432 | Family and Culture (3)   |
| CHLD C490 | Research Methods (3)   |
|           | Assessment elective course (2)   |

#### Internship and seminar

|           |                            |
|-----------|----------------------------|
| CHLD C440 | Internship I (3)           |
| CHLD C441 | Internship II (3)          |
| CHLD C450 | Integrative Seminar I (2)  |
| CHLD C451 | Integrative Seminar II (2) |

#### Loyola course work

|         |   |
|---------|---|
| LAW 663 | Summer Institute: Children's Summer Institute (2)         |
| LAW 665 | Introduction to the Study of Law and the Legal System (2) |
| LAW 667 | Introduction to Children's Law and Policy (2)             |
| LAW 670 | Child Welfare Law and Policy (2)                          |

#### Comprehensive examination

## Master of Science in Child Development with children with special needs concentration

### 46 credit hours

Child development professionals work with an increasingly diverse population of young children and families, including children with diverse learning abilities and special needs. The concentration in children with special needs provides students with expertise in working with young children with developmental delay/disabilities and their families in early educational, community, and home environments. Specifically, students will gain knowledge and experience (a) identifying possible developmental delays/disabilities, (b) planning and implementing appropriate instructional or intervention strategies, and (c) working with other disability-related professionals (e.g., therapists, paraprofessionals, medical professionals, school personnel). The concentration includes an internship focusing on developing the practice and reflection skills necessary to work with children with special needs and their families.

#### Course work

|           |  |
|-----------|--|
| CHLD C410 | Social and Historical Perspectives on Early Care and Education (3)           |
| CHLD C413 | Adult Education and Supervision (2)  |
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3)                |
| CHLD C422 | Social and Emotional Development II: Early Adolescence through Adulthood (3) |
| CHLD C425 | Physical Growth and Development (3)  |
| CHLD C426 | Cognitive Development (3)  |
| CHLD C427 | Language Development (3)   |
| CHLD C432 | Family and Culture (3)   |
| CHLD C490 | Research Methods (3)   |
|           | Course elective (2) (in consultation with program advisor)                   |

#### Internship and seminar

|           |                            |
|-----------|----------------------------|
| CHLD C440 | Internship I (3)           |
| CHLD C441 | Internship II (3)          |
| CHLD C450 | Integrative Seminar I (2)  |
| CHLD C451 | Integrative Seminar II (2) |

#### Concentration course work

|           |  |
|-----------|--|
| EDUC T438 | Children with Special Needs and Diverse Abilities (2)                          |
| SPED S411 | Family and Professional Collaboration in Early Childhood Special Education (2) |
| SPED S412 | Assessment of Children with Special Needs and Diverse Abilities (2)            |
| SPED S413 | Language and Communication Delays and Disabilities (2)                         |

#### Comprehensive examination

## Master of Science in Child Development with infancy concentration

### 45 credit hours

The infancy concentration prepares professionals for the complex role of the infant/family specialist, who works with infants and families together in the context of their communities. You may work toward a State of Illinois early intervention credential through this program. Students complete an internship in a setting with infants and their families. If you seek credentialing in early intervention, you will need to complete an internship at an early intervention or diagnostic site. You and the director of the infant studies program will discuss the requirements for credentialing. To complete an internship in an early intervention site, you must be available during the daytime, Mondays through Fridays, during your internship year.

#### Course work

|  |  |
|--|--|
| CHLD C410  | Social and Historical Perspectives on Early Care and Education (3)           |
| CHLD C421  | Social and Emotional Development I: Infancy and Childhood (3)                |
| CHLD C422  | Social and Emotional Development II: Early Adolescence through Adulthood (3) |
| CHLD C425  | Physical Growth and Development (3)  |
| CHLD C426  | Cognitive Development (3)  |
| CHLD C427  | Language Development (3)   |
| CHLD C432  | Family and Culture (3)   |
| CHLD C490  | Research Methods (3)   |
| Course elective (2) (in consultation with program advisor) |  |

#### Internship and seminar

|          |                            |
|----------|----------------------------|
| INF C440 | Internship I (3)           |
| INF C441 | Internship II (3)          |
| INF C450 | Integrative Seminar I (2)  |
| INF C451 | Integrative Seminar II (2) |

#### Concentration course work

|          |  |
|----------|--|
| INF I492 | Infant/Toddler Screening and Assessment (2)  |
| INF I496 | Emerging Developmental Differences (2)       |
| INF I497 | Prevention/Early Intervention Methods I (2)  |
| INF I498 | Prevention/Early Intervention Methods II (2) |
| INF I499 | Infant and Family Service Systems (1)        |

#### Comprehensive examination

## Master of Science in Child Development with infancy and administration concentrations

### 49 credit hours

Students complete the supplemental course work for both concentrations and do an internship that combines infancy and administrative responsibilities.

#### Course work

|  |  |
|--|--|
| CHLD C410  | Social and Historical Perspectives on Early Care and Education (3)           |
| CHLD C421  | Social and Emotional Development I: Infancy and Childhood (3)                |
| CHLD C422  | Social and Emotional Development II: Early Adolescence through Adulthood (3) |
| CHLD C425  | Physical Growth and Development (3)  |
| CHLD C426  | Cognitive Development (3)  |
| CHLD C427  | Language Development (3)   |
| CHLD C432  | Family and Culture (3)   |
| CHLD C490  | Research Methods (3)   |
| Course elective (2) (in consultation with program advisor) |  |

#### Internship and seminar

|          |                            |
|----------|----------------------------|
| INF C440 | Internship I (3)           |
| INF C441 | Internship II (3)          |
| INF C450 | Integrative Seminar I (2)  |
| INF C451 | Integrative Seminar II (2) |

#### Concentration course work

|           |  |
|-----------|--|
| ADMN A408 | Administration of Early Childhood Programs I: Leadership, Management and Community Relations (2) |
| ADMN A409 | Administration of Early Childhood Programs II: Legal and Financial Aspects (2)                   |
| INF I492  | Infant/Toddler Screening and Assessment (2)  |
| INF I496  | Emerging Developmental Differences (2)   |
| INF I497  | Prevention/Early Intervention Methods I (2)  |
| INF I498  | Prevention/Early Intervention Methods II (2)   |
| INF I499  | Infant and Family Service Systems (1)  |

#### Comprehensive examination



## Master of Science in Child Development with infancy and new language learners concentrations

### 48 credit hours

New language learners are one of the fastest growing populations in the various systems that serve children and families. The concentration in infancy and new language learners prepares professionals to work with culturally and linguistically diverse infants and toddlers and their families, particularly in, but not limited to, early intervention where an increasing number of families come from diverse linguistic backgrounds.

#### Course work

|  |  |
|--|--|
| CHLD C421  | Social and Emotional Development I: Infancy and Childhood (3)                |
| CHLD C422  | Social and Emotional Development II: Early Adolescence through Adulthood (3) |
| CHLD C425  | Physical Growth and Development (3)  |
| CHLD C426  | Cognitive Development (3)  |
| CHLD C427  | Language Development (3)   |
| CHLD C432  | Family and Culture (3)   |
| CHLD C490  | Research Methods (3)   |
| Course elective (2) (in consultation with program advisor) |  |

#### Internship and seminar

|          |                            |
|----------|----------------------------|
| INF C440 | Internship I (3)           |
| INF C441 | Internship II (3)          |
| INF C450 | Integrative Seminar I (2)  |
| INF C451 | Integrative Seminar II (2) |

#### Concentration course work

|           |   |
|-----------|---|
| BESL B402 | Language Development in New Language Learners (3)             |
| EDUC T408 | Foundations of American Schooling and Bilingual Education (3) |
| INF I492  | Infant/Toddler Screening and Assessment (2)                   |
| INF I496  | Emerging Development Differences (2)                          |
| INF I497  | Prevention/Early Intervention Methods I (2)                   |
| INF I498  | Prevention/Early Intervention Methods II (2)                  |
| INF I499  | Infant and Family Service Systems (1)                         |

#### Comprehensive examination

## Master of Science in Child Development/ Master of Jurisprudence with children's law and policy concentration (dual degree in collaboration with Loyola University Chicago School of Law)

### 56 credit hours

The dual degree program in child development and children's law and policy—the first of its kind in the country—is the ideal preparation for professionals who want an advanced understanding of the law as it relates to their work on behalf of children and families, and for those who aim to lead and advocate more effectively on behalf of children and families impacted by the legal system. Offered in collaboration with Loyola University Chicago School of Law's Civitas ChildLaw Center, the program combines theoretical and practical training in child development with knowledge of the structure and functions of the legal system.

As an MS/MJ dual degree student, you will complete three years of course work, including a two-semester internship in a child/family law and policy focused setting during the final year of the program. Upon completing the 56-credit hours of required course work, you will receive the MS in Child Development from Erikson Institute and the MJ in Children's Law and Policy from Loyola University Chicago. The MJ is a graduate degree similar to a traditional master's degree and does not qualify graduates to sit for the bar or practice law. All MJ courses, with the exception of LAW 663 Children's Summer Institute, are offered in an asynchronous online. Child law courses are taught by law professors, practicing attorneys, and child welfare professionals who have first-hand experience with legal issues that impact children and families. For more information about the program, please visit [www.luc.edu/childlaw](http://www.luc.edu/childlaw).

Upon the completion of each course, students must send an official transcript with their grade to [registration@erikson](mailto:registration@erikson). This will ensure that credit is posted to the students transcript as progress is made towards the degree.



### ***MS in child development requirements (38 credits)***

#### **Course work**

|           |  |
|-----------|--|
| CHLD C410 | Social and Historical Perspectives on Early Care and Education (3)           |
| CHLD C413 | Adult Education and Supervision (2)  |
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3)                |
| CHLD C422 | Social and Emotional Development II: Early Adolescence through Adulthood (3) |
| CHLD C425 | Physical Growth and Development (3)  |
| CHLD C426 | Cognitive Development (3)  |
| CHLD C427 | Language Development (3)   |
| CHLD C432 | Family and Culture (3)   |
| CHLD C490 | Research Methods (3)   |
|           | Assessment elective course (2)   |

#### **Internship and seminar**

|           |                            |
|-----------|----------------------------|
| CHLD C440 | Internship I (3)           |
| CHLD C441 | Internship II (3)          |
| CHLD C450 | Integrative Seminar I (2)  |
| CHLD C451 | Integrative Seminar II (2) |

#### **Comprehensive examination**

### ***MJ in children's law and policy requirements (18 credits)***

#### **Required course work**

|         |  |
|---------|--|
| LAW 663 | Children's Summer Institute (2)                                |
| LAW 665 | Introduction to the Study of Law and Legal Systems (2, online) |
| LAW 667 | Children's Law Policy and Practice (2, online)                 |
| LAW 668 | Leadership Development (4, online)                             |

#### **Elective course work**

In consultation with the academic program adviser at Civitas ChildLaw Center, students select four courses from the following for a total of 8 credit hours:

|         |                                      |
|---------|--------------------------------------|
| LAW 669 | Education Law and Policy (2)         |
| LAW 670 | Child Welfare Law and Policy (2)     |
| LAW 671 | Juvenile Justice Law and Policy (2)  |
| LAW 672 | Family Law (2)                       |
| LAW 673 | Mental Health Law (2)                |
| LAW 678 | International Children's Rights (2)  |
| LAW 679 | Children's Health Law and Policy (2) |

### **Master of Science in Early Childhood Education (on-campus)**

#### **38 credit hours**

The Master of Science in Early Childhood Education is designed specifically for licensed teachers who want to carry their teaching to the next level. Core courses provide a comprehensive, interdisciplinary understanding of child development. Through a special internship, tutorial, and seminar sequence, students identify a special project or research topic of their own choosing. Students receive advanced instruction in critical subject areas and participate in a specially designed internship in their own classrooms.

#### **Course work**

|           |  |
|-----------|--|
| CHLD C413 | Adult Education and Supervision (2)  |
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3)                        |
| CHLD C422 | Social and Emotional Development II: Early Adolescence through Adulthood (3)         |
| CHLD C425 | Physical Growth and Development (3)  |
| CHLD C426 | Cognitive Development (3)  |
| CHLD C427 | Language Development (3)   |
| CHLD C432 | Family and Culture (3)   |
| EDUC T408 | Foundations of American Schooling and Bilingual Education (3)                        |
| EDUC T432 | Advanced Methods of Teaching and Learning across the Pre-K to Grade 3 Curriculum (3) |
| EDUC T461 | Assessment for Classroom Teachers (2)  |

#### **Internship and seminar**

|           |                            |
|-----------|----------------------------|
| CHLD C440 | Internship I (3)           |
| CHLD C441 | Internship II (3)          |
| CHLD C450 | Integrative Seminar I (2)  |
| CHLD C451 | Integrative Seminar II (2) |

#### **Comprehensive examination**

## Master of Science in Early Childhood Education (online)

### 38 credit hours

The online Master of Science in Early Childhood Education program is designed for experienced early childhood educators working with children from birth to age eight. Core courses in the program provide a comprehensive, interdisciplinary understanding of child development. Four specialized early childhood education courses specifically address the roles of educators by focusing on curriculum and assessment and effective teaching for prekindergarten through third grade. In the final two semesters, students choose a focus of interest relevant to their development as a professional and complete an appropriate action research project.

#### Course work

|           |   |
|-----------|---|
| CHLD C414 | Working With Adults: Collaboration and Supervision (3)  |
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3)                                   |
| CHLD C425 | Physical Growth and Development (3)   |
| CHLD C426 | Cognitive Development (3)   |
| CHLD C427 | Language Development (3)  |
| CHLD C432 | Family and Culture (3)  |
| EDUC T408 | Foundations of American Schooling and Bilingual Education (3)                                   |
| EDUC T414 | Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (2) |
| EDUC T432 | Advanced Methods of Teaching and Learning across the Pre-K to Grade 3 Curriculum (3)            |
| EDUC T461 | Assessment for Classroom Teachers (2)   |

#### Action Research, tutorial, and seminar

|           |   |
|-----------|---|
| EDUC T470 | Integrative Seminar: Leadership in Early Childhood Education I (2)              |
| EDUC T471 | Integrative Seminar: Leadership in Early Childhood Education II (2)             |
| EDUC T472 | Integrative Seminar: Leadership in Early Childhood Education III (2)            |
| EDUC T480 | Integrative Seminar: Action Research in Diverse Early Education Settings I (2)  |
| EDUC T481 | Integrative Seminar: Action Research in Diverse Early Education Settings II (2) |

#### Comprehensive examination

*Note: Beginning Fall 2018 all students admitted into the MSECE online program will be placed into the new Online Master of Science in Early Childhood Education program.*

## Master of Science in Early Childhood Education with bilingual/English as a second language concentration (on-campus)

### 39 credit hours

In the U.S., the majority of dual language children—those learning a home language and English simultaneously—are eight years old or younger. Erikson's concentration in Bilingual/English as a Second Language Education helps early childhood educators expand the breadth and depth of their knowledge of the development of young children, and gain an in-depth understanding of the developmental characteristics and learning needs of children growing up with more than one language.

For teachers with a valid Illinois early childhood or elementary teaching license, the program will also fulfill the Illinois State Board of Education requirements for adding the bilingual and/or ESL endorsement.

#### Course work

|           |   |
|-----------|---|
| CHLD C414 | Working With Adults: Collaboration and Supervision (3)        |
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3) |
| CHLD C425 | Physical Growth and Development (3)                           |
| CHLD C426 | Cognitive Development (3)                                     |
| CHLD C427 | Language Development (3)                                      |
| CHLD C432 | Family and Culture (3)  |
| EDUC T408 | Foundations of American Schooling and Bilingual Education (3) |

#### Action Research, tutorial, and seminar

|           |  |
|-----------|--|
| BESL B470 | Integrative Seminar: Leadership in Early Childhood Education I (2)   |
| BESL B471 | Integrative Seminar: Leadership in Early Childhood Education II (2)  |
| BESL B472 | Integrative Seminar: Leadership in Early Childhood Education III (2) |
| BESL B407 | Methods/Materials for New Language Learners II (2)                   |

#### Concentration course work

|           |   |
|-----------|---|
| BESL B402 | Language Development in New Language Learners (3) |
| BESL B404 | Assessment of New Language Learners (2)           |
| BESL B405 | Emergent Literacy with New Language Learners (3)  |
| BESL B406 | Methods/Materials for New Language Learners I (2) |

#### Comprehensive examination

## Online Master of Science in Early Childhood Education with early childhood bilingual/English as a second language concentration

### 30 credit hours

Earn the Bilingual or ESL endorsement with your Online Master of Science in Early Childhood Education degree and work in a high-growth, high-demand area of early childhood education. Completing this concentration in our online, non-licensure master's program may enable you to add the Bilingual and/or an ESL endorsement through your state board of education.

- If you have second language proficiency, the bilingual endorsement prepares you to instruct young children in that language as well as English
- An English as a Second Language (ESL) endorsement prepares you to instruct new language learners in English
- If you earn the Bilingual endorsement, you will automatically earn the ESL endorsement as well, without needing to complete additional courses

#### Course work

|           |   |
|-----------|---|
| CHLD C414 | Working With Adults: Collaboration and Supervision (3)        |
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3) |
| CHLD C425 | Physical Growth and Development (3)                           |
| CHLD C426 | Cognitive Development (3)                                     |
| CHLD C427 | Language Development (3)                                      |
| CHLD C432 | Family and Culture (3)  |

#### Action Research, tutorial, and seminar

|           |  |
|-----------|--|
| BESL B407 | Methods/Materials for New Language Learners II (2)                   |
| BESL B470 | Integrative Seminar: Leadership in Early Childhood Education I (2)   |
| BESL B471 | Integrative Seminar: Leadership in Early Childhood Education II (2)  |
| BESL B472 | Integrative Seminar: Leadership in Early Childhood Education III (2) |
| BESL T500 | Integrative Capstone Seminar (0)                                     |
| BESL T501 | Integrative Capstone Seminar (0)                                     |
| BESL T502 | Integrative Capstone Seminar (0)                                     |

#### Concentration course work

|           |   |
|-----------|---|
| BESL B402 | Language Development in New Language Learners (3) |
| BESL B404 | Assessment of New Language Learners (2)           |
| BESL B405 | Emergent Literacy with New Language Learners (3)  |
| BESL B406 | Methods/Materials for New Language Learners I (2) |

## Online Master of Science in Early Childhood Education with early childhood language and literacy concentration

### 30 credit hours

Acquire the tools and advanced knowledge necessary to create classroom and informal learning environments that support and strengthen young children's language and literacy proficiency. The concentration in Early Childhood Language and Literacy will prepare you in the theory and practice of teaching reading and writing for preschool through third grade. You will examine the latest research and gain specialized insights about how young children learn to read and write, and how this learning is influenced by cultural and community contexts. The program curriculum is aligned with the Common Core State Standards for English Language Arts, Illinois Early Learning and Development Standards, and the recommendations of the National Association for the Education of Young Children.

#### Course work

|           |   |
|-----------|---|
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3) |
| CHLD C425 | Physical Growth and Development (3)                           |
| CHLD C427 | Language Development (3)                                      |
| CHLD C432 | Family and Culture (3)  |
| EDUC T415 | Inquiry Based Learning (3)                                    |

#### Seminar

|          |                                  |
|----------|----------------------------------|
| LAL T500 | Integrative Capstone Seminar (0) |
| LAL T501 | Integrative Capstone Seminar (0) |
| LAL T502 | Integrative Capstone Seminar (0) |
| LAL T503 | Integrative Capstone Seminar (0) |
| LAL T504 | Integrative Capstone Seminar (0) |

#### Concentration course work

|           |  |
|-----------|--|
| BESL B405 | Emergent Literacy with New Language Learners (3)               |
| LAL T485  | Preschool through Kindergarten: Learning to Read and Write (3) |
| LAL T486  | Kindergarten through 3rd Grade: Learning to Read and Write (3) |
| EDUC T487 | Assessment in Learning Settings (3)                            |
| EDUC T408 | Foundations of American Schooling and Bilingual Education (3)  |

## Online Master of Science in Early Childhood Education with early childhood leadership and advocacy concentration

### 30 credit hours

Develop strong skills in management, policy influence, and advocacy to position yourself as an effective and visionary early childhood leader. Our Early Childhood Leadership and Advocacy program will prepare you to navigate through every aspect of the early childhood system and use your voice to advocate for policies that are in the best interest of young children and their families. This concentration prepares you to seek the Illinois Gateways to Opportunity Early Care and Education (ECE) Level 5 Credential and the Illinois Director Credential (IDC) at Level 3 through the Entitled Route. To earn the credentials, you will need to complete the appropriate Gateways applications and provide documentation of professional experiences and contributions.

#### Course work

|           |   |
|-----------|---|
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3) |
| CHLD C425 | Physical Growth and Development (3)                           |
| CHLD C426 | Cognitive Development (3)                                     |
| CHLD C427 | Language Development (3)                                      |
| CHLD C432 | Family and Culture (3)  |

#### Seminar

|           |                                  |
|-----------|----------------------------------|
| LEAD T500 | Integrative Capstone Seminar (0) |
| LEAD T501 | Integrative Capstone Seminar (0) |
| LEAD T502 | Integrative Capstone Seminar (0) |
| LEAD T503 | Integrative Capstone Seminar (0) |
| LEAD T504 | Integrative Capstone Seminar (0) |

#### Concentration course work

|           |  |
|-----------|--|
| ADMN A408 | Administration of Early Childhood Programs I: Leadership, Management and Community Relations (2) |
| ADMN A409 | Administration of Early Childhood Programs II: Legal and Financial Aspects (2)                   |
| ADMN A410 | Early Childhood Policy and Advocacy (3)  |
| CHLD C410 | Social and Historical Perspectives on Early Care and Education (3)                               |
| CHLD C414 | Working With Adults: Collaboration and Supervision (3)   |

## Online Master of Science in Early Childhood Education with early childhood STEM concentration

### 30 credit hours

Elevate your practice and strengthen your knowledge of teaching and learning in the disciplines of science, technology, engineering, and mathematics (STEM), with an emphasis on children in preschool through third grade. The concentration in Early Childhood STEM will provide you with the latest methods for ensuring that all young children start off on a strong STEM learning trajectory. The courses you will take will give you the necessary grounding in how children explore, play, and communicate about the natural and human-made world around them. The program curriculum is aligned with the Next Generation Science Standards (NGSS) and National Association for the Education of Young Children (NAEYC) recommendations, as well as federal initiatives (Committee on STEM Education and National Science and Technology Council) to include preschool in STEM education reforms.

#### Course work

|           |   |
|-----------|---|
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3) |
| CHLD C426 | Cognitive Development (3)                                     |
| CHLD C427 | Language Development (3)                                      |
| CHLD C432 | Family and Culture (3)  |
| EDUC T415 | Inquiry Based Learning (3)                                    |

#### Seminar

|           |                                  |
|-----------|----------------------------------|
| STEM T500 | Integrative Capstone Seminar (0) |
| STEM T501 | Integrative Capstone Seminar (0) |
| STEM T502 | Integrative Capstone Seminar (0) |
| STEM T503 | Integrative Capstone Seminar (0) |
| STEM T504 | Integrative Capstone Seminar (0) |

#### Concentration course work

|           |   |
|-----------|---|
| STEM T488 | Early Learning and Technology (3)                         |
| STEM T489 | Mathematical Thinking and Learning: Focus on Ages 3–6 (3) |
| STEM T490 | Mathematical Thinking and Learning: Focus on Ages 6–9 (3) |
| STEM T491 | Bringing Science into the Young Child's World (3)         |
| STEM T492 | Engineering in Early Childhood (3)                        |

## Online Master of Science in Early Childhood Education with social and emotional learning concentration

### 30 credit hours

Prepare to support young children's social-emotional development and well-being in learning settings through innovative programs, curricula, and integrative approaches. You will develop the knowledge and skills necessary to deliver social and emotional learning (SEL) programming directly to children, and also to be an advocate for the principles of culturally and developmentally appropriate SEL practice. Graduates of this program will be well-positioned to become SEL leaders after three to five years of direct experience.

#### Course work

|           |   |
|-----------|---|
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3) |
| CHLD C426 | Cognitive Development (3)                                     |
| CHLD C427 | Language Development (3)                                      |
| CHLD C432 | Family and Culture (3)  |
| EDUC T415 | Inquiry Based Learning (3)                                    |

#### Seminar

|          |                                  |
|----------|----------------------------------|
| SEL T500 | Integrative Capstone Seminar (0) |
| SEL T501 | Integrative Capstone Seminar (0) |
| SEL T502 | Integrative Capstone Seminar (0) |
| SEL T503 | Integrative Capstone Seminar (0) |
| SEL T504 | Integrative Capstone Seminar (0) |
| SEL T505 | Integrative Capstone Seminar (0) |

#### Concentration course work

|          |   |
|----------|---|
| SEL T493 | Social and Emotional Learning Foundations I: Programs and Approaches (3)        |
| SEL T494 | Social and Emotional Learning Foundations II: Family, Community, and Policy (3) |
| SEL T495 | Neuroscience Basis of Social and Emotional Learning (3)                         |
| SEL T496 | Inclusive and Trauma-Informed Behavior Guidance (3)                             |
| SEL T497 | Embedded Social and Emotional Learning: Play, Peers, and Projects (3)           |

## Master of Science in Early Childhood Education leading to initial teaching licensure

### 44 credit hours

Erikson offers a comprehensive and integrated curriculum for prospective teachers of young children from birth through second grade. Students work toward the initial professional educator license with early childhood endorsement from the Illinois State Board of Education together with the Master of Science in Early Childhood Education.

#### Prerequisites for admission to teacher candidacy

Illinois State Board of Education Test of Academic Proficiency (TAP),  
ACT or SAT

|           |   |
|-----------|---|
| EDUC T414 | Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (2) |
|-----------|---|

#### Course work

|           |   |
|-----------|---|
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3) |
| CHLD C425 | Physical Growth and Development (3)                           |
| CHLD C426 | Cognitive Development (3)                                     |
| CHLD C427 | Language Development (3)                                      |
| CHLD C432 | Family and Culture (3)  |
| EDUC T408 | Foundations of American Schooling and Bilingual Education (3) |
| EDUC T438 | Children with Special Needs and Diverse Abilities (2)         |
| EDUC T461 | Assessment for Classroom Teachers (2)                         |

#### Internship, tutorial, and methods/integrative seminars

|           |   |
|-----------|---|
| EDUC T466 | Proseminar for Teachers I (0)   |
| EDUC T467 | Proseminar for Teachers II (0)  |
| EDUC T404 | Teaching and Learning in Diverse and Inclusive Settings: Science and Social Studies (2)                         |
| EDUC T405 | Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing (2)                                |
| EDUC T406 | Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2)  |
| EDUC T412 | Preschool Curricular Approaches in Diverse and Inclusive Settings (2)   |
| EDUC T446 | Internship, Student Teaching, and Tutorial I (3)  |
| EDUC T447 | Internship, Student Teaching, and Tutorial II (3)   |
| EDUC T456 | Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings I (2)  |
| EDUC T457 | Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II (2) |
| SPED S410 | Curricular and Instructional Methods in Early Childhood Special Education (2)                                   |

#### Comprehensive examination

**Student teaching and internship**

Teacher candidates must be available for daytime study and student teaching during the final year of their program. Teacher candidates spend 10 weeks during the spring semester student teaching full-time in a public school early childhood classroom, completing a total of 300 hours. During the fall semester and the remaining 5 weeks of the spring semester, teacher candidates work in the same classroom for an additional 225 hours of clinical experience.

**Additional requirements for teacher licensure**

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the Illinois professional educator license with early childhood endorsement:

**Field experiences, observations, and participation in early childhood programs**

In the context of program course work, teacher candidates must complete 150 clock hours of observation and participation in early childhood programs, that must include a minimum of:

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|                        |          |
|------------------------|----------|
| Infants/toddlers       | 25 hours |
| Special education      | 25 hours |
| Preschool/kindergarten | 50 hours |
| Primary level          | 50 hours |

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**General education competencies**

The Institute’s licensure officer reviews transcripts of all prior undergraduate and graduate course work, along with previous professional experiences, to verify that teacher candidates have the requisite content knowledge in math, science, U.S. history, and U.S. government, at a minimum. Competence in other content areas, including English language arts, social sciences, physical growth and development, and the fine arts, may also be assessed based on performance in prior undergraduate and graduate course work.

**State licensing examinations administered by ISBE**

These include the following:

- Test of Academic Proficiency, ACT, or SAT are prerequisites for admission to the teacher licensure program;
- Illinois Test for Early Childhood, which teacher candidates must pass prior to their final year in the program; and
- Illinois edTPA: Teacher Performance Assessment, which teacher candidates complete during their student teaching semester.

## Master of Science in Early Childhood Education leading to initial teaching licensure and bilingual/ESL concentration

### 51 credit hours

This program is tailored to prepare students to seek three distinct credentials: the Master of Science degree from Erikson, as well as the Illinois initial professional educator license with early childhood endorsement and bilingual or ESL endorsement from the Illinois State Board of Education. Unique in Illinois, this program responds to the urgent need for more early childhood teachers who can effectively meet the needs of new language learners in a culturally, linguistically, and developmentally appropriate manner. Upon completion of all program requirements, teacher candidates will be eligible to seek ISBE approval to teach new language learners from a variety of language traditions in early childhood classrooms (birth through second grade).

#### Prerequisites for admission to teacher candidacy

Illinois State Board of Education Test of Academic Proficiency (TAP),  
ACT or SAT

EDUC T414 Key Concepts in Teaching and Learning in the  
Disciplines for the Early Childhood Curriculum (2)

#### Course work

CHLD C421 Social and Emotional Development I:  
Infancy and Childhood (3)

CHLD C425 Physical Growth and Development (3)

CHLD C426 Cognitive Development (3)

CHLD C427 Language Development (3)

CHLD C432 Family and Culture (3)

EDUC T408 Foundations of American Schooling and Bilingual  
Education (3)

EDUC T438 Children with Special Needs and Diverse Abilities (2)

#### Internship, tutorial, and methods/integrative seminars

EDUC T466 Proseminar for Teachers I (0)

EDUC T467 Proseminar for Teachers II (0)

EDUC T404 Teaching and Learning in Diverse and Inclusive Settings:  
Science and Social Studies (2)

EDUC T406 Teaching and Learning in Diverse and Inclusive Settings:  
Mathematics (2)

EDUC T412 Preschool Curricular Approaches in Diverse and  
Inclusive Settings (2)

BESL B446 Internship, Student Teaching, and Tutorial I:  
Bilingual/ESL (3)

BESL B447 Internship, Student Teaching, and Tutorial II:  
Bilingual/ESL (3)

EDUC T456 Integrative Seminar: Classroom Management and  
Instructional Techniques in Diverse and Inclusive  
Settings I (2)

EDUC T457 Integrative Seminar: Classroom Management and  
Instructional Techniques in Diverse and Inclusive  
Settings II (2)

SPED S410 Curricular and Instructional Methods in Early Childhood  
Special Education (2)

#### Concentration course work

BESL B402 Language Development in New Language Learners (3)

BESL B416 Methods and Materials for Teaching New Language  
Learners I (2)

BESL T409 Teaching and Learning in Diverse and Inclusive Settings:  
Reading and Writing for Bilingual and English Language  
Learners (3)

EDUC T462 Assessment of New Language Learners (3)

#### Comprehensive examination

##### Additional requirements for teacher licensure

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the Illinois professional educator license with early childhood endorsement:

##### Student teaching and internship

Teacher candidates must be available for daytime study and student teaching during the final year of their program. Teacher candidates spend 10 weeks during the spring semester student teaching full-time in a public school early childhood classroom, completing a total of 300 hours. During the fall semester and the remaining 5 weeks of the spring semester, teacher candidates work in the same classroom for an additional 225 hours of clinical experience.



**Field experiences, observations, and participation in early childhood programs**

In the context of program course work, teacher candidates must complete 150 clock hours of observation and participation in early childhood programs, that must include a minimum of:

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|                        |          |
|------------------------|----------|
| Infants/toddlers       | 25 hours |
| Special education      | 25 hours |
| Preschool/kindergarten | 50 hours |
| Primary level          | 50 hours |

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Teacher candidates work closely with the director of teacher education to ensure that a minimum of 100 of the above hours are in bilingual or ESL settings, depending on the student's desired endorsement.

**General education competencies**

The Institute's licensure officer reviews transcripts of all prior undergraduate and graduate course work, along with previous professional experiences, to verify that teacher candidates have the requisite content knowledge in math, science, U.S. history, and U.S. government, at a minimum. Competence in other content areas, including English language arts, social sciences, physical growth and development, and the fine arts, may also be assessed based on performance in prior undergraduate and graduate course work.

**State licensing examinations administered by ISBE**

These include the following:

- Test of Academic Proficiency, ACT, or SAT are prerequisites for admission to the teacher licensure program;
- Illinois Test for Early Childhood, which teacher candidates must pass prior to their final year in the program;
- Illinois edTPA: Teacher Performance Assessment, which teacher candidates complete during their student teaching semester; and
- Candidates seeking the bilingual endorsement must also pass the appropriate target language test for ISBE.

**Master of Science in Early Childhood Education leading to initial early childhood teaching licensure and early childhood special education concentration**

**50 credit hours**

Early childhood teachers increasingly need to be able to educate students with varying learning abilities, developmental delays, and/or disabilities. Erikson's concentration in early childhood special education prepares teachers to meet the needs of these learners.

Students completing the concentration will also the special education letter of approval in addition to the Illinois professional educator license with early childhood endorsement. Furthermore, students completing this concentration will also be eligible to receive the Learning Behavior Specialist I (LBS1) endorsement. (Students must pass Test 155 and complete all course work in order to earn the endorsement)

The concentration courses focus on assessment of developmental delay and/or disability, atypical language development, specialized instructional methods, and collaboration with professionals and families of young children with disabilities.

**Prerequisites for admission to teacher candidacy**

Illinois State Board of Education Test of Academic Proficiency (TAP),  
ACT or SAT

EDUC T414 Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (2)

**Course work**

- CHLD C421 Social and Emotional Development I: Infancy and Childhood (3)
- CHLD C425 Physical Growth and Development (3)
- CHLD C426 Cognitive Development (3)
- CHLD C427 Language Development (3)
- CHLD C432 Family and Culture (3)
- EDUC T408 Foundations of American Schooling and Bilingual Education (3)
- EDUC T438 Children with Special Needs and Diverse Abilities (2)
- EDUC T461 Assessment for Classroom Teachers (2)
- SPED S411 Family and Professional Collaboration in Early Childhood Special Education (2)
- SPED S412 Assessment of Children with Special Needs and Diverse Abilities (2)
- SPED S413 Language and Communication Delays and Disabilities (2)



**Internship, tutorial, and methods/integrative seminars**

|           |   |
|-----------|---|
| EDUC T466 | Proseminar for Teachers I (0)   |
| EDUC T467 | Proseminar for Teachers II (0)  |
| EDUC T404 | Teaching and Learning in Diverse and Inclusive Settings: Science and Social Studies (2)                         |
| EDUC T405 | Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing (2)                                |
| EDUC T406 | Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2)  |
| EDUC T412 | Preschool Curricular Approaches in Diverse and Inclusive Settings (2)   |
| EDUC T446 | Internship, Student Teaching, and Tutorial I (3)  |
| EDUC T447 | Internship, Student Teaching, and Tutorial II (3)   |
| EDUC T456 | Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings I (2)  |
| EDUC T457 | Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II (2) |
| SPED S410 | Curricular and Instructional Methods in Early Childhood Special Education (2)                                   |

**Comprehensive examination**

**Additional requirements for teacher licensure**

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the Illinois professional educator license with early childhood endorsement:

**Student teaching and internship**

Teacher candidates must be available for daytime study and student teaching during the final year of their program. Teacher candidates spend 10 weeks during the spring semester student teaching full-time in a public school early childhood classroom, completing a total of 300 hours. During the fall semester and the remaining 5 weeks of the spring semester, teacher candidates work in the same classroom for an additional 225 hours of clinical experience.

**Field experiences, observations, and participation in early childhood programs**

In the context of program course work, teacher candidates must complete 150 clock hours of observation and participation in early childhood programs, that must include a minimum of:

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|                        |          |
|------------------------|----------|
| Infants/toddlers       | 25 hours |
| Special education      | 25 hours |
| Preschool/kindergarten | 50 hours |
| Primary level          | 50 hours |

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In addition to the above observation hours, each early childhood special education concentration course includes a minimum of 15 hours of field experience working with children with special needs and their families.

**General education competencies**

The Institute’s licensure officer reviews transcripts of all prior undergraduate and graduate course work, along with previous professional experiences, to verify that teacher candidates have the requisite content knowledge in math, science, U.S. history, and U.S. government, at a minimum. Competence in other content areas, including English language arts, social sciences, physical growth and development, and the fine arts, may also be assessed based on performance in prior undergraduate and graduate course work.

**State licensing examinations administered by ISBE**

These include the following:

- Test of Academic Proficiency, ACT, or SAT are prerequisites for admission to the teacher licensure program;
- Illinois Test for Early Childhood, which teacher candidates must pass prior to their final year in the program; and
- Illinois edTPA: Teacher Performance Assessment, which teacher candidates complete during their student teaching semester.

## Master of Science in Early Childhood Education leading to initial teaching licensure, bilingual/ESL concentration, and early childhood special education concentration

### 57 credit hours

Combining the course work from the bilingual/ESL and early childhood special education concentrations, this program prepares high quality early childhood teachers to meet the needs of young children with disabilities, including culturally and linguistically diverse children, in inclusive classrooms. Upon completion of the concentration, students will be eligible for the following credentials:

1. Master of Science in Early Childhood Education
2. Illinois Professional Educator License (teaching license)
3. Early childhood teaching endorsement
4. Bilingual (must pass target language content exam as well) and/or ESL teaching endorsement
5. Early Childhood Special Education Letter of Approval; and
6. Learning Behavior Specialist I endorsement (must pass Test 155 as well)

### Prerequisites for admission to teacher candidacy

Illinois State Board of Education Test of Academic Proficiency (TAP), ACT or SAT

EDUC T414 Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (2)

### Course Work

|           |  |
|-----------|--|
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3)                  |
| CHLD C425 | Physical Growth and Development (3)  |
| CHLD C426 | Cognitive Development (3)  |
| CHLD C427 | Language Development (3)   |
| CHLD C432 | Family and Culture (3)   |
| EDUC T408 | Foundations of American Schooling and Bilingual Education (3)                  |
| EDUC T438 | Children with Special Needs and Diverse Abilities (2)                          |
| SPED S411 | Family and Professional Collaboration in Early Childhood Special Education (2) |
| SPED S412 | Assessment of Children with Special Needs and Diverse Abilities (2)            |
| SPED S413 | Language and Communication Delays and Disabilities (2)                         |

### Internship, tutorial, and methods/integrative seminars

|           |   |
|-----------|---|
| EDUC T466 | Proseminar for Teachers I (0)   |
| EDUC T467 | Proseminar for Teachers II (0)  |
| EDUC T404 | Teaching and Learning in Diverse and Inclusive Settings: Science and Social Studies (2)                         |
| EDUC T406 | Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2)  |
| EDUC T412 | Preschool Curricular Approaches in Diverse and Inclusive Settings (2)   |
| BESL B446 | Internship, Student Teaching, and Tutorial I: Bilingual/ESL (3)   |
| BESL B447 | Internship, Student Teaching, and Tutorial II: Bilingual/ESL (3)  |
| EDUC T456 | Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings I (2)  |
| EDUC T457 | Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II (2) |
| SPED S410 | Curricular and Instructional Methods in Early Childhood Special Education (2)                                   |

### Concentration course work

|           |  |
|-----------|--|
| BESL B402 | Language Development in New Language Learners (3)  |
| BESL B416 | Methods and Materials for Teaching New Language Learners I (2)   |
| BESL T409 | Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing for Bilingual and English Language Learners (3) |
| EDUC T462 | Assessment of New Language Learners (3)  |

### Additional requirements for teacher licensure

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the Illinois professional educator license with early childhood endorsement:

#### *Student teaching and internship*

Teacher candidates must be available for daytime study and student teaching during the final year of their program. Teacher candidates spend 10 weeks during the spring term student teaching full-time in a public school early childhood classroom, completing a total of 300 hours. During the fall term and the remaining 5 weeks of the spring term, teacher candidates work in the same classroom for an additional 225 hours of clinical experience.

**Field experiences, observations, and participation in early childhood programs**

In the context of program course work, teacher candidates must complete 150 clock hours of observation and participation in early childhood programs, that must include a minimum of:

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|                        |          |
|------------------------|----------|
| Infants/toddlers       | 25 hours |
| Special education      | 25 hours |
| Preschool/kindergarten | 50 hours |
| Primary level          | 50 hours |

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In addition to the above observation hours, each early childhood special education concentration course includes a minimum of 15 hours of field experience working with children with special needs and their families.

**General education competencies**

The Institute’s licensure officer reviews transcripts of all prior undergraduate and graduate course work, along with previous professional experiences, to verify that teacher candidates have the requisite content knowledge in math, science, U.S. history, and U.S. government, at a minimum. Competence in other content areas, including English language arts, social sciences, physical growth and development, and the fine arts, may also be assessed based on performance in prior undergraduate and graduate course work.

**State examinations administered by ISBE**

These include the following:

- Test of Academic Proficiency, ACT, or SAT are prerequisites for admission to the teacher licensure program;
- Illinois Test for Early Childhood, which teacher candidates must pass prior to their 10-week student teaching assignment;
- Illinois edTPA: Teacher Performance Assessment, which teacher candidates complete during their student teaching semester; and
- Candidates seeking the bilingual endorsement must also pass the appropriate target language test for ISBE.

**Subsequent or Initial Early Childhood Education endorsement (for students with previous Masters degree)**

**24 credit hours**

This intensive one-year program is open to students who have already been awarded a Master’s degree in a discipline similar to education or child development. It offers a comprehensive and integrated curriculum for current or prospective teachers of young children from birth to third grade. Students work toward requirements to add either an initial license, if master’s was outside of the education field; or a subsequent endorsement in Early Childhood Education with the Illinois State Board of Education.

**Course Work**

- EDUC T404 Teaching and Learning in Diverse and Inclusive Settings: Science and Social Studies (2)
- EDUC T405 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing (2)
- EDUC T406 Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2)
- EDUC T412 Preschool Curricular Approaches in Diverse and Inclusive Settings (2)
- EDUC T414 Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (2)
- EDUC T438 Children with Special Needs and Diverse Abilities (2)
- EDUC T446 Internship, Student Teaching, and Tutorial I (3)
- EDUC T447 Internship, Student Teaching, and Tutorial II (3)
- EDUC T456 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings I (2)
- EDUC T457 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II (2)
- SPED S410 Curricular and Instructional Methods in Early Childhood Special Education (2)

**Additional requirements for teacher licensure**

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the Illinois professional educator license with early childhood endorsement:

**Student teaching and internship**

Teacher candidates must be available for daytime study and student teaching during the final year of their program. Teacher candidates spend 10 weeks during the spring term

student teaching full-time in a public school early childhood classroom, completing a total of 300 hours. During the fall term and the remaining 5 weeks of the spring term, teacher candidates work in the same classroom for an additional 225 hours of clinical experience.

**Field experiences, observations, and participation in early childhood programs**

In the context of program course work, teacher candidates must complete 150 clock hours of observation and participation in early childhood programs, that must include a minimum of:

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|                        |          |
|------------------------|----------|
| Infants/toddlers       | 25 hours |
| Special education      | 25 hours |
| Preschool/kindergarten | 50 hours |
| Primary level          | 50 hours |

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In addition to the above observation hours, each early childhood special education concentration course includes a minimum of 15 hours of field experience working with children with special needs and their families.

**General education competencies**

The Institute’s licensure officer reviews transcripts of all prior undergraduate and graduate course work, along with previous professional experiences, to verify that teacher candidates have the requisite content knowledge in math, science, U.S. history, and U.S. government, at a minimum. Competence in other content areas, including English language arts, social sciences, physical growth and development, and the fine arts, may also be assessed based on performance in prior undergraduate and graduate course work.

**State examinations administered by ISBE**

These include the following:

- Test of Academic Proficiency, ACT, or SAT are prerequisites for admission to the teacher licensure program;
- Illinois Test for Early Childhood, which teacher candidates must pass prior to their 10-week student teaching assignment; and
- Illinois edTPA: Teacher Performance Assessment, which teacher candidates complete during their student teaching semester.

# Master's degree course descriptions

## Master's degree child development core courses

### **CHLD C410 Social and Historical Perspectives on Early Care and Education (3 credit hours)**

This course provides an overview of the social and historical circumstances that have influenced how we care for and educate young children. The course familiarizes students with the cultural ideas, beliefs, values, and social purposes that have shaped and continue to influence public and private education and child care in the United States. It explores curricular approaches, policy frameworks, financing, and organizational practice. The goal of the course is to enable students to place their own professional practice in a broader historical and educational context.

### **CHLD C413 Adult Education and Supervision (2 credit hours)**

This course focuses on three aspects of adults (professionals and parents) as learners. First, it considers relationships in adult learning, covering factors in teaching-learning interactions such as authority, social status, and institutional culture. Second, the course will also examine two teaching-learning formats—formal education (including in-service education and college courses), and supervision (including reflective practice) to identify delivery models and techniques. Finally, the course examines models of parent education and support programs and their effectiveness.

### **CHLD C414 Working with Adults: Collaboration and Supervision (3 credit hours)**

This course is designed to help students work collaboratively with parents, other family members, and colleagues in diverse and inclusive infant, preschool, and school-age settings. The course begins by examining the values and beliefs of the culture of professionalism. The dynamics of family, professional, and team relationships are explored within the context of personal history, culture, and adult development and learning. Students use active learning strategies to practice skills in communication, collaboration, problem solving, and interdisciplinary team process. Models of supervision in early childhood programs are described. Across relationships, students learn to focus on strengths, partner around vulnerabilities, and develop self-knowledge as a professional competency.

### **CHLD C421 Social and Emotional Development I: Infancy and Childhood (3 credit hours)**

This course focuses on the study of social and emotional development in children from birth through age eight. It primarily considers how children experience themselves and others; the role of relationships in development; and the interaction of biological, psychological and social forces. Throughout the course, culture is seen as shaping every aspect of human development, and is reflected in child-rearing beliefs and practices designed to promote healthy adaptation. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation and use of media resources with relevant theory and research. Other domains of development, including cognitive, linguistic and physical, will be discussed as they relate to social and emotional development.

### **CHLD C422 Social and Emotional Development II: Early Adolescence through Adulthood (3 credit hours)**

This course builds on theories and concepts presented in C421 Social and Emotional Development I: Infancy and Childhood. It focuses on two major areas: 1) Psychosocial development from early adolescence through adulthood, and 2) Issues involved in understanding and working with parents and families. The developmental tasks of the adolescent are considered with an emphasis on coping mechanisms and the formation of identity. Adult development and parenting are considered in the contexts of personal history, culture, and multiple systems of helping, such as family, community, religious, and professional networks. This course also provides a framework for working with families. Students are expected to develop self-knowledge and the capacity to form a working relationship with families by examining their personal beliefs and expectations about parenting and professionalism.

**CHLD C425 Physical Growth and Development (3 credit hours)**

This course is an examination of physical growth and development beginning with prenatal development and extending through eight years of age. Areas of study will include the physical, neurological, motor, and sensory processes of maturation. Specifically, students will explore in depth the paths of typical development in these areas, and in addition will gain an entry level of understanding atypical patterns and events that lead to developmental disabilities and delays. General health, growth, nutrition, and wellness will be discussed as well the socio-cultural and socio-economic influences on these issues. Students will gain an appreciation for the importance of health status and individual sensory profiles in children's learning as well as the interrelationship of nutrition and physical movement in maintaining health and developmental progress. Strategies for observing neurobehavioral functioning in infants and children will be explored.

**CHLD C426 Cognitive Development (3 credit hours)**

This course provides students with a basic knowledge of cognitive development in children from birth through age eight and fosters awareness of the application of this knowledge to children with diverse abilities and varying cultural and linguistic backgrounds. The primary foci of the course are understanding 1) different theoretical frameworks for examining and analyzing sequences and variations in the processes of cognitive change, 2) the interactive relationship between the child and the social context in the course of development, 3) the interrelationship of cognitive development and other aspects of development, 4) the reciprocity between language and cognition, and 5) the role of play in young children's learning and development.

**CHLD C427 Language Development (3 credit hours)**

This course promotes students' understanding of typical and atypical language development in the first eight years of life. The language learning process (oral, written, bilingual and second language learning) is studied as an integral part of the development of thinking and development of the child's sense of self in home and community settings, including school. Students learn how factors such as age, sex, diverse abilities, and cultural experiences influence language competence and performance. Alternative

communication systems for young children are explored. The role of play—particularly with language itself and in conversations with adults, peers, and siblings—in fostering language development is examined. Students learn how group experiences and well-chosen children's literature can be used to maximize language and literacy development.

**CHLD C432 Family and Culture (3 credit hours)**

This course is designed to help students gain knowledge about diversity through an examination of social science research on child development, child rearing across cultures, and issues of equity, power, and privilege. Among the variety of issues addressed in this course are strategies for developing and maintaining supportive relationships with children and families with a range of child-rearing practices, language differences, racial identities, cultural traditions, and economic vulnerabilities. In addition, the course offers students opportunities for critical self-reflection about their cultural, racial, ethnic, sexual, and social class identities, and how to engage in responsive and reciprocal relationships with children, families, and communities different from themselves.

**CHLD C439 Child Assessment (2 credit hours)**

This course provides students with a basic understanding of the assessment of young children from three to eight years of age. The primary foci of the course are 1) the purposes and processes of a variety of assessment methods currently used to evaluate learning and development of young children and 2) challenges in assessing young children from developmental, educational, psychological, and cultural perspectives. Students will learn principles of appropriate assessment, acquire a working knowledge of basic measurement concepts, and gain understanding of the methods of interview, observation, standardized testing, and alternative assessment approaches for young children.

**CHLD C490 Research Methods (3 credit hours)**

This course provides students with a basic understanding of the role of research in developmental and educational studies. Topics covered include 1) an overview of the strengths and weaknesses of popular research designs used in education and in applied studies of child development; 2) the use of statistics in developmental and educational research; and 3) how to critically review research literature, including scientific journal articles.

### **CHLD C440 and C441 Internship I and II (3 credit hours each)**

Students spend 15 hours a week in a yearlong (nine-month) internship designed to meet their specific professional needs. Internships typically take place in a setting for children and families but may also include working with adults (e.g., college teaching or staff training) or special advocacy, research, or demonstration projects.

### **CHLD C450 and C451 Integrative Seminar I and II (2 credit hours each)**

Concurrent with the internship, students participate in a weekly supervision seminar (1.5 hours per week) that focuses on bridging theory and practice and developing appropriate plans and strategies for practice. Seminars also aim to help students reflect on their practice by considering problem-solving and decision-making strategies. Students also address issues of professionalism (including the development of leadership skills) and develop an understanding of group process.

## **Child development concentration courses**

### *Administration concentration*

#### **ADMN A408 Administration of Early Childhood Programs I: Leadership, Management and Community Relations (2 credit hours)**

This course focuses the organizational factors in administering and supervising programs for young children and their families. It examines key concepts and practices of leadership and management. It reviews components of educational programming, including planning and implementing a child-centered curriculum, promoting the inclusion of children and families with developmental differences and/or other special needs, and implementing assessment procedures. This course also provides an overview of personnel policies and best human resources practices. Ethical and legal considerations and practical implications are addressed throughout the course.

#### **ADMN A409 Administration of Early Childhood Programs II: Legal and Financial Aspects (2 credit hours)**

This course is designed to consider the legal and financial aspects of administering programs for young children and their families. This course explores the regulatory framework within which early childhood programs operate, including the distinctions among the government, nonprofit and for-profit sectors. It focuses on financial terms and concepts, including forecasting, budgeting, implementing, monitoring, and reporting revenue and expenses. The course considers both the data needed for strategic planning as well as processes for decision-making, including cost analysis. Ethical and legal considerations and practical implications are addressed throughout the course.

### *Infancy concentration*

#### **INF I492 Infant/Toddler Screening and Assessment (2 credit hours)**

*Prerequisite: 30 hours of hands-on, direct experiences with infants and toddlers or consent of Director of Infant Specialist Program.*

This course takes a relationship-based developmental approach to observation, screening, and assessment of children from birth through age three. Assessment is viewed as an integral part of the intervention process and as a collaboration between parents and providers. Students are trained to focus on underlying developmental processes as well as the appearance of individual milestones in cognitive, social/emotional, communication, and sensory and motor development. Students are guided in partnering with parents to assess the child's strengths and challenges to development, and to identify the family's priorities for services. Selected screening tools, standardized tests, and criterion-referenced instruments are reviewed. Students receive introductory training in one screening and one assessment tool, including administration, interpretation, referral, and recommendations for developmental intervention. The rationale and practices for screening, referral, and assessment in various infant/toddler settings (e.g., child care, Early Head Start, early intervention) are examined.

**INF I496 Emerging Developmental Differences  
(2 credit hours)**

This course is an examination of developmental and behavioral characteristics of infants and toddlers specifically when presented as veering off typical and expected trajectories. Differences will be examined in the context of developmental domains as well as behavioral characteristics typically seen in children in the first three years of life. Within each domain students will learn to identify developmental differences as well as to differentiate variations in developmental pace whether slower or more advanced in the context of overall development. This course will begin with an examination of prenatal variables with consideration as to how those variables inform newborn characteristics specifically focused on prematurity. Students will be exposed to the ways in which emerging developmental differences inform and interface various diagnoses. Interpersonal, social, cultural, and linguistic environments will be viewed as integral throughout the examination of developmental and behavioral characteristics of infants, toddlers and their families.

**INF I497 Prevention/Early Intervention Methods I  
(2 credit hours)**

This course examines the relationship-based philosophy, principles, strategies, and interventions that underlie effective early intervention and primary prevention services for infants and toddlers at risk of developmental delays or disabilities and their families.

Special focus is placed on the design and implementation of relationship-based, family-centered, child sensitive services; on the development of collaborative relationships between professionals and families to support the family; the parent-child relationship; and infant toddler development. Students are expected to become involved in the “parallel process” (“Do unto others as you would have others do unto others”) by applying these principles and practices in their class projects involving families and as part of class participation. Although the course blends theory and research with relationship-building strategies and reflective practice, the emphasis is on students applying what they are learning.

**INF I498 Prevention/Early Intervention Methods II  
(2 credit hours)**

Building upon a relationship-based philosophy, this course explores the principles, strategies, and interventions that underlie effective early intervention for infants and toddlers with or at risk for developmental delays or disabilities and their families. Students will examine current legislation, philosophy, policies, and practices associated with the early intervention system. Special attention will be given to family-centered practice, natural environments, transdisciplinary services, culturally appropriate services, and evidence-based practice. Intervention strategies for enhancing the development of infants and toddlers with disabilities and supporting child and family outcomes will be examined. Emphasis will be placed on skill-building activities and planning interventions.

**INF I499 Infant and Family Service Systems  
(1 credit hour)**

This course is an introduction to different professional service systems that focus their work on supporting infants, toddlers and families. Each course session will provide readings and information by a specialist from the field on a particular service system thus introducing participants to the scope of work and role of the infant specialist professional. Service systems covered will include home visiting and home based practice, center based child care and family home care, parenting groups and parent education, child birth support, foster care, early intervention Part C: working with infants and toddlers with disabilities, infants and toddlers in health care settings, infant mental health, adoption and international adoption, advocacy and professional development.



*Child life concentration*

**LIFE C440 and C441 Internship and Tutorial I and II (3 credit hours each)**

Students spend 15 hours a week in a yearlong (nine-month) child life internship designed to meet their specific professional needs. Internships typically take place in a setting for children and families but may also include working with adults (e.g., college teaching or staff training) or special advocacy, research, or demonstration projects. The accompanying biweekly tutorial brings a student together with his or her faculty advisor to integrate theory and practice, acquire self-knowledge, reflect on practice, develop appropriate approaches to working with or on behalf of children and families, and encourage professional development and identity.

**LIFE C470 Child Life in Health Care Settings: History, Theory, Research, Scope, Methods and Professional Issues (3 credit hours)**

*Note: Enrollment in this course requires 100 hours of hands on experience with children in a hospital setting and 100 hours of hands on experience with children in non-medical settings such as child care or after school programs.*

*Completion of a child life practicum is strongly encouraged. Students outside of the child life concentration wishing to register for this course must first seek permission of MSCD with child life concentration program director.*

This course will present an overview of the history, philosophy, theory, research, practice and professional issues of the field of Child Life. It will focus on the skills, knowledge and requirements necessary to be nationally certified as a Child Life Specialist. Participants will gain an understanding of the Official Documents of the Child Life Council (CLC/ACLP), will be introduced to the spectrum of child life practice, and will learn about the impact of illness and health care on children from birth through adolescence and their families. Research and evidence based practice will be included in presenting various approaches, such as preparation for surgeries and procedures, education about illness and treatment, and therapeutic activities such as play, used to meet the developmental and emotional needs of children within family-entered care. Professional issues including ethics, boundaries and inter-disciplinary teamwork will be explored.

**LIFE C471 Child Life: Methods, Advocacy, and Professional Issues (3 credit hours)**

*LIFE C470 is strongly recommended as a prerequisite for this course.*

*Note: 100 hours of hands on experience with children in a hospital setting and 100 hours of hands on experience with children in non-medical settings such as child care or after school programs, are needed to register for this course. Clinical sites are moving toward accepting as interns those who have completed a child life practicum. Students outside of the child life concentration wishing to register for this course must first seek approval from the professor.*

This course will explore theory, research and practice in the field of Child Life, including the skills, knowledge and requirements necessary to be nationally certified as a Child Life Specialist. Topics will include evidence-based practice, expressive activities and issue specific interventions, therapeutic use of humor and animals, and complimentary therapies. The needs of special populations including children with intellectual and developmental disabilities, the children of adult patients, patients with mental illness, and children who have been abused or experienced trauma will be examined. Professional issues including confidentiality, boundaries, ethics, and interdisciplinary teamwork will be explored. Students will examine issues in clinical practice, program administration and evaluation, and the political and economic challenges child life specialists face in today's healthcare environment.

**LIFE C472 Ethics in the Pediatric Health Care Setting (0.5 credit hours)**

This course will examine the CLC Code of Professional Practice and Ethical Responsibility and explore more deeply the principles and challenges of ethics of this field. A variety of scenarios will be used to further understand the range of issues and situations that may arise and how to assess, process and amend relationships and situations that may interfere with professional integrity and responsibilities to oneself, children and families, and/or colleagues in the pediatric setting.

**LIFE C473 Therapeutic Play in Pediatric Health Care Settings (1 credit hour)**

This course will review play and its many functions in the hospital setting such as recreational play (to facilitate normalization), developmentally supportive play, and procedural and medical play (to support procedures and establish control). It will focus in particular on therapeutic play and its role in facilitating the expression of emotions, alleviation of stress, increase of coping skills, and mastery of the healthcare experience. Participants will explore what they can learn from observing play, how it can inform their assessment and interventions, and they will learn about different formats of therapeutic play.

**LIFE C474 Medical Terminology (0.5 credit hours)**

This course will familiarize participants with medical terminology used in pediatric health care settings. Emphasis will be placed on pronunciation and understanding terminology that may arise in explaining medical procedures and information about a new diagnosis to children and their families. Participants will also be familiarized with resources to draw upon for new terminology they may encounter as their practice advances or becomes more specialized.

**LIFE C475 Grief and Loss in Children and Families (1 credit hour)**

This course will focus on children and their families' experience of grief and loss from a developmental and cultural perspective. It will explore the ways children and families grieve and cope with loss and present strategies that may provide support and foster coping. It will help participants better understand how children's perceptions and behavior in regard to grief and loss might be misunderstood, unacknowledged or overlooked by family members and other adults. It will also explore ways of supporting families including siblings in their grief and/or loss in relation to a child.

**Early childhood education and teacher licensure courses**

**EDUC T404 Teaching and Learning in Diverse and Inclusive Settings: Science and Social Studies (2 credit hours)**

This course examines the content and methods of teaching social studies and the sciences to young children from diverse family, linguistic and cultural backgrounds in kindergarten through grade three. The course explores the big ideas and process of inquiry in each domain; processes by which children learn; and methods for guiding children in conceptualizing the social and scientific world they inhabit. The primary foci of the course include:

1. Understanding the big ideas and inquiry processes in social studies and the sciences, and connections between the domains that teachers can utilize to bridge children's theories with new knowledge;
2. Creating learning environments that are
  - a. child-centered: helping children make connections between prior knowledge and current learning tasks;
  - b. knowledge-centered: providing an understanding of concepts in each discipline and the connections between the disciplines; i.e., providing a cognitive road map to help students understand the big ideas and inquiry processes in social studies and science;
  - c. assessment-centered: articulating learning goals and using systematic ongoing observation and documentation of children's progress toward meeting goals;
  - d. learning-centered: providing a broad range of learning resources and organizational formats to support children's leaning including hands-on materials and technology resources used in large group, small group, pair shares, individual work, and open-ended play, experimentation, and exploration activities;
  - e. community-centered: establishing norms of respect, collaboration, and perseverance toward goals.
3. Methods of curriculum development, pedagogy, and assessment for the social sciences and sciences that help teacher candidates structure learning activities where children learn to think, discuss, and inquire about topics in the disciplines. Candidates will develop learning opportunities that explicitly address the needs of children from diverse backgrounds including those with special needs and for whom English is a second language.

**EDUC T405 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing (2 credit hours)**

This course prepares teacher candidates to guide young children from diverse family and cultural backgrounds in learning to read and write. Teacher candidates learn to recognize and describe developmental stages in learning to read and write for 4- to 8-year-olds, describe and identify different factors that influence the learning process, and design curricula for reading and writing that meet the Illinois Learning Outcomes and Illinois Early Childhood Education Standards. Teacher candidates develop a framework for building a classroom library of fiction and nonfiction reading materials that reflect the literary traditions and points of view of a diverse multicultural society. Methods of teaching reading and writing use this broad base of literature to facilitate the integration of reading and writing with mathematics, science, social studies, and the arts.

**EDUC T406 Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2 credit hours)**

This course examines the content and methods of teaching mathematics to young children from diverse family, linguistic and cultural backgrounds in kindergarten through grade three. The course prepares teacher candidates to use their knowledge of mathematics to develop children's ability to approach and solve problems in the various areas of mathematical thinking including number concept, geometry, probability, and measurement. Simultaneously the course furthers the language as well as the conceptual understanding skills of all children, including English language learners and individuals with special needs. Teacher candidates design and present lesson plans, develop curriculum plans, and use formal and informal strategies to assess children's thinking processes as well as their skills and knowledge. The pedagogical approaches studied respect mistakes and misunderstandings as learning opportunities for everyone.

**EDUC T408 Foundations of American Schooling and Bilingual Education (3 credit hours)**

This course explores the historical, political, and legal foundations of early childhood and early elementary public education in U.S. schools, including the foundations of bilingual, English as a Second Language (ESL), and special education programs. Students also study the sociocultural, pedagogical, linguistic, and political issues underlying current models of education for English speaking and non-English speaking children, as well as models for bilingual and ESL instruction.

**EDUC T412 Preschool Curricular Approaches in Diverse and Inclusive Settings (2 credit hours)**

This course examines the history of and current research base for quality education programs for preschool and kindergarten children of diverse cultures, languages, and economic and developmental backgrounds. The course explores how teachers of three- to five-year-old children can promote the development of knowledge and skills of thinking and symbolic representation in literacy, mathematics, science, social studies, physical growth, and the fine arts. Simultaneously, the course furthers the language as well as conceptual thinking of all children, including ELLs and bilingual children. The course examines the dynamics of teachers and children in a variety of teaching and learning philosophies. The course prepares future teachers to promote the intellectual potential of children from English speaking homes as well as ELLs and bilingual children. Teacher candidates learn to use a range of strategies for three- to five-year-olds within a variety of learning activities such as dramatic play, group problem-solving, observation, direct instruction, and Socratic discussions.

**EDUC T414 Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (Prerequisite, 2 credit hours)**

Teacher candidates examine a network of key concepts in the disciplines of the sciences, mathematics, humanities, and social sciences. This course provides a framework for understanding the concepts, habits of mind, and skills characteristic of professionals in each of the disciplines. The goal of the course is to prepare teachers to 1) recognize important “big ideas” in the disciplines, 2) become effective in facilitating children’s emerging understandings and skills in the various domains of thinking as these understandings are cultivated in classroom life, and 3) design learning experiences that are responsive to the learning needs of children from diverse cultural and language backgrounds as well as representing a range of special needs.

This course models the dynamics of a diverse and inclusive learning community using a mixture of presentation of ideas, concepts, and skills followed by discussion, activities, hands-on investigations, and demonstrations of games, materials, and technology supports for children’s learning: normally developing, special needs, and English language learners.

**EDUC T432 Advanced Methods of Teaching and Learning across the Pre-K to Grade 3 Curriculum (3 credit hours)**

This course is designed to help students further their understanding of effective curricula and pedagogical methods in the content areas across the pre-K to grade 3 continuum. Students critically examine the philosophical underpinnings of their own practice and use their understanding of children’s diverse abilities, interests, and cultural and linguistic backgrounds to develop challenging and meaningful curriculum projects based on the big ideas of the disciplines. Students acquire strategies to assume leadership roles in their school communities in order to impact the overall quality of instruction and to create a coherent and consistent learning context for children in pre-K to third grade classrooms.

**EDUC T438 Children with Special Needs and Diverse Abilities (2 credit hours)**

This course is designed for general education classroom teacher candidates to provide an overview of the growth and development of children with special needs and diverse abilities, with a special focus on those children classified as having learning disabilities. Candidates study characteristics of various disabilities and find out where to go for more in-depth information on specific types of special needs and related support services. Teacher candidates consider the implications of various special needs and diverse abilities in both self-contained and inclusive settings, and in society more broadly. The course covers referral, assessment, specific teaching methods including assistive technologies and alternative communication systems, collaboration among professionals, and partnership with families. Teacher candidates study diverse cultural perspectives on special needs and the place of multicultural responsiveness in the development of Individual Family Service Plans (IFSP’s), Individual Education Plans (IEP’s), and inclusive classrooms. The course also details pertinent legislation affecting the education of children with special needs and diverse abilities.

**EDUC T461 Assessment for Classroom Teachers (2 credit hours)**

This course examines the construct and practice of assessment for teaching in preschool to third grade classrooms. The course considers the critical issues related to assessment and accountability in schools, focusing on why assessment is necessary, who the various assessment audiences are, what kind of assessment information is useful for each, and the time frame appropriate for such assessment information. Students study a variety of assessment methods currently used to evaluate teaching and learning in classrooms. They also discuss ways to communicate formative information about student progress to families; collaborate with colleagues to use assessment results to modify grade-level curricula for children with diverse abilities; and advocate for culturally, linguistically, and developmentally-appropriate forms of assessment.

**EDUC T446 and T447 Internship, Student Teaching, and Tutorial I and II (3 credit hours each semester)**

Teacher candidates spend a total of 550 hours in a preschool, kindergarten, and/or primary classroom mastering the practice competencies of professional teaching under the supervision of a mentoring teacher. Student teaching includes 10 consecutive weeks of full-time participation in the responsibilities of teaching in an early childhood classroom. The tutorial, a biweekly meeting between the teacher candidate and faculty advisor, is a bridge between academic courses and student teaching experiences. Goals for the tutorial include: integration of theory with practice, refining methods of teaching, deepening one's understanding of how to work effectively with children and families from diverse backgrounds, reflecting on all aspects of professional teaching practice, and developing further goals for professional development.

**EDUC T456 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings I (2 credit hours)**

This course is the first part of a year long seminar designed to accompany teacher candidates' clinical experience and student teaching. In this seminar, teacher candidates 1) reflect on and further develop instructional techniques across the curriculum in preparation for student teaching; 2) develop a philosophy for and skills in classroom management; and 3) monitor emerging skills and understanding of each of the IL Early Childhood content standards and their expression in the Erikson's practice competencies. In this seminar, teacher candidates pay close attention to the dynamics that shape group life and transform it into a community that nurtures and includes all individuals, with particular attention to the needs of English Language Learners, bilingual children, and special needs children.

**EDUC T457 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II (2 credit hours)**

This course is the second part of a yearlong seminar designed to accompany teacher candidates' clinical experience and student teaching in a kindergarten or

primary classroom. In this seminar, teacher candidates 1) complete all requirements of student teaching; 2) develop a philosophy for and skills in classroom management that are responsive to children from diverse backgrounds; and 3) further develop effective methods and instructional techniques for all curriculum areas as they participate in student teaching. Seminar (and tutorial) sessions support teacher candidates with integrating theory and practice, refining methods of teaching, deepening their understanding of how to work effectively with children and families from diverse backgrounds, reflecting on all aspects of professional teaching practice, and developing further goals for professional development.

**EDUC T466 and T467 Proseminar for Teacher Candidates I and II (0 credit hours)**

This seminar provides a forum for teacher candidates to 1) begin their study of the Illinois Early Childhood Standards, Erikson Institute's Conceptual Framework for Teacher Education, and 2) to discuss clinical experiences being carried out within the context of their academic courses. Candidates discuss observations of and interactions with children, parents, teachers, and staff at the various sites. The faculty advisor guides discussion of clinical experiences and the many layers of diversity at work in any child care setting. Teacher candidates learn to see the complexity of factors at work in the interactions among participants in a classroom or program, and between the school or program and contemporary American society.

The seminar is designed to give candidates a heightened awareness of the critical questions about human development, teaching and learning, educational philosophy, and school organization and governance that are shaped by educators, parents and community members, as well as tax-paying citizens and voters. The seminar leader guides teacher candidates' reflection on experiences and development of professional skills toward mastery of the ten outcomes detailed in Erikson Institute's Conceptual Framework for the Teacher Education Program.

**EDUC T470, T471 and T472 Integrative Seminar: Leadership in Early Childhood Education I, II and III (2 credit hours each semester)**

This small group seminar creates a community of practice that helps students to examine their teaching and learning, integrate theory and practice, refine methods of teaching, deepen their understanding of how to work effectively with children and families from diverse backgrounds, reflect on all aspects of professional teaching practice, and develop leadership skills.

**EDUC T480 and T481 Integrative Seminar: Directed Action Research in Diverse Early Education Settings I and II (2 credit hours each semester)**

Educational programs serving diverse young children demand practitioners who are capable of reflecting about the application of theory to practice, and engage in the critical examination of a variety of issues pertaining to working with these students and their families. Participants in this two semester course generate questions about their practice that lead to an action research intrinsically connected to issues of quality in teaching and learning within diverse early childhood and primary settings. The course supports students as they generate questions about their practice, gather data in response to the question, and utilize this data to support in-depth individual and collective reflection about their professional work.

NOTE: All course requirements for each semester of T480 and T481 must be completed inside of the 15-week semester course structure. Time and coaching are provided for each step in the action research process. Erikson Institute's incomplete policy does not apply to these courses as students are not able to take an incomplete in the final year of the program. If a student is not able to complete requirements within the 15-week semester, they will have to retake T480 or T481 Integrative Seminar when it is offered next with a relevant faculty instructor.

*Bilingual/English as a second language concentration and certificate program*

**BESL B402 Language Development in New Language Learners (3 credit hours)**

This course develops students' understanding of language development in the first eight years of life and the principles that govern the process. The language learning process is studied as an integral part of both the development of thinking and the child's sense of self. The purpose of the course is also to provide a framework for considering how language development in bilingual individuals is different from that of monolinguals. This course is designed to assist educators in understanding how the multiple realities of bilingualism interact with the educational context and therefore may influence the academic performance of bilingual students. Students learn how the various contexts both inside and outside of a child's home interact with factors such as age, sex, race, social class, and cultural experiences to influence language competence and performance. Students examine the role of adults, peers, and siblings in fostering language development, and learn how group experiences in early childhood programs can be arranged to maximize language development in new language learners.

**BESL B404 Assessment of New Language Learners (2 credit hours)**

This course will present a developmental approach to formal and informal observation and assessment procedures appropriate for young children from 3- to 8-years-of-age. The course will especially focus on the issues in assessment in working with culturally and linguistically diverse children. The course will explore assessment issues as they relate to appropriate instructional practices, evaluation of language and academic progress, and communicating with families regarding young children's development. Students will become familiar with a variety of assessment techniques, tests, procedures, and screening instruments.

### **BESL B405 Emergent Literacy with New Language Learners (3 credit hours)**

This methods course is designed to help students examine the definition of what it means to read and write; recognize and describe developmental stages in learning to read and write; describe and identify different factors that influence learning to read and write; and design and implement an emergent curriculum in a culturally and linguistically diverse early childhood classroom. The course will focus on the role of parents and teachers in promoting literacy development in early childhood classrooms, the relationship between oral and written language, and the role of high quality multicultural literature and story telling in emergent literacy.

### **BESL B406 Methods and Materials for Teaching New Language Learners I (2 credit hours)**

The widespread presence of language minority students in American schools posits a variety of challenges for all involved in their education. Classroom teachers in particular face the daily practical demands imposed by curricula and learning standards on one hand, and a student population whose linguistic, economic, ethnic, and cultural diversity warrants instruction that is complex and dynamic, on the other. In consequence, today's teachers must gain knowledge about instructional strategies proven effective to teach language minority students, and be prepared to examine the implications of language and culture for the selection of materials and pedagogy.

This course will allow in-service teachers currently working with language minority students to consider the theoretical underpinnings and pedagogical rationale for a variety of teaching methods used to support successful learning for young English learners, and to incorporate them into the practice of their own early childhood classroom.

### **BESL B407 Methods and Materials for Teaching New Language Learners II: Reflective Practice (2 credit hours)**

This yearlong reflective practice seminar will give teachers the opportunity to examine their ongoing classroom practice during the course of a school year. Students engage in a systematic examination of their frameworks of knowledge; the relationship between students, content, and subject

matters; the interconnections of culture, language, and home-school relationships; and themselves as teachers. This reflective process is conducted in a collaborative and interactive manner that focuses on actual practice and allows for the interplay of inquiry and experience. The seminar will meet twice a month in a small group format that fosters open discussion and the examination of issues.

NOTE: All course requirements for each semester of B407 must be completed inside of the 15-week semester course structure. Time and coaching are provided for each step in the action research process. Erikson Institute's incomplete policy does not apply to these courses as students are not able to take an incomplete in the final year of the program. If a student is not able to complete requirements within the 15-week semester, they will have to retake B407 Methods and Materials when it is offered next with a relevant faculty instructor.

### **BESL B416 Methods and Materials for Teaching New Language Learners (2 credit hours)**

English Learners (ELs) are a significant presence in many U.S. schools, and data indicate that more than half of public school teachers across the nation have students in their classrooms whose first language is other than English. The widespread presence of ELs in American schools creates a variety of challenges for all involved in their education. Classroom teachers must juggle the demands imposed by curricula and learning standards on the one hand, and a student population whose linguistic and cultural diversity warrants instruction that is complex and dynamic, on the other. This course prepares early childhood BL/ESL teacher candidates to work with English learners in all content areas of the curriculum. Teacher candidates learn methods of teaching proven effective in teaching ELs, and learn how to consider home language and cultural backgrounds of children as well as their emerging English language skills in selecting materials and making pedagogical decisions in planning and teaching. Upon completing the course, teacher candidates are knowledgeable about the theoretical underpinnings and pedagogical rationale for a variety of teaching strategies widely used in early childhood classrooms, and how they can be utilized to support successful learning for young English Learners.

**BESL T409 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing for Bilingual and English Language Learners (3 credit hours)**

This course prepares teacher candidates to guide young children from diverse family, culture and language backgrounds in learning to read and write. Teacher candidates learn to recognize and describe developmental stages in learning to read and write for 4- to 8-year-olds in their home language and English as a second language. Teacher candidates will become proficient in describing and identifying different factors that influence the learning process, and designing curricula for reading and writing that meet the Illinois Learning Outcomes and Illinois Early Childhood Education Standards. Teacher candidates develop a framework for building a classroom library of fiction and nonfiction reading materials that reflect the literary traditions and points of view of a diverse multicultural society. Methods of teaching reading and writing use this broad base of literature to facilitate the integration of reading and writing with mathematics, science, social studies, and the arts.

**EDUC T462 Assessment of New Language Learners (3 credit hours)**

This course examines the construct and practice of assessment for classroom teachers of pre-k to third grade children from culturally and linguistically diverse backgrounds. The primary foci of the course are 1) examining critical issues regarding assessment and accountability in schools serving culturally and linguistically diverse students, 2) studying the challenges and promises in using assessment results to improve classroom teaching of English Language Learners; and 3) implementing a variety of assessment methods currently used to evaluate teaching and learning in classrooms, including assessment of English language skills, and assessing academic learning across the full range of curriculum content areas. Teacher candidates learn principles of assessment to shape meaningful and effective learning for their students, and learn how to conduct developmental screening, evaluate classroom quality, and implement performance-based assessments. Teacher candidates learn how to communicate assessment results to school personnel as well as to parents and families regarding their young children's development and school learning.

**BESL B446 and B447 Internship, Student Teaching and Tutorial I and II: Bilingual/ESL (3 credit hours each semester)**

Teacher candidates spend a total of 550 hours in a preschool, kindergarten, and/or primary classroom with children who are bilingual, or for whom English is a second language. They master the practice competencies of professional teaching under the supervision of a mentoring teacher who is licensed to work with linguistically diverse children. Student teaching includes 10 consecutive weeks of full-time participation in the responsibilities of teaching in an early childhood classroom. The tutorial, a biweekly meeting between the teacher candidate and faculty advisor, is a bridge between academic courses and student teaching experiences. Goals for the tutorial include: integration of theory with practice, refining methods of teaching for children growing up with more than one language, deepening one's understanding of how to work effectively with children and families from diverse cultural and language backgrounds, reflecting on all aspects of professional teaching practice, and developing further goals for professional development.

**BESL B470, B471 and B472 Integrative Seminar: Leadership in Early Childhood Education I, II and III (2 credit hours each semester)**

This small group seminar creates a community of practice that helps students to examine their teaching and learning, integrate theory and practice, refine methods of teaching, deepen their understanding of how to work effectively with children and families from diverse backgrounds, reflect on all aspects of professional teaching practice, and develop leadership skills.



### *Early childhood special education concentration*

#### **SPED S410 Curricular and Instructional Methods in Early Childhood Special Education (2 credit hours)**

This course examines instructional and curricular methods of promoting social, emotional, cognitive, adaptive, and motor development for young children (birth through age five) that have or are at risk for developmental delay or disability. Emphasis will be on the design and implementation of curricula and instruction that meets the needs of diverse learners utilizing Universal Design for Learning (UDL) and Differentiated Instruction as instructional frameworks. Students will use their understanding of typical and atypical development across domains to develop, modify, and evaluate lesson plans, instructional strategies, and formative assessments. Students will integrate theories of child development and various methods of instruction (including naturalistic, embedded, incidental, direct, and multi-tiered) to create curricula that support students with special needs in various settings such as home, school and the community. Attention will be paid to current theories of ethical teaching practices in early childhood special education settings.

#### **SPED S411 Family and Professional Collaboration in Early Childhood Special Education (2 credit hours)**

This course examines the impact of disability on families who have young children (birth through age five) with special needs. It also explores the interdependent influence of family, culture, and community on the development and education of young children with disabilities. Areas of study include Family Systems theory, family-centered practice, family-professional partnerships, professional collaboration and teaming, and family-community engagement. Specifically, students will explore historical and cultural perspectives on families of young children with disabilities, legal and philosophical foundations for family participation in the education of young children with disabilities, and conceptualizations of family-centered practice. Elements of effective family-professional partnerships are examined as well as social, cultural, linguistic, and economic considerations for family-professional partnerships. Models and strategies for collaborating with families and other

professionals, including paraprofessionals, particularly as they relate to family-centered practice, Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP), family-community engagement, child and family outcomes are emphasized.

#### **SPED S412 Assessment of Children with Special Needs and Diverse Abilities (2 credit hours)**

This course provides students with a basic understanding of assessment of young children who have or are at risk for developmental delays or disabilities from birth through age five. Students will become familiar with formal and informal methods and instruments for assessing young children's social, emotional, cognitive, communication, and motor skills in a range of contexts including home, school, and community learning environments. Students will develop an understanding of the importance of family concerns, priorities, and resources in assessing young children. Students will identify methods for conducting formative and summative individual assessment as well as program evaluation. Culturally responsive approaches to involving the family with the assessment process will be addressed.

#### **SPED S413 Change to Language and Communication Delays and Disabilities (2 credit hours)**

This course will focus on typical and atypical communication and language development in children from birth through age five with or at risk for disabilities. Topics will include early language development, origins and characteristics of atypical language development, and the relationship between communication/language delays and early learning and development across domains. Specific language disabilities and atypical language development related to disabilities such as autism and Down syndrome will also be discussed. Students will explore methods of identifying and addressing communication and language delays through total communication including assistive technology and alternative communication systems. The role of families and importance of family-professional partnerships in enhancing language development will be emphasized.

## Online early childhood education courses

### Core courses

For descriptions of core courses not listed here, see the “Master’s degree child development core courses” section on pages 28 and 29.

### **EDUC T415 Inquiry Based Learning (3 credit hours)**

Teacher candidates examine a network of key concepts in the disciplines of the sciences, mathematics, humanities, and social sciences. This course provides a framework for understanding the concepts, habits of mind, and skills characteristic of professionals in each of the disciplines. The goal of the course is to prepare teachers to 1) recognize important “big ideas” in the disciplines, 2) become effective in facilitating children’s emerging understandings and skills in the various domains of thinking as these understandings are cultivated in classroom life, and 3) design learning experiences that are responsive to the learning needs of children from diverse cultural and language backgrounds as well as representing a range of special needs.

This course models the dynamics of a diverse and inclusive learning community using a mixture of presentation of ideas, concepts, and skills followed by discussion, activities, hands-on investigations, and demonstrations of games, materials, and technology supports for children’s learning: normally developing, special needs, and English language learners.

### *Early childhood language and literacy concentration reading and writing concentration*

### **LAL T485 Preschool through Kindergarten: Learning to Read and Write (3 credit hours)**

This course examines the current research base for quality preschool and kindergarten programs and practices focused on oral language and literacy development for children from diverse cultures, languages, economic and developmental backgrounds. The course explores the origins of reading and writing in symbolic representational abilities of the young child that first emerge in learning to talk and participate in conversations, drawing, and pretend play. The course explores these roots to literacy and how the development of oral language along with the imagination and emersion in a literary early childhood environment prepares young

children for the full potential of becoming avid readers and writers as they move into the primary grades.

Readings and discussion examine and critique a range of philosophies of education for how they meet the language and literacy goals of diverse children. The course prepares future teachers to promote the intellectual potential of children from English speaking homes as well as English learners and bilingual children. Early childhood educators learn to use a range of strategies for engaging preschool and kindergarten children within multidisciplinary learning activities such as dramatic play, group projects guided by inquiry, observation, problem-solving, and Socratic discussions. How children acquire basic skills for reading and writing inside of rich and meaningful basic activities is explored in depth. Early childhood educators study short and long-term curriculum plans that provide pathways to achieving IL Early Learning and Development Standards.

### **LAL T486 Kindergarten through 3rd Grade: Learning to Read and Write (3 credit hours)**

This course prepares early childhood educators to guide young children from diverse family and cultural backgrounds in learning to read and write in school settings. The perspective taken is that of balanced literacy which refers to planning for instructional practices with young children that attend to:

- Reading *and* writing
- Listening *and* speaking
- Teacher lead *and* child initiated activities and discussion
- Skill learning *while engaged in* high level thinking
- Whole group *and* small group instruction with individual conferring and conversation
- Rigor *and* challenge with visible motivation and engagement by children across learning formats
- Building home *and* school partnerships.

Educators become proficient in recognizing and describing developmental stages in learning to read and write for 5- to 8-year-olds, identifying different factors that influence the learning process, and designing curricula for reading and writing that meet the Common Core State Standards.

Early childhood educators develop a framework for building a classroom library of literature: fiction and non-fiction that reflects the literary traditions and points of view of a diverse multicultural society. They gain increasing skill in methods of teaching reading and writing through a balanced

literacy framework that use this broad base of literature to facilitate the integration of reading and writing with young children's learning in literature studies, mathematics, science, social studies, and the arts.

**EDUC T487 Assessment in Learning Settings  
(3 credit hours)**

This course examines the construct and practice of assessment for early childhood education. The course considers the critical issues related to assessment and accountability in formal and informal learning settings, focusing on why assessment is necessary, who the various assessment audiences are, what kind of assessment information is useful for each, and the time frame appropriate for such assessment information. Students study a variety of assessment methods currently used to evaluate learning and teaching. They also discuss ways to communicate formative information about student progress to families; collaborate with colleagues to use assessment results to modify grade-level curricula for children with diverse abilities; and advocate for culturally, linguistically, and developmentally-appropriate forms of assessment.

*Leadership and advocacy concentration*

**ADMN A410 Early Childhood Policy and Advocacy  
(3 credit hours)**

Public policy sets the parameters for every aspect of the early childhood system, yet practitioners primarily engage policy at the level of implementation and compliance. Furthermore, there are limited opportunities for early childhood leaders to access policy tables, inform decision-making, and influence policy levers. This course is designed to enrich the perspective and enhance the capacity of diverse child advocates who want to ensure early childhood policy leads to improved quality, and increased access and equity for young children and their families. The course will introduce practitioners to the early childhood system, tools for assessing public policy levers, and practical applications for influencing early childhood policy from the ground-up through a thoughtful balance between theory and practice. Special attention will be given to navigating systems and cultivating a critical lens with respect to racial equity.

*Early childhood STEM concentration*

**STEM T488 Early Learning and Technology  
(3 credit hours)**

This course provides students with a structured framework for understanding technology in early childhood and decision-making about technology and digital media to enhance learning for young children. The course focuses on what we know about child development and early learning with research and practice about the appropriate and intentional use of technology and digital media for young children. Students will examine current research; explore issues of access and equity; analyze programs and approaches; evaluate technology tools; gain insights about using technology to strengthen home-school-community connections; and design integrated play and learning experiences with technology integration in the STEM disciplines. Students will also gain confidence and competence in using technology themselves.

**STEM T489 Mathematical Thinking and Learning:  
Focus on Ages 3-6 (3 credit hours)**

This course examines the development of mathematical thinking in children ages 3 through 6 years old and the role adults play in promoting and supporting constructive math learning experiences for young children. The course explores key mathematical concepts that children construct during this period and the processes by which children build understanding. Because interactions at home and school play a critical role in supporting children's learning, the course will also explore the role of everyday experiences, objects, language development, and communication in promoting positive math learning experiences for all children.

**STEM T490 Mathematical Thinking and Learning:  
Focus on Ages 6-9 (3 credit hours)**

This course examines the development of mathematical thinking in children ages 6 through 9 years old and the role adults play in promoting constructive math learning experiences for children at this time in their lives. The course explores key mathematical concepts that children construct during this period; the processes and tools they use to build understanding; and ways for adults to listen and respond to student thinking. The course examines methods for teaching math that include visual and linguistic supports, and make

connections between home and school experiences, with some focus on instructional materials, technology, standards, and assessment.

### **STEM T491 Bringing Science into the Young Child's World (3 credit hours)**

This course examines the content and methods of teaching science to young children in pre-kindergarten through grade three from diverse family, linguistic, cultural, and economic backgrounds. The course explores the relationship of scientific knowledge to other subject areas and to life applications. Students will examine foundational ideas in early science learning; inquiry processes involved in scientific reasoning; methods for guiding children's natural curiosity and need to make sense of the world they inhabit; and the role of the adults and peers in fostering children's understanding of the natural and man-made world around them.

### **STEM T492 Engineering in Early Childhood (3 credit hours)**

This course focuses on the process of young children's understanding of the designed world through an engineering lens. Children in pre-kindergarten through grade three are the age period covered in the course. Students will learn about the nature, the processes, and the methods of engineering work in early years of life, including engineering principles and design process, the importance of knowing materials and their properties, and role of failure in engineering design. The course emphasizes promoting engineering practices and habits of mind development in the early years, using children's constructive and dramatic play as contexts for engineering, and integrating the engineering design with other STEM disciplines.

#### *Social and emotional learning concentration*

### **SEL T493 Social and Emotional Learning Foundations I: Programs and Approaches (3 credit hours)**

This course introduces students to the concept and field of social and emotional learning (SEL) in general and also specializes in the early childhood periods of PreK-3. The course has three parts. First, we define SEL and introduce the field at large. How and why did it get started? How is SEL different from various similar concepts and efforts that have come before it? What societal imperatives and challenges

are SEL programs and research responding to? Next, an introduction to flagship SEL competencies at the various levels of "audience" or targets for SEL efforts is provided: children, teachers, schools/settings, and systems. The last third of the course dives more deeply into specific initiatives and programs that have been employed in at least part of the PreK-3 range (e.g., emotion training, teacher responsiveness, mindfulness and yoga, character development, civic engagement, etc.), including their aims and what the existing research says about their success and promise.

### **SEL T494 Social and Emotional Learning Foundations 2: Family, Community, and Policy (3 credit hours)**

This course explores the role of family and community engagement (FCE) in social and emotional learning (SEL). Although SEL is more typically thought of as something that happens in classrooms and schools, these ideas and practices are applicable to the important relationships between parents, teachers, and other professionals that span the home-school boundary. Students will develop a critical understanding of FCE concepts, their research base, and practices; recognize the policy environment in which FCE practices exist; reflect on underlying assumptions in common approaches to FCE; consider the role of culturally responsive school climate and "culture" in relation to both FCE and SEL; and articulate a professional rationale for FCE that integrates SEL.

### **SEL T495 Neuroscience Basis of Social and Emotional Learning (3 credit hours)**

Recent discoveries in the field of neuroscience are at the heart of social and emotional learning (SEL). We now know: there is no division between "heart" and mind, or between the emotional and cognitive functions of the brain. There is no learning without emotional safety and meaningful human connection. Therefore, the most knowledgeable and skilled SEL practitioners must possess a basic understanding of the brain and body, and recent discoveries regarding them. Such an understanding will have at least two results: 1) concretizing the importance of SEL with science including a tangible, sculptable human physiology and; 2) increasing empathy for students by learning why their often seemingly irrational behaviors are actually quite rational given the neurochemical messages and survival mechanisms underlying them. This course is designed to help students gain the foundational understanding of the neuroscience basis of social and emotional learning.

**SEL T496 Inclusive and Trauma-Informed Behavior Guidance (3 credit hours)**

Although social and emotional learning (SEL) and behavior management are not the same thing, the two domains overlap in both perception and reality. Classrooms with positive climates are not disruption-free. There is often confusion about the differences between SEL and “classroom management,” and a lack of clarity around what outcomes are being targeted in various programs and approaches. This course unites the concepts of SEL and behavior guidance, helping students to understand how the “how-to” of responding to behavior challenges can indeed be consistent with a proactive, universal, and democratic approach to SEL. The course is equally balanced across theory, research, and practical application of behavior guidance strategies. Case studies and/or students’ own work will be used to address the issues.

**SEL T497 Embedded Social and Emotional Learning: Play, Peers, & Projects (3 credit hours)**

Social and emotional learning (SEL) is far wider and deeper than just programs and curricula. The skills and opportunities that children need to manifest wellbeing, resilience, and engaged participation in their world should be embedded in seamless ways in learning settings. This course is aimed at enhancing students’ knowledge, practice, and reflection around some of the philosophies and approaches used in early education that are most associated with nurturance within the social and emotional realms. This means both “dedicated time” to social-emotional pursuits (e.g., morning meeting, peace circles, recess), as well as SEL-relevant methods and outcomes typically associated with academic learning (e.g., using collaborative projects to explore topics, exploring the emotional lives of characters in books).

*Integrative seminar*

**INTS T499 Integrative Capstone Seminar (0 credit hours)**

The Integrative Seminar is designed to demonstrate your knowledge, expertise and skills gained throughout the coursework in a single capstone project of your choice, subject to the instructor’s approval and under the additional guidance of outside mentors. The completed capstone

project should bring together your role as a leader in the field of early childhood education, your advocacy for young children, your child development expertise, and your field based experiences in early childhood settings. The capstone necessitates multiple drafts of your project that are subjected to heightened peer review and regular feedback from your course instructors, academic advisor and your mentors.

The course provides a process and structure for the faculty to be able to ensure that all graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum of their degree and can apply that knowledge in early childhood work. The products of this seminar will be tangible evidence of a degree candidate’s qualifications and expertise.

The capstone project will enable students to demonstrate their 1) knowledge of theory, research, and practice in early childhood education 2) oral communication skills 3) written communication skills and 4) critical thinking skills. The capstone culminates with a demo day celebration where students present their capstone projects to their peers, professors and mentors.

*Online orientation course*

**Learning with EriksonOnline (0 credit hours)**

The Learning with EriksonOnline orientation course allows you to experience how content is delivered in the EriksonOnline system and provides additional guidelines for online participation. This will allow you to make sure your technology is updated and in working order before your courses begin. You will also participate in a series of activities that will utilize presentations, videos, discussion forums and quizzes. These activities will help you become familiar with the required tools, test your knowledge of the site, and provide you with tips and expectations for online learning at Erikson Institute. Once you complete all of the activities, you will be notified of completion. **If you do not complete the orientation, you will not have access beyond the first week of your course.**

## Academic writing program courses

### **W005 Academic Writing Preparation (0 credit hours)**

This four-week course, offered free of charge, is an orientation to the process of graduate-level academic writing. Students in this course will learn how to read for an assignment, organize a paper, and integrate course materials in a written, academic format. Students will also learn where and how to look for help on assignments. The goal of this course is to help students prepare for the demands of a graduate program by developing and/or augmenting reading and writing skills and strategies for time management. Students can register for this course as either an online or on-campus class. It is open to all students.

### **W006 Writing Tutorial I (0 credit hours)**

Erikson students are expected to be proficient writers, and this course is designed to help them with this process. Interested students may be assigned a weekly writing tutorial, typically consisting of one or two students and a tutor. Writing tutors are Erikson alumni with first-hand knowledge of the Erikson curriculum and they support students in mastering academic writing. Students are required to attend tutoring sessions and to meet deadlines negotiated between tutor and student as necessary for timely submission of course papers.

### **W007 Writing Tutorial II (0 credit hours)**

The course is similar to Writing Tutorial I. Students who have been experiencing particular difficulty with written assignments during the first semester may be offered tutoring support at this point. (Students who have been in tutoring during the first semester may be ready to work more interdependently going forward.)

### **W008 Course-Specific Group Study Sessions (0 credit hours)**

Each semester, the Academic Success Center facilitates group study sessions that focus on the content of core child development courses. These tutor-led sessions provide an opportunity for students and their peers to support each other in their program of study. Core courses include Social and Emotional Development I and II: Cognitive Development, Language Development, and Family and Culture. Group study sessions are open to all students.

### **W009 Comps Prep Group Study Sessions (0 credit hours)**

Several times a year, the Academic Success Center facilitates group study sessions that focus on preparation for the Comprehensive Exam. These tutor-led sessions, which are offered during the spring and summer terms, provide an opportunity for students to support each other as they review course content, create outlines, and organize key concepts and theories that are important to include in answers to exam questions. Group study sessions are held on campus, and an online version is also offered. Group study sessions are open to all students.

# Graduate certificate programs

Graduate certificate programs are courses of study designed to update your skills or prepare you to enter a specialized field of early childhood, such as infant studies, bilingual education, or English as a Second Language education. Some students who are not sure if they are ready to embark on a master's program—those who have been out of school for a long time, for example, or who have many other commitments—appreciate the shorter duration and narrower focus of a certificate program. A certificate program does not lead to a degree, and most courses you take in the program may not be applied to a master's degree.

The certificate programs prepare students to meet some of the credentialing requirements of outside agencies. It is your responsibility to determine if you meet all of the requirements for credentialing.

Erikson offers graduate certificates in the following areas:

- Early childhood bilingual/English as a second language
- Infant mental health
- Infant specialist

To earn a graduate certificate from Erikson, students must:

- Complete all program requirements, including requisite internship or methods seminar sequence, within three years of the student's entry into the certificate program
- Receive a grade of B or better in each internship course if an internship is required)
- Maintain a B average (3.0 on a 4.0 scale) with no more than one grade of C+, C, or C-

## Child Development Certificate Program (online and on-campus)

### 18 credit hours

Erikson's Child Development graduate certificate program aims to improve professional practice by gaining a deep, research-based understanding of early childhood development and family functioning. Drawing on the core curriculum in our flagship master's degree program, the courses in the certificate program integrate relevant aspects of a range of disciplines including developmental psychology, neurobiology, anthropology, psychiatry, education, sociology, health and social work.

### Course Work

|           |   |
|-----------|---|
| CHLD C421 | Social and Emotional Development I: Infancy and Childhood (3) |
| CHLD C425 | Physical Growth and Development (3)                           |
| CHLD C426 | Cognitive Development (3)                                     |
| CHLD C427 | Language Development (3)                                      |
| CHLD C432 | Family and Culture (3)  |
| EDUC T487 | Elective Assessment in Learning Settings or Elective (3)      |

## Early Childhood Bilingual/English as a Second Language Certificate Program

### 18 credit hours

This graduate certificate is designed to meet the needs of novice and veteran early childhood teachers who seek the bilingual or ESL endorsement/approval by the Illinois State Board of Education. The program provides the training you need for the challenging role of early childhood educator. It is designed to prepare teachers from a range of settings—preschools, early childcare programs, and public school classrooms—to work effectively with children in a multicultural, multilingual classroom. The program can be completed in two years.

**Bilingual endorsement/approval:** The bilingual education endorsement/approval typically allows an early childhood teacher to instruct young children in their native language and English. Early childhood teachers with a valid Illinois early childhood or elementary teaching license who have

completed the eighteen hours of required course work must pass a reading, written, and oral examination administered by the State of Illinois Board of Education for second language proficiency. The Erikson bilingual program is designed to enable licensed teachers in Pre-K through 3rd grade classrooms who have the language proficiency necessary to teach in bilingual classrooms to add the bilingual approval and continue to work or seek employment in a bilingual education program.

**English as a second language (ESL) endorsement/approval:** The English as a second language endorsement/approval typically prepares monolingual (i.e., English language speaking) early childhood teachers to effectively instruct second language learners in English. The Erikson ESL program is designed to enable licensed teachers in Pre-K through 3rd grade classrooms to add the ESL endorsement/approval and continue to work or seek employment in an ESL program.

**Course work**

- EDUC T408 Foundations of American Schooling and Bilingual Education (3)
- CHLD C432 Family and Culture (3)
- BESL B402 Language Development in New Language Learners (3)
- BESL B404 Assessment of New Language Learners (2)
- BESL B405 Emergent Literacy with New Language Learners (3)
- BESL B406 Methods and Materials for Teaching New Language Learners I (2)
- BESL B407 Methods and Materials for Teaching New Language Learners II: Reflective Practice (2)

**Infant Mental Health Certificate Program**

**18 credit hours**

Erikson’s Irving B. Harris infant studies program offers a graduate certificate in infant mental health for experienced infant/family specialists and mental health professionals. The program prepares specialists to support the emotional health and development of infants, toddlers, and families in a range of settings. Specialists are trained to identify, intervene, and/or collaborate with others to support parent-child relationship challenges and child social/emotional behavioral concerns. Further, specialists are prepared to help programs move toward a relationship-based approach to practice and to mentor others in the infant/family field.

Taken over two years, the infant mental health certificate program includes course work, field experience, an internship, and group reflective practice experience throughout the course work.

**Prerequisites**

(Waived for students who have taken these or similar courses within the past five years)

- INF I390 Infant/Toddler Growth and Development: Typical and Atypical (3)
- INF I492 Infant/Toddler Screening and Assessment (3)

**Course work**

- IMH I370 Foundations of Infant Mental Health (2)
- IMH I371 Infant Observation (2)
- IMH I372 Infant Mental Health Practice: Developmental Intervention (3)
- IMH I373 Field Experience in Infant Mental Health (2)
- IMH I374 Parent-Child Relationship Assessment in Early Childhood (2)
- IMH I375 Infant/Early Childhood Mental Health Practice: Parent-Child Relationships (4)

**Internship and clinical supervision**

- IMH I376 Infant Mental Health Internship (3)



## Infant Specialist Certificate Program

### 18 credit hours

Erikson's Irving B. Harris infant studies program offers an infant specialist graduate certificate designed to prepare experienced professionals, including those with advanced degrees, to work with children from birth through age three and their families. In addition to the campus-based program, Erikson offers selected infant specialist courses through online distance learning.

Students can choose to concentrate in one of two areas: infant/toddler child care or prevention/early intervention. The curriculum for both concentrations includes four courses plus a yearlong internship focusing on the area of concentration.

Students can prepare to meet the requirements for credentialing as an early intervention specialist in the State of Illinois by taking Prevention/Early Intervention Methods I and II and doing an internship in Part C early intervention services. **Note:** To be credentialed in early intervention as a developmental therapist, you must already hold a bachelor's degree or higher in early childhood education, early childhood special education, special education, special education: deaf/hard of hearing or blind/partially sighted, child development, early intervention or elementary education, or from an early intervention approved college/university program. While Erikson courses prepare students to meet some of the requirements for credentialing/certification, there may be additional requirements. You should check with Provider Connections, a contractor to the Illinois Department of Human Services (IDHS) Bureau of Early Intervention, [www.wiu.edu/ProviderConnections](http://www.wiu.edu/ProviderConnections), for complete certification requirements.

Students in the program also have the option to prepare for the Illinois Gateways Infant Toddler Credential. Those seeking the credential through Erikson's Entitled Route must complete the infant/toddler child care concentration as well as provide documentation of experience with infants and toddlers, professional contributions, and eligibility for the equivalent-level Illinois Gateways to Opportunity ECE Credential.

#### Course work

|          |   |
|----------|---|
| INF I390 | Infant/Toddler Growth and Development: Typical and Atypical (3) |
| INF I391 | Family Studies (3)  |
| INF I392 | Infant/Toddler Screening and Assessment (3)                     |

#### Internship and seminar

|          |                               |
|----------|-------------------------------|
| INF I394 | Internship and Seminar I (3)  |
| INF I395 | Internship and Seminar II (3) |

#### Concentration course work

|          |  |
|----------|--|
| INF I393 | Designing Quality Programs for Infants, Toddlers, and their Families (3) (For students completing concentration in birth to three early learning and family support) |
| INF I397 | Prevention/Early Intervention Methods I (1.5) (For students completing concentration in prevention/early intervention)   |
| INF I398 | Prevention/Early Intervention Methods II (1.5) (For students completing concentration in prevention/early intervention)  |

# Certificate program course descriptions

## Child development certificate courses

Courses for the child development certificate consist of CHLD C421 Social and Emotional Development I; CHLD C425 Physical Growth and Development; CHLD C426 Cognitive Development; CHLD C427 Language Development; and CHLD C432 Family and Culture, as well as a Culminating Project. For descriptions of the above listed courses, see pages 28–29.

### **CHLD C460 Culminating Project and Seminar (3 credits)**

This reflective practice seminar and culminating project will give students the opportunity to examine their practice while integrating and applying theoretical frameworks and funds of knowledge from previous coursework and experience. The course will specifically focus on using ecological, biopsychosocial, and life course approaches to examining the contexts and systems in which students practice, and the ways in which they understand and engage the adults, children and families with whom they interact. Students will also examine the implications of integrating and applying cognitive, linguistic, social, emotional, and physical domains of knowledge, as they are shaped by history, culture, and experience. Throughout the semester, students will be asked to systematically apply these domains of knowledge to a particular issue or question in their practice, and to complete a culminating project to integrate and share their efforts.

## Early childhood bilingual/English as a second language certificate courses

Courses for the early childhood bilingual/ESL certificate consist of CHLD C432 Family and Culture, EDUC T408 Foundations of American Schooling and Bilingual Education, as well as the courses required for the master's degree concentration in bilingual/ESL. See pages 29, 34, and 37–39 for course descriptions.

## Infant specialist certificate courses

### **INF I390 Infant/Toddler Growth and Development: Typical and Atypical (3 credit hours)**

The Infant/Toddler Growth and Development course is designed to introduce students to in-depth knowledge of infant development, including developmental patterns of infants at risk. The knowledge includes an understanding of the basic developmental processes in the domains of cognitive, social/emotional, communication, and sensory and motor development. Throughout the course, consideration will be given to the interaction of social, cultural, and interpersonal environments with infant development. Special focus will be placed on the influences of developmental challenges in the child's emerging capacities for engagement in relationships and in learning.

### **INF I391 Family Studies (3 credit hours)**

This course is designed to promote an empathic understanding of parenting and family life from pregnancy through the first three years of life. Using family systems and attachment theory as organizing frameworks, the course explores the structure and function of families, psychological processes of parenting, and the development of the parent/infant/family relationship within the context of culture and community. Conceptual models of stress and coping guide the exploration of family vulnerability and resiliency. The contributions and challenges of early childhood disability to family relationships are explored. Further, the course provides guidelines for examining the nature of the relationship between the family and service provider and the tenets of relationship-based, family-centered approaches to infant/family work.

### **INF I392 Infant/Toddler Screening and Assessment (3 credit hours)**

*Prerequisite: 30 hours of hands-on, direct experiences with infants and toddlers or consent of co-director of Infant Specialist program.*

This course takes a relationship-based developmental approach to observation, screening, and assessment of children from birth through age three. Assessment is viewed as an integral part of the intervention process and as a collaboration between parents and providers. Students are

trained to focus on underlying developmental processes as well as the appearance of individual milestones in cognitive, social/emotional, communication, and sensory and motor development. Students are guided in partnering with parents to assess the child's strengths and challenges to development, and to identify the family's priorities for services. Selected screening tools, standardized tests, and criterion-referenced instruments are reviewed. Students receive introductory training in one screening and one assessment tool, including administration, interpretation, referral, and recommendations for developmental intervention. The rationale and practices for screening, referral, and assessment in various infant/toddler settings (e.g., child care, Early Head Start, early intervention) are examined.

### **INF I393 Designing Quality Programs for Infants, Toddlers, and their Families (3 credit hours)**

For student specializing in infant/toddler child care. This course addresses the key principles and policies underlying the design of quality child care programs for children under three and their families. Building on a model of relationship-based care, this course provides an exploration of the components of quality care and helps participants reflect on program philosophy that will help guide day-to-day practice. Course participants will be required to consider both the theoretical and practical implications of quality standards for very young children and reflect on their own interpretations of how this may be best supported.

### **INF I397 Prevention/Early Intervention Methods I (1.5 credit hours)**

*For students specializing in prevention/early intervention*  
This course examines the relationship-based philosophy, principles, strategies, and interventions that underlie effective early intervention and primary prevention services for infants and toddlers at risk of developmental delays or disabilities and their families.

Special focus is placed on the design and implementation of relationship-based, family-centered, child sensitive services; on the development of collaborative relationships between professionals and families to support the family; the parent-child relationship; and infant toddler development. Students are expected to become involved in the "parallel process" ("Do unto others as you would have others do unto others") by

applying these principles and practices in their class projects involving families and as part of class participation. Although the course blends theory and research with relationship-building strategies and reflective practice, the emphasis is on students applying what they are learning.

### **INF I398 Prevention/Early Intervention Methods II (1.5 credit hours)**

*For students specializing in prevention/early intervention*  
Building upon a relationship-based philosophy, this course explores the principles, strategies, and interventions that underlie effective early intervention for infants and toddlers with or at risk for developmental delays or disabilities and their families. Students will examine current legislation, philosophy, policies, and practices associated with the early intervention system. Special attention will be given to family-centered practice, natural environments, transdisciplinary services, culturally appropriate services, and evidence-based practice. Intervention strategies for enhancing the development of infants and toddlers with disabilities and supporting child and family outcomes will be examined. Emphasis will be placed on skill-building activities and planning interventions.

### **INF I394 and I395 Internship and Seminar I and II (3 credit hours each semester)**

The internship consists of 10 hours per week of directed field experience, tailored to your learning needs and supported through individual supervision and an internship process seminar. Your faculty advisor helps you select an internship site or an internship project. You can intern within your place of employment, if you undertake a special project focused on a new aspect of your work with infants and toddlers. For the campus based program, an Erikson faculty advisor provides supervision and goes onsite to observe and meet with you and the site supervisor. You also participate in an infant studies internship reflective practice seminar. If you wish to meet the requirements for an early intervention specialist credential in the State of Illinois through Provider Connections, you must take INF I397 and INF I398 and intern in Part C early intervention services. You must be available during the daytime, Mondays through Fridays, and be able to commit to a minimum of 15 hours a week to complete this type of internship.

## Infant mental health certificate courses

### **IMH I370 Foundations of Infant Mental Health (2 credit hours)**

This course will provide an historical, theoretical, and empirical overview of the field of infant mental health. The different definitions and parameters of infant mental health will be explored, from promotion to prevention, intervention and treatment. Classic literature will be revisited, including the evolution of the concept from early infant psychiatry to the pioneering work of Selma Fraiberg to modern conceptions that focus on the promotion of social-emotional well being in the early years. The empirical basis to practice will also be examined, focusing on how important theories of social development (e.g., attachment, temperament) are applied to infant mental health work. Emphasis is placed on how infant mental health principles provide a foundation for work with infants, toddlers, and families across all settings and disciplines.

### **IMH I371 Infant Observation (2 credit hours)**

Observing infants and toddlers over time in the context of their families and homes is the foundation for understanding parent-child relationships and for assessment and intervention. This two semester course guides participants through a process of observation, which includes visits to the family of a newborn twice each month, recording descriptive notes, and discussing the observations in a monthly seminar. The intent of this process is to be able to describe as completely as possible what one sees, to understand the complexities of “seeing” through the lens of one’s personal experience, and to witness the narrative of a baby evolve over time.

### **IMH I372 Infant Mental Health Practice: Developmental Intervention (3 credit hours)**

As a foundation for infant mental health practice across settings, this course reviews a range of approaches to developmental intervention with young children with social/emotional, behavioral and developmental concerns and their families, and addresses how the child’s and family’s strengths and vulnerabilities inform the intervention process. Emphasis is placed on the Developmental Individual differences, Relationship-based model (DIR) paradigm

and DIRFloortime strategies as a comprehensive approach covering developmental capacities of the child, children’s individual differences in sensory, motor, and reactivity and the relationships that support development. Participants will learn to observe functional emotional developmental levels, understand individual sensory profiles, and implement Floortime strategies in different settings. Participants will also learn to integrate behavioral strategies as needed to assist parents with their child’s development and with common behavior problems and regulatory issues such as sleeping, feeding, toileting, discipline, and coping with stress. The course is accompanied by a clinical seminar and can be credited toward some of the requirements for a DIR certificate.

### **IMH I373 Field Experience in Infant Mental Health (2 credit hours)**

This course is taken in conjunction with IMH I372 Infant Mental Health Practice: Developmental Interventions. Participants will spend 30 hours in the field applying concepts from the class in weekly work with one child. Additionally, participants will video their interactions with the child, prepare post-contact process notes and participate in a weekly group reflective process session to build their capacity to provide developmental interventions for young children.

### **IMH I374 Parent-Child Relationship Assessment in Early Childhood (2 credit hours)**

This course explores social/emotional and relationship screening and assessment. Students will explore and discuss a range of screening tools and then will have more in-depth exposure to selected tools through a hands-on, assessment experience with a young child and caregivers. All students will be trained in the Brief Infant Toddler Social Emotional Assessment (BITSEA), the Crowell Procedure, and the Working Model of the Child Interview (WMCI). Students will be introduced to the use of the FEAS in assessment, and the Parent Development Interview. Students will conduct a thorough and multi-modal assessment of the parent-child relationship and will integrate the information learned into a professional report.

**IMH I375 Infant/Early Childhood Mental Health Practice: Parent-Child Relationships (4 total credits) (2 credit hours each semester)**

This yearlong course focuses on developing relationships with families and on how these relationships can support growth and development for young children and families. Emphasis is placed on culture and context in Infant and Early Childhood Mental Health (IECMH) practice. In the fall semester, the course focuses on approaches to working with diverse families, understanding and assessing developmental and relational difficulties, using assessment as a collaborative process, and core concepts of relational therapies. Special focus is placed on interventions where children and/or families have experienced trauma or loss, considering the impact on development and relationships and resiliency in the face of significant challenge. In the spring semester, the course addresses relational approaches to early regulatory challenges and social-emotional and behavioral problems during the preschool years. Students learn exemplary approaches and strategies for IECMH-informed practice in home visitation, child care, early intervention, primary care and child welfare. Students study the role of the IECMH consultant and practice using the consultation stance to promote change. The important role of policy, advocacy and systems building in IECMH is addressed. Use of reflective practice and supervision is a unifying factor in this course. Students develop in-depth intervention skills as well as learn to recognize the limits of their practice, based on their disciplinary training.

**IMH I376 Infant Mental Health Internship (1.5 credit hours each semester)**

Infant Mental Health Practice: Parent-Child Relationships will be taken in conjunction with an internship in an infant mental health setting. Individual clinical supervision will be provided throughout the internship year and will offer a uniquely supportive learning relationship in which to integrate theory and practice. Further, students will individually design and complete an integrative leadership project, which will build their capacity to bring a relationship-based approach to both their own and other settings.

# Academic policies and procedures

The following policies apply to all degree, certificate, and at-large students. It is each student's responsibility to become familiar with and abide by these policies while enrolled as a student at Erikson.

## Academic integrity

The academic integrity policies of Erikson Institute are based on the respect for individual achievement that lies at the heart of academic culture. Every faculty member and student belongs to a community of scholars in which academic integrity is a fundamental commitment. It is critical that students contribute to the ideal of academic integrity and accept individual responsibility for their work.

Academic dishonesty or misconduct undermines the learning experience and may be grounds for dismissal. Academic dishonesty or misconduct can include, but is not necessarily limited to, the following unacceptable conduct: 1) cheating (including use of unauthorized materials, altering a graded work, or allowing another person to do one's work); 2) plagiarism (including copying of material from published or posted works of others without proper attribution); 3) obtaining an unfair advantage (including unauthorized use of examination materials, defacement or theft of materials needed by others, unauthorized collaboration on assignments, or intentional interference with another student's academic work); 4) fabrication of data; 5) falsification of records or official documents; 6) unauthorized access to computerized academic or administrative records or systems; or 7) aiding and abetting any such acts of academic dishonesty.

Specific examples of academic dishonesty, including but not limited to the above, and additional information is available in the library and through the writing tutorial program. However, all graduate students entering Erikson Institute are presumed to be familiar with basic standards of academic integrity within the higher education community. To this end, every student should obtain her/his own copy of *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* by Charles Lipson (2004). Student failure to practice academic integrity will, depending upon the seriousness of the misconduct, result in a sanction ranging from a lowered grade or grade of "F" for the assignment to expulsion from the Institute.

## Informal resolution of concerns regarding academic dishonesty

Suspected cases of academic dishonesty should be reported to the course instructor, the Administration, or any faculty member of the Institute. If the complaint relates to a specific course or a project being supervised by a particular instructor, the complaint will be referred back to that faculty member, who will have initial jurisdiction over any instance of academic dishonesty relating to that faculty member's course or work performed under that faculty member's supervision. In such circumstances, the faculty member may personally meet with the student to discuss the alleged misconduct and its consequences (e.g., zero on an exam, a lower grade for the course, etc.). If the student and faculty member reach an agreement, the incident need not be the subject of any further proceedings; however, a written statement or "letter of understanding" must be drafted by the faculty member, signed by the faculty member and student to record the resolution of this matter, and retained by the faculty member, with a copy of the resolution promptly forwarded to the Dean of Students.

If a complaint about academic dishonesty in a specific course or under a specific faculty member's supervision is not resolved informally between the student and faculty member as described above, then the faculty member must notify the student in writing (by both email and certified mail, if possible) of the alleged misconduct.

A copy of that written notice will be provided to the Dean of Students, who will initiate an investigation as described below in "Investigation and Resolution of Formal Academic Dishonesty Complaint."

Once a student receives formal or informal notice that a faculty member or other Institute community member has expressed concerns about the student's potential violation of the Academic Integrity Policy, the student may not change his or her registration in a course in which the charge is pending or in which a finding of academic dishonesty has been made. Once a complaint has been referred to the Administration after failure to achieve an informal resolution, the complaint may not be withdrawn by the complaining party without the Administration's approval, nor may any faculty member resolve the matter without the Administration's approval. A student may not receive an Institute degree or certificate while a charge of academic dishonesty is pending or while a sanction imposed pursuant to a finding of academic dishonesty is in effect.

The Institute has the authority to pursue an investigation of alleged academic dishonesty and enter a finding of violation or sanctions (including rescission of a degree or certificate) against a student or former student, notwithstanding that student's having already withdrawn or transferred from the institution or graduated with a degree or certificate.

#### **Other concerns about academic dishonesty**

In certain circumstances, a student may suspect another student or Institute representative of academic dishonesty, or an Institute representative other than a student's course instructor may develop such concerns about a student. In such circumstances, that suspicion should be reported or complaint made to the faculty member teaching the particular course at issue or to the Dean of Students. If any faculty member becomes aware of such a suspicion or complaint relating to a course other than one being taught by that faculty member, this information should also be reported to the Dean of Students. Once such a complaint or concern reaches the Dean of Students, the Dean will attempt to resolve the matter informally if no informal resolution has yet been attempted, using a process similar to the Informal Resolution process noted above; if such a resolution cannot be achieved, the Dean will then institute an Investigation and Resolution as set forth below.

The Institute reserves the right to modify the procedures set forth below for investigation, resolution, and appeal of academic dishonesty complaints, as appropriate to the particular case, upon notice to the complaining/reporting party and to the student or other Institute representative who is the subject of the complaint.

#### **Investigation and resolution of formal academic dishonesty complaint**

Where a complaint is referred by a faculty member to the Dean of Students for formal investigation, the procedure undertaken shall be as follows. The Dean of Students may conduct the investigation or designate another representative of the Institute to conduct such investigation, as the Dean deems appropriate. The Dean or designee shall then review the facts of the alleged incident, including statements made by the reporting individual, the accused individual, and supporting material. The accused individual and reporting individual shall both have the opportunity to meet separately with the investigating Dean or designee and provide written material or documents considered relevant to resolution of the complaint. The investigating

Dean or designee may, but need not, conduct interviews or undertake other investigation as suggested by the parties or as deemed appropriate, including seeking information from individuals outside the Institute about appropriate academic conduct or anything else relevant to investigation of the complaint. The investigating Dean of Students or designee has the discretion to limit or expand the scope of the investigation as deemed appropriate to dispose fully and fairly of the complaint. The investigating Dean or designee also has the discretion to confer with the Dean of Enrollment Management or any other Erikson Institute representative, as appropriate, in the course of such investigation or when considering a range of possible sanctions.

At the conclusion of the investigation, the Dean of Students or designee shall, subject to any applicable FERPA limitations, notify the reporting party and the accused party in writing about the investigator's conclusions as to 1) whether an academic integrity violation occurred and, if so, 2) the sanction to be placed upon the accused for the violation. In any investigation in which a violation is found regarding a student's conduct in a specific course or program, or in any investigation stemming from a faculty member's complaint about a student, the Dean of Students or designee should first confer with the appropriate faculty member about the proposed sanction. If an affected faculty member and the Dean of Students (or designee) cannot agree on an appropriate sanction, the Dean (or designee) shall make the final decision as to the appropriate sanction, but the faculty member shall have a right to appeal that determination as set forth in the "Appeal of Academic Dishonesty Determination" procedure set forth below.

Investigations conducted pursuant to this paragraph shall be maintained as confidential by all parties to the greatest extent reasonable, but the Institute reserves the right to investigate such matters fully and to disseminate information, both within and beyond the Institute, to the extent deemed necessary to reach a fair and appropriate resolution.

#### **Appeal of academic dishonesty determination**

A student may appeal to the Institute a finding of academic dishonesty and/or the particular sanction assessed upon such finding by filing a written notice of appeal with the Senior Vice President for Academic Affairs/Dean of Faculty of Erikson Institute within 10 business days of the date that the student receives the written notification of resolution

described above. The student's written notice of appeal must state whether the student is appealing the finding of dishonesty, the sanction, or both, and must describe in detail the grounds for appeal. Such an appeal may be considered by the Senior Vice President for Academic Affairs/Dean of Faculty or the Senior Vice President's designee, who will evaluate the matter to the extent considered appropriate under the circumstances. Grounds for appeal will be limited to alleged errors in procedures, misinterpretation of policies, or a clear discrepancy between a finding of liability and the sanction assessed. An appeal is not an evidentiary hearing or a reconsideration of the evidence, and the Senior Vice President for Academic Affairs/Dean of Faculty or designee need not, but may, interview the parties and accept supplemental written submissions or documentation. The decision of the Senior Vice President for Academic Affairs/Dean of Faculty or designee on an appeal shall be final.

Where an appeal is taken regarding a serious sanction such as a grade of "F," suspension or expulsion, the sanction may, but need not, be stayed by the Senior Vice President's office pending the resolution of the appeal; no degree, certificate, or honors shall be awarded during the pendency of an appeal.

Where a faculty member disagrees with an academic dishonesty decision or a sanction assessed with respect to a student's work in the faculty member's course or under the faculty member's supervision, the faculty member may file an appeal with the Senior Vice President for Academic Affairs/Dean of Faculty, and this appeal shall be subject to the same time and notice requirements applicable to a student filing an appeal as noted above. A faculty member's appeal shall be heard by the Senior Vice President for Academic Affairs/Dean of Faculty or designee using the same process and limited scope of review applicable to a student's appeal. The decision of the Senior Vice President for Academic Affairs/Dean of Faculty or designee regarding a faculty member's appeal shall also be final.

### **Academic grievance procedure**

Academic disputes can arise relating to alleged mistakes or inequities in grading; application of due dates and extensions for late work; imposition of additional requirements after the course has begun; and similar issues. With respect to any academic grievance or dispute other than one involving academic integrity, a student should use the following grievance procedure.

Where a student has questions or concerns about any requirement relating to a course or to any grading issue, the student should first attempt to resolve the problem directly with the instructor. If the issue is resolved informally between student and instructor, the matter ends and no formal record need be maintained.

If an academic grievance is not settled informally, or if the student wishes to pursue the matter formally, the student must file a written grievance with the Dean of Students within 10 business days after the issue for complaint has occurred. The Dean of Students (or designee) will consider the grievance within ten business days, determine whether it merits continued review, and dismiss it if it does not. The student grievant will be notified in writing if the Dean or designee determines that the grievance lacks merit, and this written decision is final.

If the Dean of Students or designee concludes upon initial review of the grievance that continued consideration is warranted, the Dean (or designee) shall then conduct an appropriate investigation, discussing the matter with the complaining student and with the instructor at issue, permitting both such parties to submit written materials if appropriate, and undertaking any other necessary investigation. The Dean of Students or designee may effect a negotiated resolution between the student and faculty member at this stage, which resolution should be written, signed by the student and faculty member, and retained by the office of the Dean of Students.

Upon conclusion of such an investigation without a negotiated resolution, the Dean of Students or designee shall determine whether the grievance has merit and whether any relief is warranted. If the Dean of Students or designee finds that the grievance lacks merit or that no changes to the challenged grade or course requirements are warranted, the Dean of Students or designee shall so notify the grievant and the affected faculty member in writing, with a copy of such resolution to be sent to the Senior Vice President for Academic Affairs/Dean of Faculty. In this situation, the decision of the Dean of Students (or designee) shall be final.

If the Dean of Students (or designee) determines, after investigation, that a student's academic grievance has merit and that a change in a grade or course requirement may be warranted, the Dean of Students (or designee) shall prepare a written recommendation for the consideration of the Senior Vice President for Academic Affairs/Dean



of Faculty. The Senior Vice President for Academic Affairs/Dean of Faculty shall discuss the proposed recommendation with the student grievant, affected faculty member, and other members of the faculty or administration, as appropriate. The Senior Vice President for Academic Affairs/Dean of Faculty may also investigate the grievance.

If investigation is deemed appropriate, the Senior Vice President for Academic Affairs/Dean of Faculty may ultimately accept, reject, or modify the recommended resolution. The Senior Vice President for Academic Affairs/Dean of Faculty will notify the student grievant and the affected faculty member of the Senior Vice President for Academic Affairs/Dean of Faculty' decision upon the recommendation, which shall constitute the final decision on the grievance.

#### **General grievance procedure applicable to other student grievances**

The Academic Grievance Procedure set forth above does not apply to any issues relating to academic integrity, student discipline, or denial of accommodation, which are governed by separate, specific procedures set forth in this Handbook. With respect to any other disputed decisions or conduct by Erikson representatives, however, a student is free to file a grievance under the above Academic Grievance Procedure section, and a modified version of the investigation and resolution process set forth above will be used to resolve the disputed issue. The Institute reserves the right to modify its Academic Grievance Procedure as appropriate to the specific nature of the grievance; for instance, depending upon the nature of the grievance or the identity of the Erikson representative whose conduct is being challenged, the above procedure might be changed, or a different decision maker designated, to allow for full and fair resolution of a particular grievance. The student grievant and any other parties to such a grievance will be notified if modifications to the Academic Grievance Procedure are implemented for any particular grievance.

Where a grievance includes issues covered under one or more of the Institute's applicable grievance procedures, the Institute will determine which such procedure will apply to the particular grievance and will notify the grievant and other parties to this effect. Any questions about how a grievance should be filed or how it will be processed should be directed to the Dean of Students or the Senior Vice President for Academic Affairs/Dean of Faculty.

#### **Handbook grievance and appeal procedures**

All of the grievance, appeal, and disciplinary procedures set forth in this Handbook are intended as fact finding and dispute resolution mechanisms and do not afford students any contractual rights. The Institute reserves the right to modify these procedures at any time and, where circumstances warrant in a particular case and at the Institute's discretion, to modify, combine, or fashion a new procedure to address a particular case or dispute fully and fairly.

#### **Academic probation: new students**

Students admitted to a certificate program on academic probation will work closely with their program advisor over the course of the first two semesters of enrollment. They must receive a final grade of B or better in each course in the first two semesters. Students who do not meet these conditions will be dismissed from the certificate program.

Students admitted to a master's degree program on academic probation enter the three-year option of the Master of Science in Child Development or Master of Science in Early Childhood Education leading to initial early childhood teaching license. They will not be considered for admission to one of the concentrations until they have successfully fulfilled the conditions of their probation.

Master's degree students admitted on probation must meet the following conditions.

1. During the summer prior to their enrollment, they are required to successfully complete a free four-week writing tutorial, "Academic Writing Preparation," to give them a head start on the types of reading and writing they will encounter in the master's program. Attendance is mandatory. At the conclusion of this tutorial, the instructor, in consultation with the Dean of Students, will decide whether or not the student will be allowed to enroll in the degree program.
2. Students who do continue will take a reduced course load during their first year and work closely with a writing tutor who is familiar with the content of the courses. During the first semester, they will take CHLD C421 Social and Emotional Development I. They must complete all course assignments within the deadlines indicated by the instructor and course syllabus. They must receive a final grade of B or better. For assistance with course work and writing assignments, students may be required to meet

weekly with their writing tutor throughout the semester. They may rewrite a paper only once. Students who do not meet these conditions will be dismissed from the degree program.

3. Upon successful completion of the first semester, the student's advisor and instructor will decide whether the student should register for one or two courses during spring semester. The spring courses are CHLD C422 Social and Emotional Development II: Early Adolescence through Adulthood and CHLD C432 Family and Culture. Teacher candidates will enroll in CHLD C432 Family and Culture and CHLD C425 Physical Growth and Development.
4. Upon successful completion of the first year, with a cumulative grade point average of B (3.0) or better and satisfactory performance in the writing tutorial, students will be removed from academic probation and may increase their course load during their second and third years, with the approval of their advisor. If needed, they may continue working with a writing tutor.

### **Academic probation and warning: continuing students**

1. Master's students who receive a second C+, C, or C- are issued an academic warning that they are in danger of academic dismissal.
2. Certificate students who receive a C+, C, or C- are issued an academic warning that they are in danger of academic dismissal.
3. Students who fail to maintain at least a 3.0 grade point average or who receive a D will be placed on academic probation.
4. Students placed on academic probation and their advisors will be notified by the Director, Registration and Student Records Office. Each student on probation is required to meet with her/his advisor before beginning course work for the following term. No student may continue on academic probation for more than one term (including the summer). In rare cases, the Dean of Enrollment Management may extend the period of academic probation for an additional term if it is determined that exiting academic probation within one term is not possible based on the program course sequence.
5. Failure to exit academic probation will result in dismissal from the program. This provision does not apply to students who fail to achieve a passing grade on the

comprehensive examination. See page 58 for policies regarding the comprehensive examination. Students on academic probation may not begin their internship until they have regained good academic standing.

6. Master's students receiving a third C+, C, or C-, a second D, or any combination of three grades of C+, C, C-, and D, or receiving a failing grade (F or FR) in any course will be dismissed from the program.
7. Certificate students receiving a second C+, C, or C-, a second D, or any combination of two grades of C+, C, C-, and D, or receiving a failing grade (F or FR) in any course will be dismissed from the program.
8. Students who have been dismissed from an academic program may seek an appeal of the decision by submitting a letter in writing outlining the reasons for requesting the appeal. This letter must be submitted within 10 working days of the date that the student receives the written notification of dismissal. The letter shall be addressed to the Dean of Faculty and Senior Vice President for Academic Affairs. Such an appeal may be considered by the Dean of Faculty or her designee, who will evaluate the matter to the extent considered appropriate under the circumstances. The decision of the Dean of Faculty or designee on an appeal shall be final.

### **Academic probation: exiting academic probation**

- **For continuing students falling below a 3.0 GPA:** within one term, the student must bring her/his cumulative GPA for all course work up to 3.0.
- **For continuing students receiving a D grade in a course:** the student must repeat the course the next time it is offered. Students who are prevented from exiting academic probation because the needed course is not offered during the following term will have their probation extended until the end of the term in which the course is next scheduled.

### **Attendance policy and classroom decorum**

#### **Attendance policy (on-campus)**

As part of your preparation to graduate as a well-informed and reflective professional, our goal at Erikson is to give you the best possible opportunity to master course content and participate fully in the learning process. To this end, the time you spend in class is an essential component of your learning. You are expected to attend all classes. In the event that you

must be absent, you are expected to inform the instructor in advance and to ask someone to take notes for you. You may also arrange in advance to have the missed class recorded by contacting Tech Help at [techhelp@erikson.edu](mailto:techhelp@erikson.edu).

For 15 week courses, each missed class will negatively impact your potential earned points for the course. Three missed classes will result in an automatic administrative withdrawal from the course.

For 10 or 12 week courses, one missed class will negatively impact your potential earned points. Two missed classes will result in an automatic administrative withdrawal from the course.

For students seeking a potential exception due to an approved accommodation, please see the **Need for a Special Accommodation** section below.

Students who are requesting an exception on the basis of religion should inform the instructor by the end of the first week of class.

Course instructors have discretion to implement a more conservative attendance policy. Students should review the attendance policy on all course syllabi.

#### **Attendance policy (online)**

As part of your preparation to graduate as a well-informed, reflective, child development professional, our goal at Erikson is to give you the best possible opportunity to master course content and participate fully in the learning process. To this end, we see the time you spend in class discussions and learning activities as an essential component of your learning. You are expected to participate in all required discussions and activities. In the event that you must be absent, you are expected to inform the instructor in advance and to make up for the missing work in whichever ways the instructor requires.

For all modules, each missed or late discussion post and/or activity will negatively impact your potential earned points. For 15 week courses, failure to participate and fully complete course requirements for two modules within the designated time frame will lower your final grade. Failure to participate and fully complete course requirements for three modules within the designated time frame will result in an automatic administrative withdrawal from the course.

For 12 week courses, failure to participate and fully complete course requirements for one module within the designated time frame will lower your final grade. Failure to participate and fully complete course requirements within

the designated time frame for two modules will result in an automatic administrative withdrawal from the course.

For students seeking a potential exception due to an approved accommodation, please see the **Need for a Special Accommodations** section below.

Students who are requesting an exception on the basis of religion should inform the instructor by the end of the first week of class.

Course instructors have discretion to implement a more conservative attendance policy. Students should review the attendance policy on all course syllabi.

#### **Additional information on attendance**

For students in the field placement, internship or action research phase of their degree or certificate program, attendance at weekly integrative/supervision seminars is mandatory. The seminar is designed to bridge the gap between the academic program and the practice component. It provides an opportunity for students to share experiences and to question, probe and analyze problems and issues of both a theoretical and a practical nature. Students whose attendance is likely to be impacted by a documented disability or chronic situation should contact Colette Davison, Dean of Students and coordinator of disability services to discuss. Students who are requesting an exception on the basis of religion should inform the instructor by the end of the first week of class.

Additionally, students are expected to refrain from behavior and/or activities in the classroom that can be disruptive to the educational process. Examples of such behavior include, but are not limited to, the following: conducting personal business; working on assignments for other courses; text/IM messaging; and using personal devices for activities unrelated to the class. For a fuller description of expectations for all students please see the technical standards on page 84.

#### **Comprehensive examination**

The comprehensive examination, a four-hour, written examination that covers major content areas in child development and early education, is one of the culminating requirements of the master's degree programs.

You must have satisfactorily completed all of your Erikson course requirements excluding your final semester of internship, tutorial (if applicable), and seminar before you will be allowed to take the comprehensive exam. You may

petition your advisor to take the spring comprehensive exam if during your final spring semester you are registered for one academic course, e.g., Social and Historical Perspectives, or are registered for a concentration course over the summer. All tuition and fees must be paid in order to register for comprehensive exam. All academic grades, including final grades for outstanding “Incomplete” grades, must be submitted to the Registration and Student Records Office four weeks before the date of the examination. Students who plan to take the exam in June must have all their work completed by the end of the school year in May. All library materials must be returned before the examination results will be recorded for graduation. **The comprehensive exam must be taken within a year of completing course and internship/action research requirements. If for any reason this is not possible, the student should request a meeting with the Dean of Students to discuss their situation.**

The questions on the comprehensive examination cover the entire core academic program. Copies of past examinations and resources for preparing for the comp exam are available in the Comp Resources section of the Academic Success Center site on [my.erikson](http://my.erikson.edu), and you are encouraged to review them. You are also encouraged to join a study group to prepare for the exam. Faculty are available to meet with students to give advice. It is the student’s responsibility to ask for this assistance. If you are a student who is requesting accommodations for taking the comp exam based on a documented disability, please contact the Dean of Students and coordinator of disability services to discuss your request.

Comprehensive examination results shall be reported as pass or fail. If a student fails the exam, she/he will meet with her/his advisor to devise a plan for preparing to retake it. When the advisor and the student agree that the plan has been completed, the advisor will give approval for a second attempt. If a student fails a second time, a small committee including the academic advisor, the program director or a designated faculty member, and the Dean of Students will meet prior to a third attempt. The committee may review the student’s academic history; including transcripts, reflection and practice points, and previous comprehensive exams to determine if any reasonable accommodations are warranted for a third attempt. If deemed by the committee as warranted, the nature of the accommodation will be determined with input from the student.

If a student fails on the third attempt, she/he may petition to take the comprehensive exam for a fourth time by submitting a formal written request to the Dean of Students. Students repeating the exam must do so within one year of the previous attempt.

For more information on the comprehensive examination, see page 11.

### **Conferral of degrees and certificates**

Erikson has four official degree/certificate conferral dates each year. Dates for 2018–19 are September 14, December 14, May 10, and June 29. Master’s degree students who plan to graduate must complete and submit an application for master’s degree conferral, along with the \$175 degree conferral application fee, no later than February 14, 2019. Applications for master’s degree conferral are available on [my.erikson.edu](http://my.erikson.edu). Certificate students do not have to submit an application for conferral of the certificate of completion.

To receive your degree or certificate, you must have fulfilled all program requirements, including passing the comprehensive examination for master’s degree students. All tuition and fees must be paid and all library materials returned before a student can be approved for graduation.

### **Continuous enrollment policy**

Erikson Institute students are required to be registered for every semester during the academic year (Fall, Spring, and Summer), unless no courses are required of a student for a given term per their program plan or if the student is on an approved leave of absence. A student who is not registered for any two consecutive terms will be administratively withdrawn from her or his program by the Registration and Student Records Office. She or he will be subject to the readmission policy (see page 78). Students who have completed all course requirements and are pending completion of the comprehensive examination or culminating requirements for their degree conferral will not be subject to this policy.

### **Copyright protection for work created by others**

Erikson Institute respects the intellectual property rights of others, including yours. We take great care to ensure that our use of copyrighted materials in Erikson courses and other areas conforms to copyright law. We expect you to do so as well. It is your responsibility to make a good

faith determination that your use of copyrighted materials complies with U.S. Copyright Law ([www.copyright.gov/title17/](http://www.copyright.gov/title17/)) and Erikson's Intellectual Property Policy, available on the Academics homepage on [my.erikson.edu](http://my.erikson.edu).

You should familiarize yourself with sections of the Intellectual Property Policy that are particularly relevant to students. Please take time to review Part I, "Use of Copyrighted Material of Others" (pages 1–11) to ensure that you use such materials correctly. The policy covers "fair use" in many different situations, including use of copyrighted materials available on the Internet. Under Part II, "Ownership of Intellectual Property," you will want to look at "Work Created by Students," page 17. Given the complexity of copyright law, we encourage you to err on the side of caution. If you have any questions regarding appropriate use of copyrighted materials, please don't hesitate to contact the library staff, who are your best resource.

### **Penalties for Copyright Violations**

Users who violate policies regarding the use of copyrighted materials may be subject to disciplinary actions, including dismissal from the Institute and legal penalties.

Under federal law, a person found to have infringed upon a copyrighted work may be liable for actual damages and lost profits attributable to the infringement, and statutory damages from \$200 up to \$150,000. The copyright owner also has the right to permanently enjoin an infringer from further infringing activities, and the infringing copies and equipment used in the infringement can be impounded and destroyed. If a copyright owner hired an attorney to enforce his or her rights, the infringer of a work may also be liable for the attorney's fees as well as court costs. Finally, criminal penalties may also be assessed against the infringer and could include jail time depending upon the nature of the violation. For more information on penalties for violation of federal copyright laws, see [www.copyright.gov/title17/92chap5.html](http://www.copyright.gov/title17/92chap5.html).

### **Copyright protection for work created by students**

Erikson Institute's intellectual property policy seeks to encourage the a) creation of original scholarship, including online work and electronic media, b) development of educational materials, applications and products, and

c) dissemination of Erikson's work throughout the profession and the academic community, with such work identified with Erikson Institute.

Erikson students shall own copyrights in the papers, theses, dissertations, and other scholarly works they produce while at Erikson, except in the following circumstances:

1. Scholarly work authored by a faculty member with assistance from a student shall be owned by the Erikson faculty member;
2. Erikson owns any student work that constitutes or is part of a sponsored work as defined in the Institute's intellectual property policy;
3. Erikson owns any work for which Erikson has obtained a written transfer of copyright from the student and Erikson owns any student works created as part of the student's employment at Erikson.

### **Erikson rights regarding student-owned work**

1. Erikson has an interest in using certain student-owned works for academic purposes (e.g., grading), and in maintaining copies of student work for administrative and disciplinary purposes. As a condition of enrollment, Erikson students grant Erikson the irrevocable, perpetual right to use and retain all copies of student work for these purposes.
2. Student works that constitute notes of classroom lectures or exercises shall not be used by the student for commercial purposes.

The full text of the Institute's Intellectual Property Policy is available on the Academics home page on [my.erikson.edu](http://my.erikson.edu).

### **Course and end-of-year evaluations**

At the end of each semester, you will complete a course evaluation for each of your courses. At the end of the academic year, you will complete a more comprehensive evaluation of your overall experience with Erikson's academic programs and support services. Evaluation results are taken into account by faculty and staff as they review the curriculum and various services for students.

## Credit hour policy

Erikson Institute awards credits for degree and certificate program courses based on the semester hour unit. The number of credits assigned to Erikson degree and certificate program courses is a function of the depth and breadth of subject matter deemed appropriate by program faculty to achieve the outcomes of the respective program, and approved through the faculty curriculum review process. The Institute's credit hour policy is intended to ensure consistency in assigning credit hours to courses and to comply with national, state and accreditation agencies.

Each unit of credit is understood to represent a *minimum* of three hours of actual work per week for the *typical* student during a 15 week semester, or a *minimum* of 4.5 hours of actual work per week during the 10 week summer term.

For lecture and seminar courses, an average of one hour per week is typically allotted to faculty led instruction (i.e. lecture and/or discussions) for each unit of credit awarded. Courses will be designed and expectations established so that the typical student will need to study and/or engage in an average of two hours of out of classroom activity for every hour of faculty led instruction in order to achieve the intended learning outcomes. Out of classroom activities include, but are not limited to:

- Reading assigned texts;
- Viewing recorded lectures;
- Completing assignments;
- Completing online modules;
- Participating in synchronous or asynchronous discussion with other students;
- Taking exams;
- Conducting field observations; and/or
- Collaborating on group projects

The Institute's credit hour policy for online and hybrid courses is consistent with the standards for courses offered through face-to-face instruction, although some or all of course content and faculty-student interaction occurs through one or more forms of distance education.

For master's level internship, student teaching, action research and field placement courses, one credit is awarded for a minimum of 5 hours of work per week in a supervised

setting over the course of the term for master's program courses. For internship and action research courses in the certificate programs, one credit is awarded for a minimum of 3 hours of work per week in a supervised setting over the course of the term.

For research practicum and independent study courses, the scope of the study or research will be established to require the typical student to work an average of 45 hours per credit earned.

## Freedom of inquiry

At Erikson, students are encouraged to engage in free discussion, inquiry, and expression. Student academic performance is evaluated solely on academic achievement, including adherence to the traditional canons of scholarly honesty and integrity, and not on unrelated opinions and conduct.

## Good academic standing

Students are to maintain an overall grade point average that will result in a GPA of not less than B (3.0) upon completion of all program requirements. No more than two grades of C+, C, or C- may be counted towards master's degree requirements. No more than one grade of C+, C, or C- may be counted towards certificate program requirements. No grade of D may be counted toward the degree or certificate requirements, nor does a D grade fulfill a course requirement. Such grades, however, will be calculated in the GPA, unless the course is repeated in a future semester. For more information on repeated courses, see page 78. No student will be awarded a diploma or receive a graduate certificate with less than a cumulative 3.0 grade point average for all Erikson courses. Students receiving a failing grade in a course, including a grade of FR which is recorded because of failure to complete the required coursework by the appropriate deadline, are automatically dismissed from the program.

## Grading system

Erikson Institute is on a 4 point grading system. The unit of credit is the semester hour. The following grade notations are used in calculating the Grade Point Average (GPA=the quotient of total quality points divided by total hours attempted).

### Grades included in GPA

| Grade | Quality points | Definition          |
|-------|----------------|---------------------|
| A+, A | 4.00           | Excellent           |
| A-    | 3.67           | Very good           |
| B+    | 3.33           | Good                |
| B     | 3.00           | Above Average       |
| B-    | 2.67           | Average             |
| C+    | 2.33           | Fair                |
| C     | 2.00           | Acceptable          |
| C-    | 1.67           | Passing             |
| D     | 1.00           | Unacceptable        |
| F     | 0.00           | Fail                |
| FR    | 0.00           | Failure by rule     |
| NG    | 0.00           | No grade submitted* |
| WF    | 0.00           | Withdrawal, fail    |

### Grades not included in GPA

| Grade | Definition       |
|-------|------------------|
| AU    | Audited          |
| I     | Incomplete*      |
| W     | Withdrawal       |
| CR    | Credit           |
| NC    | No credit        |
| NOP   | Not passed       |
| WIP   | Work in progress |
| P     | Pass             |

*\*Grades of I (Incomplete) and NG (No Grade Submitted) will be permanently changed to a grade of FR (Failure by Rule) if course requirements are not met by the deadline published in the academic calendar.*

## Internships

The following information is specific to students enrolled in the on-campus Master of Science degree programs. Students enrolled in the PhD program or certificate programs that require an internship or field placement receive information about their respective program's internship requirements, policies, and procedures through the program director. Students enrolled in the online MS in Early Childhood

Education program complete a two-semester action research project instead of an internship. MSW students should refer to the MSW Handbook for information on field placement.

Organizations serving as internship sites make a significant investment in Erikson students. In return, you and the Institute both have an obligation to fulfill the terms of the internship agreement. You will be expected to work the hours agreed upon, respect the organization's goals and procedures, and adhere to a code of professional ethics and confidentiality. In addition, you will be expected to adhere to the student responsibilities that apply to all students of Erikson Institute and that are discussed in more details in the "Student Rights and Responsibilities" section, page 81.

Prior to beginning an internship, each student will be required to undergo and successfully complete a name-based background check. The existence of a conviction in an applicant's record does not necessarily mean that he or she will be dismissed from the programs or that the student will be unable to complete the internship requirement. Each case is evaluated individually on its facts and not all convictions or disciplinary actions are considered disqualifying to the course of study at the Institute. Some internship sites require fingerprint background checks and other prerequisites, and the responsibility for obtaining and paying for that belongs to the student. Students must have a minimum 3.0 grade point average and have successfully completed all child development core courses before beginning internship.

Students typically have one internship placement for the entire academic year. We strive to help students find internships that reflect their interests and career goals. Students in one of the concentration tracks, however, may have specific requirements concerning previous experience, the type of internship, setting, and number of hours per week. Hours and specific commitments vary. Contact time, supervisory conferences, and group meetings are arranged by the student, his/her Erikson advisor, the field director, the field liaison, and the internship supervisor.

You are expected to work a minimum of 15 hours per week. Some internship placements require prior experience, for which advanced planning is needed.

### Internship placement at student's employment site

Students are discouraged from pursuing an internship where they are employed. The purpose of field education is for the student to be a true learner, to be exposed to various

practice opportunities and populations, and to get the broadest possible experience. Often the boundary between student and employee can become blurred, and the learning can become secondary.

If students want to pursue the possibility of an internship at their place of employment, they must begin the process by notifying the field director and their program director of their intention at least six months prior to the scheduled beginning of the internship. The student's program director, in consultation with the field director, will determine whether the activities performed as a student differ sufficiently from his/her job responsibilities, that the internship supervision is distinct from the employment supervision, and that the internship supervisor can provide reflective supervision and oversee the student's learning goals. For an approved placement at a place of employment, there may be an additional requirement of a written project, depending on the nature of the field learning experience and the student's learning needs.

There is no guarantee that the placement will be approved. In the case where it is not approved, the student will be responsible for completing an alternative approved placement.

The following policies are in place to ensure that the student's learning is the priority:

1. The student must have been employed by the agency for at least 1 year prior to the request.
2. The field learning experiences must occur in a different unit or division, and must be separate and distinct from any activities currently performed for pay. The internship assignments must be relevant to the student's learning goals.
3. It is strongly preferred that a separate supervisor is assigned to be the student's internship supervisor. If this is impossible, a separate hour must be used weekly for the sole purpose of internship supervision.
4. The program director, the field director or his/her designate will conduct a site visit prior to the student beginning field work to establish clear boundaries in roles of the student/employee, clarify learning opportunities, and distinguish work to be done as an employee and tasks to be undertaken for internship.

5. Once all of the material is reviewed, the program director, in consultation with the field director, makes the decision in regard to whether the placement is appropriate for new learning for the student. If approved, the internship supervisor needs to demonstrate throughout the year that the commitment to student learning is maintained.

#### **Internship orientation**

Erikson holds two mandatory internship orientations. The first orientation (in February) provides an overview of the requirements for an internship and a listing of potential sites. You will be asked to complete a questionnaire identifying the type of internship you would like. Working closely with your program director and/or the Field Education and Career Services Office, you will apply to the internship site over the spring and summer.

The second orientation (in late August), a 2-day workshop, Field 101, prepares you for the challenges of field education and reviews the particulars of the integrative seminars, placements, and learning agreement. The learning agreement is to be filled out by you, your advisor, and your internship supervisor and will establish general and specific learning goals on which your performance will be evaluated.

#### **Internship evaluation**

Your internship supervisor will complete a detailed evaluation twice during your internship, in fall and spring. You will also complete a self-evaluation at the same time and discuss the results with your internship supervisor and your advisor. All evaluations are included in your file. If you disagree with the evaluation, you may write a formal reply that will also be placed in your file. At the end of your internship, you will also write an evaluation of your experience to help future students in selecting their placements.



# General campus policies and procedures

## Building access information

The operating hours for the building during the regular academic term are as follows:

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|                 |               |
|-----------------|---------------|
| Monday–Thursday | 8 a.m.–8 p.m. |
| Friday          | 8 a.m.–5 p.m. |

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The operating hours for the building during the semester break periods is 8 a.m.–5 p.m., Monday–Friday and closed on Saturdays. For safety and security purposes, the building is kept locked at all other times.

Students are issued a photo ID/access card which is used to check-in at the building. All students must swipe their photo ID/access card at the main lobby security desk located on the first floor in order to enter the building. Student photo ID/access cards must be returned to Erikson upon withdrawal from the Institute or completion of the degree/certificate program. If lost, the replacement cost for each card is \$50. Guests and visitors can gain access to the building by checking in and presenting a valid photo ID at the main lobby security desk on the first floor.

## Concealed carry policy

### Purpose

Erikson is committed to providing a safe and secure environment for its community and guests.

In support of this commitment, Erikson will establish restrictions on carrying firearms or weapons on the Erikson campus in accordance with the 2013 Illinois Firearm Concealed Carry Act, Section 65.

### Scope

This policy applies to all employees, students, visitors and individuals conducting business on the Erikson campus. Campus includes, but is not limited to, the LaSalle Street campus and field placement sites whether owned, leased or controlled by Erikson, where Erikson programs, activities and classes are held.

### Policy

Erikson maintains a Firearms and Weapons Free Campus. No person covered by this policy, regardless of whether that person has a valid federal or state license to possess a firearm or weapon, is authorized to possess a firearm or weapon while engaged in Erikson related business or activities.

## Exceptions

The provisions of this policy do not apply to the possession of firearms or weapons on the Erikson campus, or at any Erikson sponsored activity if the firearm or weapon is carried by a full-time law enforcement officer required to carry a firearm or weapon as a condition of his or her employment, the firearm or weapon is carried by an enforcement officer from an external agency conducting official business at Erikson or any other exception that is deemed necessary as determined by the Chief Facilities Officer. The exceptions to the prohibitions of concealed carry do not apply to off-duty law enforcement officers on campus including off-duty law enforcement officers attending classes as students.

## Enforcement

Any of the aforementioned individuals who violate this policy, which means he or she is found to have carried a firearm or weapon onto the Erikson campus knowingly or is found to have carried a firearm or weapon under circumstances in which the individual should have known that he or she was in possession of a firearm or weapon will face the following disciplinary actions:

- Employees may be subject to discipline up to and including immediate termination;
- Students may be subject to discipline up to and including immediate expulsion;
- Individuals visiting or conducting business on the Erikson campus may be banned and/or referred to an external law enforcement agency, which may lead to arrest and prosecution.

Erikson's Facilities and Enrollment Departments, in consultation with other relevant departments and executive management, shall be responsible for the development and distribution of information regarding this policy to the Erikson campus community; shall be responsible for the development and promulgation of procedures and protocols for confiscation of weapons; shall promulgate policies and procedures to be used in determining whether any exceptions to this policy are necessary and shall be responsible for determining the clear and conspicuous posting of signage at all entrances stating that concealed firearms are prohibited. Signs shall be in accordance with the design approved by the Illinois State Police.

The Chief Facilities Officer and Dean of Enrollment Management shall be the designees of the President

of Erikson responsible for reporting any employee, student or visitor who is determined to pose a clear and present danger to the Chicago Police Department and the Illinois State Police.

### **Definitions**

A. “firearm” is defined as: loaded or unloaded handgun.

A “handgun” is defined as any device which is designed to expel a projectile or projectiles by the action of an explosion, expansion of gas, or escape of gas that is designed to be held and fired by the use of a single hand.

B. “weapon” is defined as: Any device, whether loaded or unloaded, that shoots a bullet, pellet, flare or any other projectile including those powered by CO<sub>2</sub>. This includes, but is not limited to, machine guns, rifles, shotguns, handguns or other firearm, BB/pellet gun, spring gun, paint ball gun, flare gun, stun gun, taser or dart gun and any ammunition for any such device. Any replica of the foregoing is also prohibited. Any explosive device including, but not limited to, firecrackers and black powder. Any device that is designed or traditionally used to inflict harm including, but not limited to, bows and arrows, any knife with a blade longer than three inches, hunting knife, fixed blade knife, throwing knives, dagger, razor or other cutting instrument the blade of which is exposed.

### **Discrimination and harassment, including sexual harassment**

All Erikson students have the right to learn and work in a positive environment free of discrimination or harassment, either verbal or physical, that is based on race, religion, color, age, sex, sexual orientation, gender, gender identity, gender expression, national origin, citizenship, marital or parental status, military discharge status, physical or mental disability, or any other protected status or characteristic. An example of “discrimination” would be different treatment of two similarly situated students on the basis of their different races. An example of racial “harassment” would be a pattern of belittling remarks made about a person’s racial origins or of joking based upon stereotypes about a particular race, gender, or religion. Both discrimination and harassment are violations of the civil rights laws and are absolutely prohibited at Erikson Institute.

In keeping with this commitment, we will not tolerate discrimination against or harassment of students by anyone,

including any faculty member, staff member, fellow student, vendor, trustee, or employee of Erikson. The Institute also strictly prohibits discrimination against or harassment of other Erikson representatives by students. Such conduct, or any interference with the investigation of an alleged incident, or retaliation will result in disciplinary action, possibly up to and including dismissal of students and termination of employees.

Title IX of the Education Amendment of 1972 prohibits discrimination on the basis of sex in any federally funded education program or activity. Erikson Institute has a Title IX policy that expressly prohibits discrimination on the basis of sex, sexual orientation, gender, and/or gender identity in any Institute program or activity consistent with Title IX of the Educational Amendments of 1972 and other applicable state and federal laws. Sexual misconduct, including sexual harassment, non-consensual sexual intercourse and/or contact, exploitation, harassment, and interpersonal violence such as stalking, dating violence and/or domestic violence are forms of sex discrimination that deny or limit a community member’s ability to participate in Erikson Institute’s programs or activities. Every student must avoid conduct that reasonably could be interpreted as discrimination or harassment under this policy, even if such conduct was not intended to be offensive. Like every representative of Erikson, a student is expected and encouraged to inform fellow students or others whenever conduct is unwelcome, offensive or in poor taste. Only through such open communication can we maintain the type of learning environment and workplace where everyone has an equal opportunity to flourish.

Erikson Institute provides educational, preventative and training programs regarding sex, sexual orientation, gender and gender identity-based discrimination; encourages the reporting of any incident that might violate this policy; provides timely services to those who have been affected by discrimination; and utilizes prompt and equitable methods of investigation and resolution to stop discrimination, remedy any harm, and prevent recurrence. Violations of this Policy may result in the imposition of sanctions including, but not limited to termination, dismissal, or expulsion.

This Policy applies to all members of Erikson Institute community, including students, faculty, staff, administrators, board members, contractors, vendors, and visitors, regardless of their sex, sexual orientation, gender or gender identity. The Policy applies to on-campus and off campus

conduct, including online or electronic conduct, when the off campus conduct: (i) occurs during an Institute sponsored employment or education activity or program; (ii) adversely impacts the education or employment of a member of the Erikson Institute community; or (iii) otherwise threatens the health and/or safety of a member of the Erikson Institute community.

Any of the prohibited conduct set forth in this Policy can occur between strangers or acquaintances, individuals involved in intimate or sexual relationships, individuals of any sex or gender identity, and/or individuals of the same or different sexes or gender identities. In addition, some of the prohibited misconduct also violates the criminal laws of the State of Illinois.

Sex discrimination is adverse treatment of an individual based on sex or gender, rather than individual merit. Sex discrimination encompasses sexual misconduct, as defined below, but also includes other discriminatory behavior that does not constitute sexual misconduct.

### **Sexual Misconduct**

Sexual misconduct is a broad term that encompasses sexual harassment, non-consensual sexual intercourse or contact, sexual exploitation, domestic violence, dating violence, and stalking.

The following offenses are considered “sexual misconduct” and prohibited by Erikson Institute.

**“Sexual Harassment.”** Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic or physical conduct of a sexual nature, without regard to whether the parties are of the same or different gender when:

- Submission to such conduct is either explicitly or implicitly a term or condition of an individual’s employment or status in a course, program or Institute-sponsored activity, or is used as the basis for employment or educational decisions affecting that individual (also referred to as “quid pro quo”); or
- Such conduct is sufficiently severe, pervasive, or persistent that it has the purpose or effect of unreasonably interfering with an individual’s educational experience or working conditions (also referred to as “hostile environment”).

**“Gender-Based Harassment.”** Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender, sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. Use of the term “sexual harassment” throughout this policy includes gender-based harassment/misconduct.

**“Sexual Orientation-Based/Gender Identity-Based Harassment.”** Sexual orientation-based harassment includes verbal, non-verbal and physical acts of aggression, intimidation, or hostility based on an individual’s actual or perceived heterosexuality, homosexuality, bisexuality, or transsexuality/gender identity. Use of the term “sexual harassment” throughout this policy includes sexual orientation-based and gender identity-based harassment/misconduct.

**“Non-Consensual Sexual Intercourse (or attempts to commit the same).”** Non-consensual sexual intercourse is any penetration of the sex organs, anus, or mouth of another person when affirmative consent is not present or force is used. This includes penetration or intrusion, however slight, by an object or any part of the body, specifically including cunnilingus, fellatio, vaginal intercourse, and anal intercourse.

**“Non-Consensual Sexual Contact (or attempt to commit the same).”** Non-consensual sexual contact is the intentional touching or fondling a person’s genitals, breasts, thighs, groin, or buttocks, or any other contact of a sexual nature (including by bodily fluids), when consent is not present or force is used. This includes contact done directly, through clothing, or with an object. It also includes causing or inducing a person, when consent is not present, to similarly touch, fondle, or contact oneself or someone.

**“Sexual Exploitation.”** Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own benefit, or to benefit anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses in this policy. Examples of sexual exploitation include, but are not limited to, invasion of sexual privacy, prostituting another person, non-consensual photographing, video or audio-taping of sexual activity, non-consensual showing or sharing of otherwise consensual images, engaging in voyeurism, knowingly transmitting a sexually

transmitted infection (STI) to another without disclosing STI status, exposing one’s genitals in non-consensual circumstances, and inducing another to expose their genitals. Sexually-based stalking and/or bullying may also be forms of sexual exploitation.

**“Dating Violence.”** Dating violence is violence or the threat of violence by another person with whom the individual is or has been in a social relationship of a romantic or intimate nature. The existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence does not include acts covered under the definition of domestic violence below.

**“Domestic Violence.”** Domestic violence is violence committed or threatened to commit by a current or former spouse or intimate partner of the individual, by someone with whom the individual shares a child in common, by someone who is cohabitating with or has cohabitated with the individual as a spouse or intimate partner, by someone similarly situated to a spouse of the individual under the domestic or family violence laws of the jurisdiction in which the violence occurred, or any other person against an adult or youth who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the violence occurred.

**“Stalking.”** Stalking is a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety (or the safety of a third person) or suffer substantial emotional distress. For purposes of this definition, course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person’s property.

**Reporting options and resources**

There are various reporting options and resources available to Erikson Institute community. Erikson Institute encourages those who believe they may have experienced sexual discrimination/misconduct to talk to one or more of the below individuals or agencies.

**Confidential Sources.** The following resources are available to discuss incidents of misconduct in confidence, and will only report to Erikson Institute that an incident occurred without revealing any personally identifying information. Disclosures to these entities *will not* trigger an Institute investigation into an incident. Faculty, staff and students wishing to obtain confidential assistance without making a report to Erikson Institute may do so by speaking with one of the following confidential sources:

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|                                   |                |
|-----------------------------------|----------------|
| <b>Student Assistance Program</b> | 1-888-628-4824 |
|-----------------------------------|----------------|

*(Please mention Erikson Institute/Group Number 5065872)*

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The following off-campus organizations also provide confidential assistance and additional resources and will not make any report to Erikson Institute:

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|  |                     |
|--|---------------------|
| <b>Chicago Rape Crisis Hotline</b>                 | 888-293-2080        |
| <b>National Sexual Assault Telephone Hotline</b>   | 800-656-HOPE (4673) |
| <b>State of Illinois Domestic Violence Hotline</b> | 877-863-6338        |

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**Reporting to Erikson Institute.** Erikson Institute strongly encourages individuals to report incidents of sexual discrimination/misconduct to the Title IX Coordinator or other Institute employee. With the exception of the confidential resources identified directly above, all other Institute employees who receive a report of sexual discrimination/misconduct are required to report all the details of an incident (including the identities of both the complainant and alleged respondent) to the Title IX Coordinator. Upon receiving notice of an alleged violation of this Policy, Erikson Institute shall provide the Complainant with a separate written document listing the Complainant’s available rights and options.

The following resources may be contacted to initiate an investigation into an incident of sexual discrimination/misconduct:

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|                             |                                   |
|-----------------------------|-----------------------------------|
| <b>Title IX Coordinator</b> |                                   |
| Patricia Lawson             | plawson@erikson.edu, 312-893-7120 |

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|                         |                                    |
|-------------------------|------------------------------------|
| <b>Dean of Students</b> |                                    |
| Colette Davison         | cdavison@erikson.edu, 312-893-7173 |

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|                                      |                                   |
|--------------------------------------|-----------------------------------|
| <b>Chief Human Resources Officer</b> |                                   |
| David Wilson                         | dwilson@erikson.edu, 312-893-7200 |

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Whether or not an individual who has experienced sexual misconduct decides to report an incident to Erikson Institute or the local Police Department, individuals are encouraged to seek immediate medical attention in order to treat physical injuries, test for and treat sexually transmitted infections and pregnancy, and access emergency contraception (if requested).

Under Illinois law, medical personnel are required to alert police when it reasonably appears that the individual requesting the treatment has received an injury sustained as a victim of a criminal offense, including sexual violence. However, it is the individual's choice as to whether he or she wants to speak to the police.

Erikson Institute provides a prompt, fair, and impartial institutional resolution to allegations of violations of this Policy. Erikson Institute's process is completely separate from the police and courts. Upon receipt of a report or complaint of a violation of this Policy, the Title IX Coordinator shall review the allegations and determine an appropriate course of action. In addition, the Title IX Coordinator or designee will provide prompt and appropriate interim measures to support and protect the Complainant and Respondent and prevent any further acts of misconduct, harassment or retaliation prior to the final resolution of the complaint.

For a copy of the full Title IX policy, contact Patricia Lawson, the Vice-President for Finance and Operations/CFO and Title IX Coordinator at [plawson@erikson.edu](mailto:plawson@erikson.edu) or go to [www.erikson.edu/consumer-information](http://www.erikson.edu/consumer-information) and click on Health & Safety.

Any student who has made a complaint about discrimination, harassment, or retaliation and who is not satisfied with the outcome of the investigation of such complaint may initiate a grievance by using the General Grievance Procedure set forth on page 56.

**Prohibition on retaliation:** There will be no retaliation or reprisals against any employee or student who submits a complaint, reports an incident witnessed, supports a complaining witness, or participates in any way in the investigation of a discrimination or harassment claim. For instance, a faculty member would be prohibited from making any adverse academic decision or taking any other adverse action against a student because the student complained or cooperated in good faith with an

investigation of alleged conduct prohibited by this policy. Any acts of retaliation will be considered a violation of this policy and corrective action will be taken immediately.

### **Emergency procedures**

In the event of an emergency, dial 911 from any telephone inside Erikson Institute. Emergency response personnel will be able to identify the exact location of the phone from which the call was made. If possible, please notify the security desk by dialing '0' after calling 911, so they can direct emergency response personnel to the individual(s) requiring assistance and alert Erikson staff.

In the event of a fire, everyone is required to use the stairwells located by the classrooms and elevators.

More extensive emergency procedures are posted on [my.erikson.edu](http://my.erikson.edu). For additional information, see "Campus safety and security," page 86.

**Procedures for reporting criminal actions:** If you believe yourself to be the victim of a crime or to have knowledge of a crime, you should immediately report to one of the security authorities identified below. They will assist you to report the incident to the proper authorities. A security officer is on duty in the ground floor lobby during normal business hours and during evenings and weekends when classes or other public events are scheduled. The security officer may be contacted in an emergency by dialing extension 0 on any phone in the Erikson Institute building or by calling (312) 755-2250. You may also reach the Institute operator during daytime business hours by pressing "0" on any internal phone. Each of Erikson's elevators has an emergency call button, which is monitored 24/7 by Simplex, Inc. Calls made to the monitoring service are routed to security personnel.

You can also report criminal activities or other emergencies directly to the Chicago Police Department by dialing 911 from any phone in the building. The phone system is designed so that the police can identify the caller's exact location within the building. We encourage you to contact Erikson's security officer in addition to calling 911 so that he can direct the emergency response team to the desired location as quickly as possible. The security officer can also provide assistance in reporting criminal activity to the police. Non-emergencies can be reported to the Chicago Police Department by dialing 311.

The following table summarizes the contact information for security authorities to whom you can report a crime:

| Security authority                | Location              | Number         |
|-----------------------------------|-----------------------|----------------|
| Security officer                  | Ground floor lobby    | 0              |
| Chief HR and Facilities Officer   | 3rd floor, Office 325 | (312) 893-7200 |
| Dean of Students                  | 4th floor, Office 414 | (312) 893-7173 |
| VP for Finance and Operations/CFO | 4th floor, Office 410 | (312) 893-7120 |
| Dean of Enrollment Management     | 3rd floor, Office 319 | (312) 893-7145 |
| Police Department, non-emergency  |                       | 311            |
| Police Department, emergency      |                       | 911            |

### Gender neutral restrooms

In keeping with Erikson’s commitment to a safe and inclusive environment for all students, staff, and visitors to our campus, two multi-stall, gender-neutral bathrooms are available to provide options that are consistent with each person’s gender identification and expression. The gender-neutral restrooms can be found on the second and third floor.

### Information technology telecommunication networks and information resources

#### Purpose

Erikson provides its staff, students, and guests with a wide array of information technology and resources. As with all Institute assets, our campus-wide telecommunications, including phones, voice-mail, computer network, workstations, laptops, servers, software, printers, mobile devices, and collaboration tools, are intended for authorized business and academic use. Members of the Erikson community are expected to use these resources in a responsible, professional way. Users shall use these resources in a manner that is honest and ethical and in accordance with the standards for honest and ethical behavior outlined in Erikson’s Human Resources Policy Manual. The following guidelines will help users understand their responsibility to protect the integrity of these resources, to properly use and protect information, and to respect the rights and privacy of other users. The rules apply equally to users who connect their own devices to Erikson’s network.

#### Policy guidelines

The purpose of Erikson’s computer network and information resources is to support its mission of teaching, research, clinical service, and community engagement.

- 1. Access**—Users must refrain from seeking to gain unauthorized access to information resources or enabling unauthorized access by others. Inappropriate uses include, but are not limited to:
  - Sharing your username and passwords and permitting other individuals to access your accounts;
  - Accessing another user’s files or directories without authorization; Attempting to capture or crack passwords or encryption to access another user’s accounts or network files;
  - Intercepting or monitoring any network communication not explicitly intended for you without authorization;
  - Impersonating another individual in communication (e.g., forged email, texts, IMs, social media postings);
  - Restricting or denying access to the system by legitimate users.
- 2. Usage**—Use of Erikson’s information resources must comply with Institute policies and legal obligations, including licenses and contracts, and all federal and state laws. Inappropriate uses include, but are not limited to:
  - Using Erikson’s resources for private financial gain (e.g., running a private business);
  - Using Erikson’s resources to conduct partisan political activities (e.g., lobbying or campaigning) where prohibited by federal, state, or other applicable laws;
  - Copying and using Institute purchased/leased software contrary to the provisions of the contract;
  - Consuming an unauthorized, disproportionate share of networking resources;
  - Downloading, viewing, or transmitting fraudulent, harassing, pornographic, or threatening messages or materials or materials containing ethnic slurs, racial epithets, or other content that may be construed as harassment or disparagement of others based on their race, color, religion, national or ethnic origin, gender, gender identity, gender expression, sexual orientation, marital status, age, disability, veteran status, or any other status protected by federal, state, or local laws;

- Using copyrighted or licensed digital resources without appropriate permission and/or attribution (e.g., journals, movies, music, software, games, data, etc.). (See Erikson’s Intellectual Property Policy and the Peer-to-Peer File-Sharing policy for more information);
- Violating the terms of use of online media forums, including social networking websites, mailing lists, chat rooms, and blogs.

Please note that Erikson acknowledges that there may be a legitimate academic or scholarly reason for downloading, viewing or transmitting certain content that in most other contexts would be violative of this policy. If such circumstances arise, please use appropriate discretion in processing such materials.

**3. Integrity and security of information**—Users must respect and protect the integrity of information and information resources and preserve the rights and privacy of individuals. Inappropriate activities include, but are not limited to:

- Deploying software programs that secretly collect information about individual users;
- Destroying or altering data or programs belonging to other users;
- Storing, sending or otherwise processing sensitive personal information about individuals without express authorization and proper security protections or in violation of applicable law. Examples of such information include: financial information, social security numbers, driver’s license numbers, state ID numbers, and health information;
- Transmitting sensitive or proprietary information to unauthorized persons or organizations;
- Sending unsolicited messages without authorization to a large number of recipients, including staff and students;
- Transmitting confidential, personally-identifiable information, or information otherwise protected by law, over the network without proper safeguards, which in some instances, such as in the case of transmitting sensitive personal information, may require encryption.

“Personally identifiable information” means information that is identifiable to an individual or reasonably identifiable to a specific device.

**4. Personal use of Institute-owned networks and information resources**—Erikson acknowledges that a

certain amount of incidental personal use of Institute-owned information resources may occur. Erikson further acknowledges that a certain amount of such use on personally-owned devices on Erikson network resources may also occur. As a general rule, Erikson does not object to such periodic incidental use so long as it is:

- Reasonable and limited;
- Does not interfere with academic commitments;
- Does not adversely affect or burden Erikson’s information systems, the academic environment generally, or other users.

**5. Erikson’s right to access information resources for legal and Institute purposes**—Users should have no expectation

of privacy when using Erikson’s telecommunication networks and information resources for any form of activity, including but not limited to email (personal and business), messaging, accessing the Internet, or engaging in social media. Erikson may monitor communications and other activities taking place on its information systems and reserves the right at its discretion to access, and in some circumstances disclose to third parties, any records, messages, or communications sent, received, or stored on its information systems, without the knowledge and consent of the users who have custody of them, subject to applicable law. Examples of circumstances in which representatives of the Institute may need to access and/or disclose electronic or other records to third parties (including paper records) include:

- In response to investigations, subpoenas, or lawsuits. Erikson may be required by law to provide electronic or other records, or information related to those records, to third parties;
- In connection with Erikson’s own investigations;
- To ensure the proper functioning of the Institute;
- To protect the safety of individuals or the Erikson community;
- To provide, maintain, or improve services; and, in that connection Erikson may also permit reasonable access to data by third-party service providers.

## **Procedures**

### ***Reporting concerns about or possible misuse of information resources***

Users should report any system defects and concerns with system security to the Information Technology staff. If you receive “spam” or unsolicited email, you can forward it to SPAM REPORTING so that it can be blocked in future. To report suspected misuse of Erikson’s computer telecommunications resources, users should follow the procedures outlined in the Whistleblower Policy.

### ***Consequences of misuse of information resources***

Inappropriate use of these resources may result in loss of access and disciplinary action, up to and including termination or dismissal or, in some cases, in civil or criminal prosecution.

## **Peer-to-Peer File-Sharing Policy**

Peer-to-peer file-sharing software applications are defined as programs that allow computers to share content in the form of music, movies, games, computer files, or software over a local network and the Internet without accessing a centralized distribution server or set of servers. Erikson prohibits the use of peer-to-peer applications on its networks or IT resources to transmit or exchange any videos, music, software, images, or other copyright-protected content, unless the user has valid, written authorization to access and/or distribute such content. Any use of the IT resources in violation of this policy will be subject to discipline or sanctions in keeping with the applicable provisions of IT policies and other Erikson rules and policies. To avoid the risk of copyright infringement, as well as possible exposure to viruses, unexpected material, or spyware, users should obtain materials through the many authorized Internet services that legitimately distribute copyrighted works online, whether music, ebooks, or motion pictures. For a list of authorized services, please contact the library staff.

Erikson expects that any use of its network and IT resources will be consistent with Erikson’s policies and compliant with applicable laws. Be aware that Erikson is required by the Department of Education and the 2008 Higher Education Opportunity Act to use a variety of technology-based methods to monitor and combat unauthorized use of its network and IT resources to distribute copyrighted materials in violation of the copyright owner’s rights. Erikson is under no obligation to protect a user from

a complaint or action arising from any violation, or alleged violation, of the law, including infringement of any intellectual property rights due to use of peer-to-peer, or any other type of “file-sharing,” software applications. Users should understand that the fact that material is accessible through the Internet does not mean that accessing and distributing such material is authorized by copyright-holders. Even when users pay for that access, they do not necessarily acquire the right to distribute the material to others.

## **Privacy policy**

This notice describes the Privacy Statement of Erikson Institute (“Erikson”, “we” or “our”), a U.S. non-profit organization. Erikson is committed to protecting your privacy when you visit our website by restricting the use of collected information. This privacy policy outlines how we collect information when you visit our site and how we use that information. You will not be required to submit personally identifiable information, but if you choose to do so, you are accepting and consent to the practices described in this Privacy Statement.

Our business changes constantly, and our Privacy Statement and Terms of Use will change, also. Your continued use of our website following the posting of any amendment shall indicate your acceptance of the revised Privacy Statement.

### **1. Information we collect**

**Anonymous information:** Our website automatically captures limited, non-personally identifiable information that your browser makes available. This information may include your internet protocol (IP) address, browser type, computer operating system, time and date you visit, the pages you access, and the address of the page that directed you to our site. We use this data to understand patterns of site activity and to improve the site, so it is more useful for you. This information is not linked in any way to your personal information. Although we cannot guarantee impenetrability of our servers, we have established reasonable physical, electronic, and procedural safeguards for all of the information we collect online.

**Personal information:** We do not collect personally identifiable information from you unless you supply it voluntarily. The types of personally identifiable information that you may be prompted to consider providing includes, but is not limited to, your name,



mailing address, email address, telephone number, ethnic background, gender, marital status, GRE scores, program interests, date of birth, Social Security number, visa classification, armed forces affiliation, credit card number, citizenship, language spoken, academic experience, work experience, financial information, or other information relevant to an application for admission, request for information, or a transaction. If you reside in the European Union, upon providing your personally identifiable information to Erikson, you will be indicating your explicit consent that the personally identifiable information you have provided may be transferred to, processed, and stored in the United States, in accordance with this policy.

In accordance with the General Data Protection Regulations (GDPR), Erikson will respond to reasonable requests for access to information held about a data subject (identified natural person who is the subject of personal data); rectify information held about a data subject pursuant to a valid request; communicate corrections of personal data to third parties who have received the data; allow a data subject to revoke consent for a particular processing activity; to honor valid requests to restrict the processing of data if requested by a data subject; respond to valid requests for erasure of data held about a data subject; honor requests from a data subject to have their personal data transferred directly to another controller; if technically feasible, and respond to valid requests for erasure of data held about a data subject.

We request personally identifiable information only when necessary to provide a service or to complete a transaction. Examples include subscribing to electronic newsletters or listservs; membership accounts requiring login; completing online surveys; requesting program information; applying for admission to an academic program; registering and paying for events or courses; or making a donation.

**Disclosure Regarding Google Display Advertising:** We have implemented Google Analytics features based on Display Advertising (e.g., Remarketing, Google Display Network Impression Reporting, the Doubleclick Campaign Manager integration, or Google Analytics Demographics and Interest Reporting).

We use remarketing with Google Adwords and analytics to display content-specific advertisements to visitors who have previously visited our site when those visitors go to other websites that have the Google Display Network

implemented. We and other third-party vendors, including Google, use first-party cookies (such as the Google Analytics cookies) and third-party cookies (such as the DoubleClick cookie) together to report how your ad impressions, other uses of ad services, and interactions with these ad impressions and ad services are related to visits to our site.

Google Analytics does not store any visitor specific data, and we will not use visitor-specific data in any way related to Google Analytics, Google Adwords, and Remarketing. We use aggregated behavioral information to refine our marketing efforts.

At any time, you may choose to opt-out of Google Analytics tracking with the Google Analytics opt-out browser add-on. You can also opt-out of Google Analytics for Display Advertising and customize Google Display Network ads using the Ads Settings.

## **2. What we do with the personal information we collect**

Through our website, some visitors can access chat rooms, forums, and message boards. Please remember that any information that is disclosed in these areas becomes public information, and you should exercise caution when deciding to disclose your personal information.

We will not sell, trade, or otherwise transfer to third parties your personally identifiable information, except that we may share this data with subsidiaries, affiliates, and vendors we retain to provide services necessary to our operations. Such third parties could include, but are not limited to, website hosting companies, mail delivery service companies, payment processors, and institutional research companies. We also reserve the right to release personally identifiable information (i) when we are under legal compulsion to do so (e.g., we have received a subpoena) or we otherwise believe that the law requires us to do so; (ii) when we believe it is necessary to protect and/or enforce the rights, property interests, or safety of Erikson, our users or others; or (iii) as we deem necessary to resolve disputes, troubleshoot problems, prevent fraud, and otherwise enforce the Privacy Statement and our Websites Terms of Use. Additionally, in the event that Erikson is merged with or becomes part of another organization, or in the event that Erikson is sold or it sells all or substantially all of its assets or is otherwise reorganized, the information you provide will be one of the transferred assets to the acquiring or reorganized entity.

### **3. Opt-out rights**

**Student directory information:** Aside from directory information that may be disclosed under the Family Educational Rights and Privacy Act (FERPA), we will not post personally identifiable information about students or graduates without prior permission or as otherwise set out herein. Students who wish to withhold the disclosure of some or all directory information should notify the Registration and Student Records office by October 1 of the academic year concerned.

**Alumni directory information:** Personal and professional contact information for alumni is collected through various methods and is published online in a searchable, password-protected alumni directory. We restrict directory access to alumni and persons connected to the Erikson community and use all appropriate technology to prevent misuse of the data by unauthorized parties. Alumni can request that their contact information be withheld from the directory by contacting us at [alumniservices@erikson.edu](mailto:alumniservices@erikson.edu).

**Email and direct mail:** You can opt out of receiving future promotional electronic mailings from us by following the unsubscribe procedures indicated in each mailing. You can opt out of receiving printed promotional mail in the future as well by contacting us at [unsubscribe@erikson.edu](mailto:unsubscribe@erikson.edu).

**Cookies:** We use cookies to keep track of and enhance certain user activities on our website, such as logging into your account, accessing your courses or your grades, and other user-specific features. You may block or restrict cookies on your computer or purge them from your browser by adjusting your web browser preferences. You should consult the operating instructions that apply to your browser for instructions on how to configure your browser setting to meet your preferences.

However, because cookies allow you to take advantage of some features or functions of our websites, we recommend that you leave them turned on. For example, EriksonOnline uses Blackboard Learn™, which requires the acceptance of a cookie by your browser to access information in the courses. If you block or otherwise reject our cookies, you will not be able to use this feature.

### **4. How you can access and update your personal information**

If you have a My.Erikson account, you may access and update your information by clicking on Personal Info. Additionally, you may contact the Associate Registrar at [registrar@erikson.edu](mailto:registrar@erikson.edu) to request updates to your personal information.

### **5. What about links to other websites?**

This statement applies only to Erikson websites. Our websites may contain links to third party sites. We are not responsible for the content or policies of such sites and recommend that you check the third-party privacy statements posted on their websites.

### **6. How do I ask questions and provide feedback regarding privacy?**

We welcome your questions, comments and concerns about privacy. Erikson is committed to the resolution of concerns or complaints about your privacy and our collection or use of your personally identifiable information. If you have any questions regarding this privacy statement or how we protect your personal data, please contact us at:

Erikson Institute  
ATTN: Privacy Practices  
451 North LaSalle Street  
Chicago, Illinois 60654-4510  
or [webprivacy@erikson.edu](mailto:webprivacy@erikson.edu)

### **Smoking policy**

Smoking is not permitted anywhere inside the building. Per City of Chicago ordinance, smoking is not allowed within 25 feet of any building entrance.

# Registration/student records policies and procedures

## Academic records

The official record and transcripts for students are kept in the Registration and Student Records Office. Students are responsible for notifying the Registration and Student Records Office of any changes to their name and contact information by submitting change of name, address, phone number or email, etc., to Registration and Student Records, in writing, with appropriate supporting documentation for name changes (court order, marriage license, or dissolution decree). Name changes apply to permanent student files (but not their contents) and computer records; mentions of your previous name as it appears throughout your narrative evaluations, which are part of your official transcript record, are not changed.

## Add/drop procedures

The official add/drop period for each term is published in the academic calendar. Students may add or drop courses through *my.erikson.edu* during this period. If needed, a revised tuition statement will be issued and you will be informed of any changes in your eligibility for financial aid.

### Registering for a course after the add/drop period

Students who wish to register for a course after the add/drop period must submit a Course Add/Drop Request Form, available through *my.erikson.edu*, to the Registration and Student Records Office. In some cases students may be asked to seek written approval from the course instructor before a Course Add/Drop Request Form will be considered. If approved, you will be informed of any adjustment to your tuition statement, and a \$100 late fee will be added to your account. A revised tuition statement will be issued and you will be informed of any changes in your eligibility for financial aid. It is your responsibility to make up any missed course work.

### Withdrawal from a course after the add/drop period

Students who wish to withdraw from a course after the add/drop period must submit a Course Add/Drop Request Form, available through *my.erikson.edu*, to the Registration and Student Records Office. Your request to withdraw from a course will be considered official on the date you submit the completed Course Add/Drop Request Form to the Registration and Student Records Office.

Once you have withdrawn from the course(s), you will be informed of any adjustment to your tuition statement for the

term. Students who withdraw from a course after the end of the add/drop period may be eligible for a refund according to the Institute's Tuition Refund Policy (see page 93). The official date of your request will determine the amount of tuition that will be refunded to you, in accordance with the refund policy. A revised statement will be issued and you will also be informed of any changes to your eligibility for financial aid. If you are eligible to receive a refund of tuition, Erikson will issue a check to your current address within three weeks from the date we receive the Course Add/Drop Request Form.

Students who withdraw from a course up to four weeks before the end of the term will receive a grade of W, withdrawal. Students who withdraw from a course during the last four weeks of the term will receive a grade of WF, withdrawal, fail. No student will be eligible to withdraw from a course while an issue regarding the student's possible academic dishonesty or other misconduct is pending with respect to that course.

## Audited courses

Students wishing to audit a course must officially register for the course and submit a written request form to the Registration and Student Records Office. A course that is audited does not count as hours attempted, and therefore is not included in the calculation of a student's GPA, full- or part-time status, or progress toward degree or certificate completion. Auditors are not required to complete course assignments, including examinations and term papers. Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates satisfactory attendance; students who do not meet the attendance requirement will receive a grade of W. Tuition for audited courses will be two-thirds the tuition charged for courses taken for academic credit.

## Change of address

Erikson Institute can be notified of a change of address by submitting through *my.erikson.edu*. Be sure to include any change in phone number and external email. Students are responsible for notifying Erikson Institute of any change in contact information. Returned mail because of incorrect address, including billing, is the responsibility of the student.

## Changing programs or cohorts

Students who wish to change their academic program must take the following steps:

1. Review the general requirements and information about your intended new program, available in the Handbook or on Erikson's web site. If you are interested in the teacher certification program, please read pages 1-8 of the Handbook for Teacher Education Candidates available from *my.erikson.edu*.
2. Obtain a copy of your Erikson transcript showing completed coursework and courses in progress.
3. Meet with your faculty advisor regarding your interest in the new program.
4. Make an appointment with the director of the program you are interested in changing to assess the appropriateness of the transfer, review the degree requirements of the new program, and develop a new program plan.

You must then submit a Change of Program Request form, with your advisor's and the new program director's signatures of approval, to the Registration and Student Records Office. You will be notified once your request has been approved, as well as of any changes in your tuition and financial aid. You may also be assigned a new advisor.

In order to maintain the integrity of the master's cohort model, cohort changes are generally not allowed. Students who have extenuating circumstances and wish to change their cohort must first meet with their faculty advisor to discuss the request. The Dean of Enrollment Management will make the final decision on the request.

## Course substitution

On occasion, students may wish to develop a special project in lieu of a course requirement. Approval of the course instructor is required and must be obtained prior to the beginning of the semester in which the course is offered. A proposal for a course substitution must be submitted in writing and approved by the Registration and Student Records office. Students are still responsible for the material presented in the course. Contact your advisor and the course instructor if you have any questions.

## Holds on registration

A hold may be placed on a student's registration for a variety of reasons, including but not limited to:

- Failure to pay tuition bills by specified deadlines
- Failure to submit complete immunization record
- Incompletes from prior term course work
- Incompletes exceeding the allowable number for the current year
- Unpaid library fines

Students who have a hold on registration:

- Will not be allowed to attend classes
- Cannot access course materials on EriksonOnline
- Cannot use library resources
- Cannot register for future semesters
- Will not have current year financial aid (loans and scholarships) disbursed to them
- Will not be eligible to receive an official transcript or diploma, if applicable.

It is the student's responsibility to take immediate steps to resolve any holds on their registration. Students who fail to do so by the end of the published add/drop period will incur a late registration fee of \$100 per class. Please be aware that instructors may bar late registrants from their classes, resulting in delayed completion of degree requirements and extended time to degree completion.

## Immunization records

All degree and certificate students enrolled at Erikson for 3 or more credits are required by the State of Illinois to complete an Immunization Record form. Forms are available from the Registration and Student Records Office. When completed, the forms should be returned to the Registration and Student Records Office.

All students doing fieldwork/internships in licensed centers must have health forms completed and on file indicating the results of the tuberculin skin test or chest x-ray and general findings on communicable diseases and physical and emotional conditions (Section I, A and Section II, A and B of the "Medical Report on an Adult or Child in a Licensed Child Care Facility"). It is the student's responsibility to comply with any additional health-related

requirements of his or her fieldwork or internship site. Erikson Institute’s health examination and documentation requirements may be supplemented or changed without notice at the discretion of the Erikson Institute or as required by a change in state or federal law.

**Incomplete policy**

All course work is due the last day of class unless otherwise stated on the individual course syllabus. If you anticipate that you will not meet the deadline, you should arrange to take an incomplete in the course prior to the last day of class. Students must have completed a majority of the required coursework AND have attended class on a regular basis in order to be eligible and approved for a grade of I (Incomplete).

Incompletes are considered an exception, not a rule. Granting an incomplete for submission of the completed work, is totally at the discretion of the faculty instructor(s), and there is no guarantee that granting one will be seen as being in the student’s best interest.

To request an incomplete, students submit an Incomplete Request form, which is available from *my.erikson.edu*. The student and their instructor will discuss a deadline for the completion of course requirements and the instructor will then make the final decision about the due date for any work. The deadline can be any date after the end of the semester but no later than the first day of the following semester:

|                         |           |
|-------------------------|-----------|
| For fall term courses   | January 7 |
| For spring term courses | May 13    |
| For summer term courses | August 26 |

All incomplete requests must be approved in writing by your instructor(s) and the form must be turned in to the Assistant Director, Registration and Student Records, no later than the last day of class. The Incomplete Request is not officially accepted until it is reviewed and approved by the Assistant Director, Registration and Student Records.

A student who does not complete a course, fails to turn in an Incomplete Request form by the last day of class, and is not given a grade by the instructor, will receive a grade of NG, no grade submitted. Grades of I and NG become an FR,

failure by rule, if the student has not complete the course requirements by the first day of the following semester. There is a maximum number of incompletes you may carry at any one time. It is determined by the program option you are following:

|   |   |
|---|---|
| <b>Two-year master’s degree program</b>   |   |
| First year                                | 2 |
| Second year                               | 0 |
| <b>Three-year master’s degree program</b> |   |
| First and second year                     | 1 |
| Third year                                | 0 |
| <b>Certificate programs</b>               |   |
| First year                                | 1 |
| Second year                               | 0 |

The Registration and Student Records Office will not approve an additional request without serious extenuating circumstances.

Please note: Students with incompletes will not be allowed to do an internship. Students may request a leave of absence or be required by the faculty to take a leave of absence to complete incomplete courses.

**Incompletes for internship/field**

Incompletes from a prior academic year (excluding summer semester) may not be carried into the next academic year.

Please note: Students with incompletes will not be allowed to do an internship. Students may request a leave of absence or be required by the faculty to take a leave of absence to complete incomplete courses.

**Independent study**

It is possible that you may have interests that go beyond the material covered in the classes or that you may want to pursue questions raised in the course of study. This can be pursued through an independent study course (C498 Independent Study) at additional cost. All independent study projects must be arranged with a faculty member and approved by the Senior Vice President for Academic Affairs/Dean of Faculty.

## Leave of absence

Master's degree and certificate students may, in special circumstances, request a temporary leave of absence from Erikson and resume studies at a specified later term. In order to be eligible for a leave of absence, students must have a minimum grade point average of 2.67 (B-), be in good academic standing, good standing with student accounts, and if applicable, have any other Institute holds cleared before the leave may be approved. The length of a leave of absence can vary from one semester to an entire academic year. If you decide to request a leave of absence from Erikson, you must take the following steps:

1. Meet with your faculty advisor to discuss your decision to take a leave of absence to ensure that you are making the best decision and to discuss the implications. Given the sequential nature of the Erikson curriculum, your advisor will work with you to determine the best date for your return. This will be driven in part by the best sequencing of your course work.
2. If you are receiving financial aid, you must also meet with the Dean of Enrollment Management to discuss the impact of this decision on your financial responsibilities (for example, balance due and loan repayment obligations).

If after these discussions you do decide to take a leave, you must immediately complete the Leave of Absence Request form and secure your advisor's signature. Forms are available from *my.erikson.edu*. Your leave will not be considered official until the Registration and Student Records Office receives the completed Leave of Absence Request form.

Please note: It is in your best interests to notify us of your decision to take a leave of absence as soon as possible. The date of your official leave will determine the amount of tuition that may be refunded to you. (See Erikson's Refund Policy, page 85). Reasons for the leave of absence will be considered on a case-by-case basis and may influence the amount of the refund.

If you are eligible to receive a refund of tuition, Erikson will issue a check to your current address within three weeks from the date we receive the Leave of Absence Request form.

If you fail to register for a term without taking an official leave of absence, we will assume that you have unofficially withdrawn from Erikson. In order to return to Erikson, you would need to reapply.

If you have taken a leave of absence from Erikson, you must notify us in writing of your intended return three months in advance, to ensure that you are notified of priority registration and other important information during your leave. It is your responsibility to re-apply for financial aid by the deadlines for your intended return. Contact the Dean of Enrollment Management for appropriate guidelines.

Erikson Institute welcomes requests to re-enroll after a leave of absence and, in all but unusual cases, such requests will be granted. The Institute reserves the right to deny or defer enrollment in unusual circumstances. In determining whether a student may re-enroll, the Institute may consider the student's academic status when last enrolled, activities and conduct while away from the Institute, potential for successful completion of the student's program, and the ability of the Institute to support the student academically or financially, as well as other relevant factors. The decision of the Senior Vice President for Academic Affairs/Dean of Faculty is final with respect to re-enrollment.

If you wish to extend your leave of absence beyond the approved date, you must apply in writing three months prior to your scheduled return date. The Registration and Student Records Office will decide whether to approve an extension or require that you reapply at a later date. If you do not return at the agreed upon time and do not request an extension, we will assume that you have withdrawn from the Institute.

## Official Institute communications

Erikson Institute, recognizing the increasing need for electronic communication with students, has established email as an official means of communication with its students. In order to ensure consistent and effective communication, an official Erikson email address is required for all students. Erikson will send official communications to the Erikson email account, which is uniquely assigned to each student upon official matriculation at the Institute.

Erikson Institute expects that every student will receive email at her or his Erikson email account and will read email on a frequent and consistent basis. A student's failure to receive and read Institute communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. All use of email is expected to be consistent with other Erikson

Institute policies including the “Information Technology Telecommunication Networks and Information Resources.”

Information concerning emergencies or school closing is published through the following ways:

- *my.erikson.edu*
- the Erikson Institute homepage at *www.erikson.edu*
- the main telephone number, (312) 755-2250
- Erikson email accounts
- text message via the Emergency Notification System

### **Readmission**

Students who have withdrawn from Erikson or exceeded the term of their leave of absence must reapply for admission if they wish to resume their studies at a later time. The admission committee will determine whether or not to readmit a candidate. Readmitted students are subject to all new degree requirements in effect at the time of readmission.

### **Registration**

New and continuing students are required to register for courses during the priority registration period before the beginning of each term in which they are taking courses, doing an internship, or otherwise engaging in graduate study. Only registered students have access to Institute resources, including electronic course materials and syllabi. Students are responsible for registering in a timely manner. Registration information will be provided to students well in advance of registration deadlines.

### **Repeated courses**

Occasionally students may be required to repeat a course due to poor performance, low cumulative grade point average, or failure to complete an Incomplete in a timely manner. All attempted courses appear on the student’s official academic transcript, and repeated courses are assigned an “R” notation to indicate that the course has been repeated. Only the grade earned in the most recent repeated course is used in the calculation of the grade point average.

Students who are required to repeat a course must pay the full cost of tuition for the course. Students will not receive Erikson need-based grants or scholarship funds for repeated courses. Federal and alternative loans may be available for students who are eligible for the loan programs.

### **Review of records**

The Family Educational Rights and Privacy Act (FERPA) affords any individual who is or has been a student at Erikson Institute certain rights with respect to their educational records. “Education records” are records maintained by the Institute via documents, computer files, or other materials that contain information directly related to a student.

A student’s rights under FERPA include:

1. The right to limit or allow access to personally identifiable information contained in the student’s education records. FERPA authorizes disclosure of what is considered directory information for all student records without consent if no modifications to access are made.

#### ***Directory Information***

Directory information includes name, telephone, email, degree or certificate program, class, participation in activities, dates of attendances, degrees and awards received, photograph, and the most recent previous educational agency or institution attended. An annual notification of FERPA policies shall be made available to students and shall include the types of education records and information designated by Erikson Institute as directory information.

Directory information may be released to the following person(s) or for the following reason(s) without consent:

- School officials who has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- To military recruiters under the Solomon Act;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Any student who does not desire inclusion of some or all of directory information in the Institute Directories or other dissemination of the information by the Institute should notify the Registration and Student Records Office in writing no later than October 1 of each academic year concerned. Students may not prohibit the verification of attendance or of the awarding or lack of awarding of a degree or certificate, nor may they prohibit Erikson school officials from gaining access to information used in a professional capacity.

#### **Allowing Access**

Educational records, excluding directory information, are only accessible to third-parties with the written permission of the student, with the exception of Erikson school officials. However, the following documents are not educational records for the purposes of FERPA:

- Records kept in the possession of the maker that are used only as a personal memory aid and not accessible to any other person;
- Employment records related solely to a student's capacity as an employee of the Institute, except where a current student is employed based on student status (e.g., work-study, graduate assistantship, etc.);
- Records maintained for compliance with local law enforcement;
- Medical and mental health records made, maintained, or used by professionals in connection with the treatment of a student that are available only to persons providing treatment; and
- Records with information about an individual created after she/he is no longer a student at the Institute.

#### 2. The right to inspect and review the student's education records.

Students should submit to the Dean of Enrollment Management a written request that identifies the record(s) they wish to inspect. The appropriate official will make arrangements within 45 days of the receipt of request for access and notify the student of the time and place where the records may be inspected. If the official to whom the request was submitted does not maintain the records, the student will be advised of the correct official to whom the request should be addressed. Copies of any records

or portions of records may be provided to the student on request for a fee that covers the Institute's costs of copying.

Note: Letters of recommendation written for students' files prior to January 1, 1975, will remain confidential, and under no circumstances will be revealed to students. Students may have access to letters written after January 1, 1975, unless they have signed a waiver of their right to read confidential recommendations

#### 3. The right to request the amendment of the student's education record(s) if believed to be inaccurate or misleading.

A student may ask Erikson Institute to amend a record that she/he believes is inaccurate or misleading. The student should write to the Erikson Institute official responsible for the record, clearly identify the part of the record she/he wants changed, and specify why it is inaccurate or misleading.

If Erikson Institute decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Notwithstanding the outcome of such a hearing, if the student wishes to insert a written explanation respecting the content of the disputed record into the record, such written explanation will be accepted and included in the record.

#### 4. The right to file a formal complaint with the U.S.

Department of Education concerning alleged failures by Erikson Institute in FERPA compliance.

Complaints regarding alleged FERPA violations should be addressed to:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605



## Transcript requests

An official academic transcript is issued only upon written approval of the student. Transcript requests are handled through Parchment at [www.parchment.com](http://www.parchment.com). A registration process is required at the initial request time. During that process, you will be asked for enrollment status, date of birth, last four digits of the social security number, student ID number, email address, and electronic signature to keep on file for current and future requests. A username and login is created at registration, which you will use for any future requests. All requests will require the address/addresses to which the transcripts should be sent, whether through mail or e-mail. The fee is \$7 for each electronic transcript and \$12 for each paper transcript mailed through Parchment. More information about the transcript request process is available at [www.erikson.edu/registration](http://www.erikson.edu/registration). Please allow two to four business days for electronic official transcripts and seven to ten business days for sealed paper official transcripts.

In instances of emergency, requests may also be made at the Registration and Student Records Office. Any request done at Erikson will be considered a “rush transcript” and assessed a rush fee of \$12 per transcript. Transcripts are processed at the time of request and are given directly to the requestor. Rush transcripts will not be mailed, as those requests must be made through Parchment.

Please note that Erikson will not issue transcripts to students who have a financial or other type of “hold” on their accounts. Erikson does not provide photocopies of student transcripts from previous institutions.

## Transfer credit

With the exception of jointly recognized courses in the MS/MJ dual degree program and the MS Children’s Law and Policy concentration it is expected that all work for the degree and certificate programs will be completed at Erikson. Transfer credit is not accepted for previous graduate level work. Erikson will, however, consider accepting a maximum of 6 credits for comparable courses. Transfer of credits from institutions will be considered on a case-by-case basis and will require a full evaluation of the course syllabus for which transfer credit is requested. Approved transfer credits are recorded on the student’s official Erikson transcript, but are not calculated in the cumulative grade point average.

## Withdrawing from Erikson

If you decide to withdraw from Erikson, you must take the following steps:

1. Meet with your faculty advisor to discuss your decision to withdraw, to ensure that you are making the best decision and to discuss possible alternatives.
2. If you are receiving financial aid, you must meet with the Dean of Enrollment Management to discuss the impact of this decision on your financial responsibilities (for example, balance due and loan repayment obligations)

If after these discussions you do decide to withdraw, you must complete the electronic withdrawal form located on [my.erikson/registration](http://my.erikson/registration) and [records/withdrawal\\_leave](http://records/withdrawal_leave) of absence/electronic withdrawal form. Upon completion, the Registration and Student Records will be notified of your intent to withdrawal and process your request effect the date of submission. Your withdrawal will not be considered official until you have completed the aforementioned process. Alternatively, if you are unable to complete the electronic withdrawal form, you may submit your request in writing to [registration@erikson.edu](mailto:registration@erikson.edu).

Please note it is in your best interest to notify us of your decision to withdraw as soon as possible. Students withdrawing from courses are subject to the withdrawal dates posted on the academic calendar. (See Add/drop procedures, page 74). The date of your official withdrawal will also determine the amount of tuition that may be refunded to you. (See Erikson’s Tuition Refund Policy, page 93).

If you are eligible to receive a refund of tuition, Erikson will issue a check to your current address within three weeks from the date we receive the written notification of intent to withdraw.

If you stop attending classes and fail to complete courses without officially withdrawing from Erikson or requesting a leave of absence, you will receive a grade of WF or “Withdrawal, Fail” in the courses you failed to complete. Your status will be changed to “withdrawn, unofficial.” This may jeopardize your chance of readmission at a later time, if you wish to resume your studies.

# Student rights and responsibilities

## Rights

At Erikson Institute, students are encouraged to engage in free discussion, inquiry, and expression. Student academic performance is evaluated solely on academic achievement, including adherence to the traditional canons of scholarly honesty and integrity, and not on unrelated opinions or conduct. Erikson's coursework and field experience are in keeping with our mission to prepare professionals who are ready to serve a diverse range of children, families, and communities. To this end, students are expected to fully engage with all required course content, including readings, activities and assignments. If a student should find any of the course content particularly sensitive or evocative and wishes to talk with someone, they should contact their course instructor, program director, or the dean of students for additional support.

It is Erikson's policy to provide an educational environment free of sexual harassment or other discrimination. Erikson fully supports the rights and opportunities of its students to seek and obtain an education without subjugation to sexual harassment or discrimination of any kind. All employees, faculty, supervisors and students are required to uphold the Institute's policy.

## Responsibilities

Each student is responsible for the following:

### General

1. When you matriculate at Erikson, you agree to comply with all policies and procedures that apply to students as described in this Handbook and other sources, including but not limited to course syllabi, my.erikson, EriksonOnline, emails, mailing, etc. You also agree to fulfill all understandings and agreements with the student services offices and faculty. If you have questions or concerns, ask the appropriate faculty member or staff person. It is also your responsibility to understand and abide by the academic integrity policies of the Institute and all basic tenets of academic integrity within the higher education community, as well as all other policies and rules set forth in this Handbook and in other procedures adopted by the Institute from time to time.

2. Students who believe they have followed directions, have met deadlines, and who still have a grievance with one or more student services offices, should contact the Dean of Enrollment Management, who will act as a facilitator in resolving the problem.
3. Students who believe they have followed directions, have met deadlines, and who still have a grievance with one or more instructors, should contact the Dean of Students, who will act as a facilitator in resolving the problem.
4. Keep copies of all transactions, records, and receipts. These copies will verify transactions in the event a document has been misplaced or if there is a disagreement.
5. Each student is responsible for checking her/his mailbox and the Institute email at regular intervals.

### Finance

1. If applying for financial aid, follow the written procedures issued by the Financial Aid Office and submit the necessary materials as early as possible.
2. Pay tuition and fees in full by the end of the add/drop period or develop a payment plan before the beginning of the academic year. If you have made no financial arrangements, you will be asked to withdraw from class(es).
3. Meet all payment deadlines. If you do not, you incur substantial finance charges until a satisfactory payment plan is arranged and maintained. Further payment delay will result in being asked to withdraw from current class(es) and being unable to obtain transcripts, diplomas, or certificates as well as incurring legal fees.

### Registration

1. Confirm your degree requirements and schedule by reviewing this Handbook, degree planning worksheets, and by consulting your advisor. These materials contain most of the information needed to facilitate smooth planning.
2. Register for classes during the published priority registration period.
3. Complete drops, adds, and changes of class by the published deadlines.
4. For exceptions, make an appointment to see your advisor. Students unsure about who advises them should contact the Registration and Student Records Office.

## **Student conduct**

1. Erikson's anti-bias commitment applies to all areas of discrimination, including those based on race, color, religion, national origin, sex, sexual orientation, gender, marital status, age, disability, or veteran status. Respect is expected to be shown toward persons in all categories, both generally, and as individuals. It is each student's responsibility to approach interactions and diversity openly, and to act from one's centered, adult compassionate self.
2. Students are expected to conduct themselves in a manner compatible with the Institute's function as an educational institution. Behavior that is disruptive and/or interferes with the educational process is disrespectful of the rights of others and is not acceptable and, if continued, may result in discipline as summarized in paragraph 4 below, up to and including dismissal from the program.
3. Erikson Institute adheres to the laws of the State of Illinois and the federal government with respect to its substance abuse policy. The use, possession, or distribution of illegal drugs by students or employees is prohibited. The consumption or possession of alcoholic beverages for all students and employees under the age of 21 is strictly forbidden. Alcohol is prohibited from being on-campus at any time except during special events and in such instances is only to be consumed by those over the age of 21 in designated areas.
4. Erikson Institute reserves the right to address the following student conduct as disciplinary matters: failure to attend classes regularly, make satisfactory progress toward a degree, or neglect of academic work or requirements; violation of the rules of Erikson Institute; lying to an officer of the Institute; cheating, plagiarism, forgery, or other forms of academic dishonesty; theft of or damage to property of the Institute or others; violation of Erikson Institute computer policy; possession of stolen goods; physical violence (including assault and sexual assault), discrimination, intimidation, harassment or disorderly conduct; violation of law (including unlawful use or possession of controlled substances, firearms, or hazardous materials); and other conduct that departs from generally accepted standards of integrity, professional conduct, and ethical behavior, whether committed on or off campus. Depending upon the circumstances of the offense, discipline can include,

but is not limited to, some or all of the following actions: admonition, probation, requirement of adherence to a conduct contract, requirement to take a leave of absence or withdraw, dismissal, and expulsion.

## **Student disciplinary process**

Complaints relating to potential student misconduct, other than in situations raising issues of academic integrity and discrimination on the basis of sex under Title IX of the Education Amendment of 1972, shall generally be handled using the procedures set forth below. Where circumstances raise a combination of issues that might be addressed under one or more procedures, or where the unique facts of a dispute warrant, the Institute reserves the right to modify or combine procedures, or fashion a new procedure, to address a particular case fully and fairly.

Reports or complaints about alleged student misconduct or violation of Institute rules should be made in the first instance to the Dean of Students and/or the Dean of Enrollment Management. The Dean of Students and Dean of Enrollment Management shall make a threshold determination whether the circumstances warrant investigation. Criminal misconduct may also be reported to the appropriate civil authorities. In such circumstances, the Institute may proceed with its own disciplinary process or, in its discretion, stay internal proceedings pending outside investigation.

If the Dean of Students and/or Dean of Enrollment Management threshold evaluation indicates that a violation of Institute rules or standards may have occurred, the accused student will be interviewed, at which time he or she is informed of the investigation, questioned regarding the allegations, and asked to discuss his or her alleged involvement. On the basis of this interview and any other initial investigation considered appropriate by the Institute, the Dean of Students and/or Dean of Enrollment Management shall make an initial determination whether the Institute's disciplinary standards appear to have been violated. If the Dean of Students and/or Dean of Enrollment Management determines at any time that no misconduct appears to have occurred, the matter shall be closed.

If the Dean of Students and/or Dean of Enrollment Management believes after initial investigation that misconduct has occurred, the Deans will discuss this initial

conclusion with the student. If there is no disagreement as to the facts or the appropriate sanction, the matter shall be resolved by a written agreement, signed by both the Deans and student, stating the agreed facts and sanction, with a copy of the agreement to be maintained by the Institute. Such an agreement shall constitute the final decision upon the misconduct allegation.

If the Dean of Students and/or Dean of Enrollment Management believes after initial investigation that misconduct has occurred but the student disagrees with either this conclusion or the proposed sanction, the Dean of Students and/or Dean of Enrollment Management shall prepare a memorandum summarizing the results of the initial investigation, discussions to date with the student, and sanction being proposed. This memorandum shall be delivered to the Senior Vice President for Academic Affairs/Dean of Faculty or delegate for further proceedings. Depending upon the circumstances of the allegation, the Senior Vice President for Academic Affairs/Dean of Faculty or delegate shall implement either an administrative or committee review process, the choice of which shall be made at the discretion of the Senior Vice President for Academic Affairs/Dean of Faculty or delegate.

If an administrative review is chosen, that review shall be delegated to a member of the Institute administration (other than the Dean of Students and/or Dean of Enrollment Management) or to an outside investigator chosen by the Institute. The administrative investigator shall investigate the circumstances of the complaint by interviewing the student, the complainant (if any), and witnesses, as well as by reviewing documents and conducting other investigation deemed appropriate. The student shall be afforded an opportunity to meet with the administrative investigator and supply written materials and documents justifying the student's position. This administrative review is a fact-finding and dispute resolution process, not an evidentiary hearing, and no witness or party to the complaint has the right to personally confront other witnesses/parties or to question them directly. Attorney involvement in interviews or in the administrative investigative process may, but need not, be permitted at the discretion of the Institute. After concluding the administrative investigation, the administrative investigator shall prepare a written recommendation discussing the alleged misconduct and

sanction proposed by the Dean of Students and/or Dean of Enrollment Management and the facts that the investigator has found. This recommendation shall be made to the Senior Vice President for Academic Affairs/Dean of Faculty or delegate for final resolution of the matter. The decision of the Senior Vice President for Academic Affairs/Dean of Faculty or delegate is final.

If a committee review is chosen, the Institute, through its Senior Vice President for Academic Affairs/Dean of Faculty or delegate, shall appoint an *ad hoc* committee of three members to investigate the complaint. The committee members should include Institute faculty members or administrators and may, but need not, include a current student; one of the committee members should be designated by the Institute as chair. The committee should investigate the circumstances of the complaint by interviewing the student, any complainant, and witnesses, as well as by reviewing documents and conducting other investigation deemed appropriate. The accused student shall be afforded an opportunity to meet with the committee and supply written materials and documents justifying the student's position. The committee review contemplated is a fact-finding and dispute resolution process, not an evidentiary hearing, and no witness or party to the complaint has the right to personally confront other witnesses/parties or to question them directly. Attorney involvement in committee interviews or the investigative process may, but need not, be permitted at the discretion of the Institute. After concluding the investigation, the committee shall prepare a written recommendation discussing the alleged misconduct and sanction originally proposed by the Dean of Students and/or Dean of Enrollment Management and the facts that the committee has found; this recommendation shall be made to the Senior Vice President for Academic Affairs/Dean of Faculty or delegate for final resolution of the matter. The decision of the Senior Vice President for Academic Affairs/Dean of Faculty is final.

At any point during the disciplinary process, the process may be ended by agreement of the student and Institute, with any such resolution to be memorialized in a written agreement signed by the student and Institute.

## Technical standards

### Introduction

Earning a degree in Child Development from Erikson requires mastery and demonstration of a coherent body of knowledge and skills. This includes demonstrated adherence to technical standards that outline competencies that students are required to meet in order to satisfy the overall academic and practice requirements of their program:

Erikson's programs are designed to prepare students for professional practice with a diverse range of children, families and communities that may also include advocacy, policy work, and research, and to this end, students are required to demonstrate essential qualities and capacities necessary to achieve the knowledge, skills, competencies and dispositions required for those roles.

Throughout their program, students are expected to progress with increasing independence, particularly during their field experience year, so that by the time of program completion they are prepared for competent and independent practice at an entry level. To this end, the expectations and abilities listed below must be met by all students admitted to internships, with or without reasonable accommodations. In the event that a student is unable to meet the Technical Standards, with or without reasonable accommodations, Erikson reserves the right to do one of the following:

- steer the student toward a particular type of internship experience that would meet their learning needs
- deem that the student cannot proceed to internship until they have successfully worked with faculty and staff to develop and follow through on a plan to help them meet the standards
- remove the student from an internship that they have already begun
- terminate the student from the program, consistent with policies articulated in the Student Handbook and Field Manual.

### Personal, interpersonal, and behavioral attributes

Student demonstrates ability to:

- relate to children and families, fellow students, faculty and staff, and other service providers with honesty, integrity, and dedication and in a non-discriminatory manner.
- examine and deliberate effectively about the social and ethical questions that define a child development specialist's role and to reason critically about these questions.
- identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into their practice.
- collaborate well with others on joint projects (e.g., effectively accept and provide input).
- utilize conflict resolution skills / successfully negotiate conflicting attitudes and opinions
- manage appropriate use of technology in professional and classroom settings
- communicate and represent self appropriately and professionally on social media

### Communication

Student demonstrates:

- efficient, respectful, effective, accurate and timely communication using a range of communication media as appropriate to the purpose and audience, for example in-person meetings, telephone, letters/memos, email, web-conferencing
- appropriate use of and response to non-verbal communications, including facial expression, body language, and affect

### Observation

Student demonstrates ability to:

- gather accurate information with awareness of the sociocultural context and the student's own cultural beliefs and biases
- integrate and synthesize information from multiple observations and/or modalities
- apply observations to inform conclusions / actions

### Motor/physical skills

Student demonstrates:

- sufficient motor function / physical strength and skills to execute physical functions and actions pertinent to the occupation with or without accommodations

**Intellectual-conceptual, integrative, and evaluative abilities (executive functioning)**

Student demonstrates:

- capacity to organize time and materials, prioritize tasks, perform several tasks at once, and readily adapt to changing situations
- prompt attention to and completion of all responsibilities attendant to the occupation
- flexibility and sound judgment under stress (complete work on time, maintain concentration during distracting situations, maintain professional and personal composure, and respond appropriately to urgent and emergent situations)
- ability to undertake effective research to build on professional expertise and inform decision making
- ability to synthesize complex information
- ability to evaluate effectiveness of professional interventions.
- ability to accurately follow course syllabi, assignment directions and any actions plan(s) developed by faculty, deans, administrators, or supervisors

The student also demonstrates capacity to:

- integrate constructive criticism received in on- and off-campus learning settings
- correctly evaluate the limits of their own competence and seek help from an appropriate source
- seek and effectively use help for medical and emotional problems that interfere with scholastic and/or professional performance

**Flexibility/adaptability**

Student demonstrates:

- ability to adapt to changing situations in the short / immediate, medium and long term
- flexibility and ability to function confidently and competently in the face of uncertainties
- capacity to show openness to new ideas, and willingness and ability to modify beliefs and practices as they relate to the professional area

**Professionalism**

Student demonstrates ability to:

- project an image of professionalism
- arrive on time for professional commitments, including classes and field experiences
- meet deadlines for course assignments and program requirements; a pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable
- demonstrate good attendance, integrity, honesty, conscientiousness in classes and when engaged in any professional work / encounters
- be free of the influence of illegal drugs and alcoholic beverages in classes and when engaged in any professional work / encounters
- demonstrate appropriate personal hygiene habits
- dress appropriately and in a manner befitting the profession
- seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors
- reflect on professional practice and accept constructive feedback in a professional manner, in addition to demonstrating the ability to act upon reasonable criticism.
- proactively provide constructive feedback to students, faculty and others as appropriate

The student also demonstrates:

- honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials
- ability to interact courteously, fairly and professionally with others and in accordance with Erikson's Non Discrimination Policy [[link here to policy](#)] and Discrimination and Harassment, including Sexual Harassment Policy [[link](#)]
- ability to understand the perspectives of others in the context of teaching, counseling, administration, etc. and the ability to separate personal and professional issues

**Accommodations and technical standards**

Erikson will not discriminate against qualified individuals with disabilities who apply for admission to the professional/graduate program and will provide reasonable accommodations to qualified individuals with disabilities. A reasonable accommodation is one that does not require substantial program modification or lower academic standards. Reasonable accommodations can be provided in relation to academic requirements and to technical standards. Erikson facilitates the implementation of reasonable accommodations, including resources and services, for applicants with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

Should an applicant or admitted student have or develop a condition that places them in the position of not being able to meet a technical standard and no reasonable accommodation can be identified that will enable the student to complete the program and pursue professional practice, the candidate may be denied admission or dismissed from the program.

Students are asked to verify that they understand and can meet the technical standards established by a program or that they believe that, with certain reasonable accommodations, they can meet the standards.

Any student with a disability (or a student who develops a disability) and who needs an accommodation should contact Colette Davison, Dean of Students and Coordinator of Disability Services at [cdavison@erikson.edu](mailto:cdavison@erikson.edu) for further information.

**If a student's ability to meet the technical standards changes**

If a student's ability to meet the standards changes while enrolled in the program, a meeting with the student, program director, field director, and coordinator of disability services may be held to determine the best course of action. The coordinator of disability services can advise the student on appropriate documentation if the student believes that they could meet the program's technical standards with accommodation(s). If the stated condition is a qualified disability, the coordinator of disability service will confer with the student to determine reasonable accommodations which do not jeopardize personal safety, or result in a fundamental alteration of the educational experience to which the technical standards apply (including field placement, coursework, observations and assessment activities deemed essential to graduation).

# Financial aid

Erikson participates in the William D. Ford Direct Loan (Direct Loan) program through the U.S. Department of Education, which provides need-based and non-need-based student loans. Students must meet the Department of Education's eligibility requirements in order to receive student loans. Erikson also offers need-based grants as well as a limited number of competitive scholarships and fellowships. Financial aid, including scholarships and grants, is not automatically renewable—students must reapply each year.

## Financial Aid Award Eligibility

### Master's degree programs

Students enrolled in Erikson's master's degree programs may be eligible for one or a combination of the following forms of financial aid:

- Inspiration Scholarship
- Cari B. Sacks Scholarship
- Irving B. Harris Scholarship
- Barbara T. Bowman Scholarship
- Barbara Bowman Fellowship in Early Education and Social Justice
- Pelino Family Scholarship
- Anne Searle Bent Scholarship
- Edward Neisser Memorial Scholarship
- Partnership for Quality Childcare Scholarship
- Erikson need-based grant
- TEACH Grant (for students enrolled in the MS in Early Childhood Education leading to initial early childhood teaching license and bilingual/ESL endorsement)
- Federal Direct Subsidized Loan
- Federal Direct Graduate PLUS Loan
- Alternative loans available through private lenders

To be considered for any of the above financial aid award programs, with the exception of the Federal Stafford unsubsidized loans, students are required to submit the following forms:

1. Free Application for Federal Student Aid (FAFSA).  
Erikson's school code is G35103.
2. Anticipated Credit Hours Form

### Graduate certificate programs

Student enrolled in Erikson's certificate programs may be eligible for one or a combination of the following forms of financial aid:

- Erikson Infant Specialist/Infant Mental Health scholarships
- Pelino Family Scholarships
- Federal Direct Unsubsidized Loan
- Federal Direct Graduate PLUS Loan
- Alternative loans available through private lenders

The respective certificate program faculty awards scholarships for the certificate programs. To be considered for the loan programs, with the exception of the Federal Stafford unsubsidized loans, students are required to submit the following forms:

1. Free Application for Federal Student Aid (FAFSA).  
Erikson's school code is **G35103**.
2. Anticipated Credit Hours Form

### Federal Direct Stafford Loans

**Stafford Unsubsidized Loans (non-need based):** Stafford unsubsidized loans accrue interest upon disbursement of the loan and students are responsible for paying the interest on the loan while enrolled. Students may opt to defer interest payments during the period of enrollment by adding the accrued interest to the loan principal (also known as capitalization of interest). Please note that capitalization generally results in more interest paid over the life of the loan. Stafford unsubsidized loans are available to eligible borrowers regardless of financial need. Eligible borrowers are graduate students who are enrolled at least half-time (3 credits). The annual loan limit on Stafford unsubsidized loans is \$20,500 for students enrolled in the master's and graduate certificate programs. The interest rate on Stafford Unsubsidized loans disbursed July 1, 2017–June 30, 2018 is a fixed 6.00%.



## **Graduate PLUS Loan**

This federal loan program was authorized as part of the Deficit Reduction Act of 2005. Repayment on Graduate PLUS loans begins 60 days following the disbursement of the loan; however, students enrolled at least half-time (3 credits) are eligible for deferment. Interest begins to accrue upon disbursement. Graduate PLUS loans are available to eligible borrowers with financial need based upon their FAFSA information. The maximum award amount is the difference between the total cost of education minus all financial aid for which the student is eligible. Borrowers must pass a simple credit check. The interest rate on Direct Graduate PLUS loans disbursed July 1, 2017–June 30, 2018 is a fixed 7.00%.

## **Master Promissory Note (MPN)**

To receive Stafford unsubsidized and/or Graduate PLUS loan funds, students must complete a Master Promissory Note (MPN). Students who receive Stafford and Graduate PLUS loans must complete a separate MPN for each program. Erikson utilizes multi-year MPN's which means that you have to complete the promissory note only once. No federal loan funds will be disbursed without a completed and approved MPN.

## **Loan counseling**

All students who accept a federal student loan must complete loan entrance counseling before receiving loan funds and loan exit counseling before leaving Erikson. Failure to complete exit counseling will result in a hold on the student's account, which will prevent the student from receiving her/his transcripts, diploma, and/or certificate of completion.

## **Teacher Education Assistance for College and Higher Education (TEACH) Grant**

The TEACH Grant program provides up to \$4,000.00 per year, for up to two years (maximum \$8,000) in grants to teacher candidates who:

1. are enrolled in the MS in Early Childhood Education leading to early childhood teaching license and bilingual/ESL endorsement;
2. plan to teach full-time in high-need subject areas; and
3. plan to teach at schools that serve students from low-income families.

Note: You may access the U.S. Department of Education's list of schools serving low income students and the directory of high-need subject areas through the TEACH Grant page in the Student Services section of *my.erikson.edu*.

TEACH Grant recipients agree to teach for at least four years within eight years of finishing their degree program and to teach high-need subjects in designated schools that serve low-income students. If you do not complete the four-year teaching obligation, your grant will convert to an unsubsidized loan, which you will have to repay with interest calculated back to the date the funds were disbursed.

TEACH Grant recipients must sign a TEACH Grant Agreement to Serve (service agreement) and complete a loan counseling session for each financial aid award year that the award is disbursed. When you sign the service agreement, you are agreeing to the repay the grant as a Federal Unsubsidized Stafford loan, with interest accrued from the date the grant funds were first disbursed, if you do not complete the teaching service requirement. Once a TEACH Grant is converted to a loan, it cannot be converted back to a grant.

You may request cancellation of all or part of your TEACH Grant award. If you request cancellation before the first day of the payment period or within 14 days after your TEACH Grant has been disbursed to your Erikson student account, Erikson will return the funds and they will not be converted to a Federal Unsubsidized Stafford loan.

TEACH Grant awards are disbursed in equal amounts over two or three terms, with the maximum \$4,000 award divided by the appropriate number of terms. The maximum award for each respective term is calculated based on the following:

| Registered credits            | Amount of award |
|-------------------------------|-----------------|
| Full-time (6 or more credits) | 100%            |
| ¾-time (4.5–5.5 credits)      | 75%             |
| ½-time (3–4 credits)          | 50%             |
| Less than ½-time (<3 credits) | 25%             |

To be eligible for a TEACH Grant, you must:

- Be a U.S. citizen or eligible non-citizen
- Be enrolled in or plan to enroll in the MS in Early Childhood Education leading to initial teaching license and bilingual/ESL endorsement
- Maintain a minimum cumulative grade point average of 3.25
- Complete TEACH Grant counseling and sign a TEACH Grant Agreement to Serve each year at [www.teach-ats.ed.gov](http://www.teach-ats.ed.gov)
- Complete the FAFSA although you do not have to demonstrate financial need to be eligible

### Award notification

Students who have completed all financial aid application materials will receive an award notification through the online financial aid portal detailing their eligibility for need-based grants, scholarships, and/or loan assistance. You will be notified in writing of any changes in your financial aid eligibility due to a change in enrollment status.

Financial aid is available for summer term if the student is enrolled at least half-time. Summer term is considered the first term of the academic year for financial aid purposes; therefore, students who wish to receive financial aid for the summer term must complete financial aid application materials for the following academic year (i.e. forms for 2018–19 to receive aid for summer 2018).

### Disbursement of financial aid

Scholarships and grants are applied directly to tuition accounts at the beginning of each term. Scholarship and grants awards are based on an assumption about the number of credit hours the student will take each term and may be adjusted if the student enrolls for a different number of credit hours.

Student loans are disbursed at the beginning of each term, assuming all necessary paperwork and entrance counseling have been completed. The loan funds will be applied first to any outstanding tuition and/or fees not covered by scholarships, grants, or other resources. If the loan funds are in excess of the current term's tuition and fee charges, you will receive a refund check from Erikson Institute within 14 days of the loan funds being applied to your tuition account.

You may refuse a loan disbursement within 14 days by notifying the Financial Aid Office in writing. The loan funds will be returned to the Department of Education.

If you wish to change the amount of financial aid you have accepted, you must notify the Financial Aid Office in writing of the changes you wish to make.

### Return of Title IV funds

If you withdraw from Erikson Institute during an academic term and have received a federal student loan or TEACH Grant for that term, you may be required to return a portion of the disbursed funds to Erikson Institute or to the Department of Education as required by federal regulation. This policy is separate and distinct from Erikson's tuition refund policy, which may also apply.

### Return of Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the new Department of Defense policy, Erikson Institute will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

## Return of Erikson fellowships, scholarships and need-based grants

Funding for Erikson’s fellowship, scholarship and need-based grant programs is provided by the generous gifts of donors and Erikson supporters. The Institute takes seriously its responsibility to conscientiously award and monitor its limited fellowship, scholarship and need-based grant funds. Students who withdraw from a course or all courses, regardless of the circumstances of the withdrawal, are required to pay back 100 percent of the Erikson fellowship, scholarship or need-based grant award for the term. The funds may be re-awarded for future enrollment in the courses, contingent upon the student retaining her/his eligibility for the specific award program.

## Satisfactory academic progress

To be eligible for Title IV financial aid, a student must make satisfactory academic progress (SAP) toward completion of a degree or certificate as follows:

### 1. Grade Point Average requirement

To graduate, all master’s students are required to have a cumulative grade point average (GPA) of at least 3.0 with no more than two C+, C, or C– grades. Certificate program students are required to have a cumulative grade point average of at least 3.0 with no more than one C+, C, or C– grade, and a grade of B or better in internship courses.

A student’s cumulative GPA is defined as the total quality points earned (refer to Erikson’s grading system details in the Student Handbook for quality points earned for grades included in GPA calculations) divided by total hours attempted.

*Incomplete, Withdrawal, and missing grades:* Grades of I (Incomplete), W (Withdrawal) and missing grades are not included in the calculation of the GPA. Grades of WF (Withdrawal, fail) and NG (No grade submitted) are included in the calculation of the GPA and earn 0 quality points, therefore negatively impacting Satisfactory Academic Progress evaluations.

*Repeated Courses:* Only the grade earned in the most recent repeated course is used in the calculation of the GPA.

*Transfer credits:* Erikson rarely accepts transfer credits from another institution, and in such cases transfer credits are recorded and calculated in the GPA.

To ensure that this requirement will be met, students must achieve the minimum cumulative grade point averages below according to the student’s program length:

| Program option     | By the end of |             |            |
|--------------------|---------------|-------------|------------|
|                    | First year    | Second year | Third year |
| <b>Master’s</b>    |               |             |            |
| 2-year student     | 3.0           | 3.0         | na         |
| 3-year student     | 2.5           | 3.0         | 3.0        |
| 4-year student     | 2.5           | 3.0         | 3.0        |
| <b>Certificate</b> |               |             |            |
|                    | 3.0           | 3.0         | na         |

### 2. Credit hour completion requirement

Students must make progress toward completion of the degree by satisfactorily completing a minimum number of credit hours per academic year as follows:

| Program option     | By the end of |             |            |             |
|--------------------|---------------|-------------|------------|-------------|
|                    | First year    | Second year | Third year | Fourth year |
| <b>Master’s</b>    |               |             |            |             |
| 2-year student     | 18            | 38          | na         | na          |
| 3-year student     | 9             | 18          | 38         | na          |
| 4-year student     | 9             | 18          | 28         | 38          |
| <b>Certificate</b> |               |             |            |             |
|                    | 6             | 18          | na         | na          |

If a student changes program options, she/he is required to have completed the minimum number of credit hours for the program in which she/he was enrolled at the end of the period that is being monitored.

Erikson Institute rarely accepts transfer credits from another institution, and in such cases transfer credits are counted toward the credit hour completion requirement. If a student repeats a course, both enrollments are calculated in the credit hour completion rate. If a student withdraws from a course after the add/drop period, the student will receive a grade of ‘W’ or ‘WF’ depending on the date of withdrawal. Grades of ‘W’ and ‘WF’ are considered an unsuccessful attempt in the credit hour completion rate. If a student has a grade of ‘I’ or ‘NG’, the grades are considered an unsuccessful attempt in the credit hour completion rate until the course has been successfully completed and a final passing grade has been posted.

### **3. Maximum time frame for program completion**

Students must complete the master's degree program within five years of entering the program. Certificate programs must be completed within three years.

### **4. Schedule for monitoring progress**

Each Title IV aid recipient's progress relative to credit hours earned, cumulative grade point average and maximum time frame for program completion will be monitored once per academic year at the end of the summer term.

### **5. Denial of financial aid**

Students who do not meet the minimum standards for satisfactory academic progress will be notified in writing and will be ineligible for Title IV financial aid for subsequent enrollment periods, even if the student is allowed to register for classes.

### **6. Regaining eligibility**

If a student is denied Title IV assistance because she/he has not maintained satisfactory academic progress, courses must be taken at the student's expense until the student's progress meets all requirements of this policy.

### **7. Repeated course work**

If a student retakes a previously *failed* course, the repeated course will be included in the student's Title IV enrollment status and Title IV funds will be available to pay for the repeated course. If a student retakes a previously *passed* course, one repetition of the repeated course will be included in the student's Title IV enrollment status and Title IV funds will be available to pay for the repeated course.

All repeated courses affect financial aid satisfactory academic progress calculations. A repeated course along with the original attempt must be counted as attempted credits.

### **8. Appeals**

If a student has experienced unusual circumstances that have negatively affected his or her academic progress, a written appeal may be submitted to the Dean of Enrollment Management. The appeals process is reserved for situations outside the student's control, such as family catastrophe, illness, and other special circumstances. In order for the appeal to be considered, a student must submit information regarding why she/he failed to make satisfactory academic progress and what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation.

Appeals will only be approved if the SAP review committee determines that:

- the student will be able to meet SAP standards after the subsequent payment period; or
- an academic plan is developed with the student and the faculty advisor that, if followed, will ensure that the student is able to meet SAP standards by a specific point in time.

If an appeal is granted, the student will be placed on financial aid probation for the specified period and will have her/his Title IV financial aid eligibility reinstated.

### **In-school loan deferment**

If you have federal student loans from prior years, you may be eligible to defer repayment of those loans if you are enrolled for at least 3 credits at Erikson. We work with National Student Clearinghouse to automatically notify your lenders of your enrollment status. If you wish to request a deferment, you should contact your lender to request a deferment form and submit the form to the Registration and Student Records Office for certification.

# Student financial accounts

## Tuition

Erikson degree and certificate students are charged by the credit hour. The credit hour cost is \$1,060 for Summer 2018, Fall 2018, and Spring 2019.

## Fees

Degree and certificate students are responsible for the following fees.

### One time fees

#### Matriculation fee (non-refundable)

|                  |       |
|------------------|-------|
| PhD and Master's | \$200 |
| Certificate      | \$150 |

*Due with enrollment into the program*

#### Application for degree conferral fee

|          |       |
|----------|-------|
| Master's | \$175 |
|----------|-------|

*Due with graduation application*

### Recurring fees

|                      |       |
|----------------------|-------|
| Student services fee | \$600 |
|----------------------|-------|

#### Assessment course fees

*Students registered for the assessment courses below will incur the following additional fee*

|           |      |
|-----------|------|
| SPED S412 | \$10 |
| EDUC T461 | \$10 |
| INF I492  | \$10 |
| INF I392  | \$15 |
| INF I374  | \$7  |

### Other fees

|                   |                  |
|-------------------|------------------|
| Late registration | \$100 per course |
|-------------------|------------------|

|                      |               |
|----------------------|---------------|
| Tuition payment plan | \$15 per term |
|----------------------|---------------|

## Making payments

Unless otherwise noted, tuition is due on the last day of the add/drop period for each term. Online credit card payments can be made through [my.erikson.edu](http://my.erikson.edu). Payments may also be mailed to:

Erikson Institute  
Attn: Tuition Payment  
451 N LaSalle St  
Chicago, IL 60654-4510

If by the end of the add/drop period a student has failed to pay in full, submit a payment plan with fee and first payment, or submit all necessary paperwork to receive a Department of Education loan, she/he will incur a \$100 late payment fee. Failure to make payment within three weeks of a late fee being applied may result in being de-registered from classes. If a student makes payment in full after being de-registered, the faculty will review the case before she/he will be allowed to re-enroll and return to class.

Erikson Institute accepts any of the following: personal checks, money orders, Discover, MasterCard, or Visa. There will be a \$25 fee for all returned checks. If a student incurs two insufficient funds fees, personal checks will no longer be accepted from that student and future payments must be made with a certified or cashier's check.

## Payment plans

Students have the option of enrolling in a payment plan. The fee for this service is \$15 per semester. Payment plan worksheets are available through [my.erikson.edu](http://my.erikson.edu). Signed worksheets and first payment are due on the last day of the add/drop period for the given term. Thereafter, payments are due on the 15th of the month with the last payment due before the end of classes. Payment plans are an excellent alternative for students who cannot afford to pay an entire semester's tuition at once or do not want to take out student loans. However, it is very important that students analyze their financial situation before agreeing to make monthly payments. Students will incur a \$25 late fee for each late payment.

## Employer payments

If an employer is reimbursing a student directly for tuition, the student is responsible for all Erikson tuition costs, which are due on the last day of the add/drop period for the term. If an employer is paying Erikson directly for a student's tuition, the student is responsible for providing the Financial Analyst with a typed statement on business stationery stating what portion of the tuition is covered and when Erikson Institute will receive payment. This statement and any uncovered portion of tuition are due on the last day of the add/drop period for the term.

## Collections

Erikson Institute makes every attempt to assist students with financing their education. In instances where an account becomes delinquent, Erikson Institute will send the student's account to a collection agency. Students are responsible for any and all legal fees or collection agency fees related to their delinquent accounts. To avoid this, we encourage students to pay on time and notify the Financial Analyst immediately if she/he is unable to make a payment due to extenuating circumstances so other arrangements can be made.

## Tuition refund policy

Students who withdraw from classes may be entitled to a refund of a portion of tuition according to the policy and refund schedule described below. Only tuition may be refunded; all fees will be due as charged regardless of when refund requests are submitted. In order to obtain a refund, students must officially withdraw from classes through the Registration and Student Records Office. Students must officially withdraw from a class or classes for which they seek a refund; the Institute does not automatically withdraw students from classes even if a student fails to attend the class. Refunds will be calculated based on the date the required paperwork was submitted to the Registration and Student Records Office, not on the last day of class attended. Therefore, it is imperative that students see

the Registration and Student Records Office immediately upon dropping a class, dropping the program, or changing programs. Meeting with your advisor does not constitute meeting with the Registration and Student Records Office. Refunds will be calculated according to the following schedule:

| Effective Date of Withdrawal | Percentage of Refund |
|------------------------------|----------------------|
| End of add/drop period       | 100%                 |
| Second week of term          | 75%                  |
| Third week of term           | 50%                  |
| Fourth week of term          | 25%                  |
| Fifth week of term or later  | 0%                   |

If a student withdraws and is on a payment plan, the balance of the tuition becomes due immediately. The Institute will not grant a refund if a student withdraws or is forced to withdraw from a course for disciplinary reasons, including violation of the Institute's academic dishonesty policy.

## Release of financial information

It is Erikson Institute's policy not to release any financial information to any third party. If you would like a third party to have access to your financial information, please provide the Financial Analyst with written permission. Your written permission must clearly designate each third party to whom you wish to permit release of your financial information. The Institute will honor your written permission for the remainder of the academic year in which you submit the request. If you wish to grant permission for access to your financial information for a subsequent academic year, you must submit an additional written request for the subsequent year. You may withdraw permission at any time by submitting a request for withdrawal in writing to the Financial Analyst, who will make every effort revoke the permission as soon as possible but may require until the end of the academic year to do so.

# Student resources

## Academic Success Center

Becoming a competent writer is a critical component of professional development, and writing is an integral part of students' academic work at Erikson. Students enter Erikson's degree programs with different levels of experience with academic writing. The Academic Success Center (ASC) provides writing and study skill support for all on campus and online master's students.

The Center consists of four components:

1. The ASC web site ([asc.erikson.edu](http://asc.erikson.edu));
2. An on-campus writing center in the library;
3. An online support option via [asc@erikson.edu](mailto:asc@erikson.edu);
4. The Pick Writing Program, which provides individual and group support to students, including tutor-led peer study groups; and
5. A Summer Writing Course, offered both on-campus and online.

All students are encouraged to review the Learning Tools site on [my.erikson](http://my.erikson) to explore different kinds of technology support for reading and writing, including Read & Write Gold. ASC and Library staff are available to help students navigate this site.

The academic needs of all incoming students will be informally assessed on the basis of their written application, academic transcripts, letters of recommendation, and interview with a faculty member. Based on this information, the admissions committee may make a recommendation that the student attend individual or group writing support sessions during the academic year.

All incoming students will also be asked to complete a writing assessment once their application and decision-making process is completed. This will further help us ascertain whether or not the student could benefit from academic support. In the case that a student may need additional support, they will be contacted through the Academic Success Center (ASC) to give them more information about services available, including a 4-week Summer Writing Course.

In the summer course, students will be introduced to, or have an opportunity to review, graduate-level reading and writing expectations in the master's program. The summer writing course is also available to all incoming and continuing master's students regardless of whether they've been given a recommendation to take the course. Students who are taking the class are asked to make a commitment to attend all sessions.

Students who are assigned to an individual tutor will work with that person throughout their first semester and possibly throughout their first academic year. Tutor meetings are generally one-on-one and sessions typically last one hour.

All writing tutors are equipped to support students with the process of graduate level academic writing, which includes: building overall competence and skill, developing confidence in their capacity to write successfully, active reading/annotating, outlining, writing drafts and reflecting. See page 45 for course descriptions.

## Advising

### Faculty Advising

All students will work closely with a faculty advisor throughout their course of study. Group advising, in the form of monthly seminars, is provided to first year master's degree students and three year students in their second year. Individual advising is provided to certificate and PhD students. Masters degree students entering their internship year, with the exception of Teacher Education students, will have group supervision with their adviser in their Integrative or Supervision Seminar. Child Life and Teacher education students, because of the specialized requirements of their programs, will also have individual advising.

### Enrollment Management Support

The Enrollment Management offices, as well as many other Erikson staff, also work closely with students to ensure that their needs are met.

## Campus safety and security

Erikson Institute is committed to promoting the safety of all members of its campus community, including staff, students, and visitors. Toward this end, we post information related to campus safety and security on the campus portal, [my.erikson](http://my.erikson) (click on "Campus Safety and Security") and on the Erikson website (see "Consumer Information," [www.erikson.edu/consumer-information](http://www.erikson.edu/consumer-information)). You will find four documents related to safety and security.

The *Annual Security Report* includes information concerning current policies and procedures for campus security in compliance with the Clery Act of 1998, as amended. These policies and procedures cover important topics such as reporting criminal activity, responding to

emergencies, and communicating potential threats to the safety of the campus community. It describes procedures related to access to campus and security awareness. It also includes policies and procedures regarding harassment, including sexual harassment and the use of alcoholic beverages and controlled substances. The report presents crime statistics for the preceding three calendar years. We also provide consumer information about community resources related to promoting the safety of individuals, including resources for drug and alcohol abuse prevention.

The *Fire and Life Safety Manual* describes emergency procedures related to life/safety events, such as fire, bomb threats, severe weather, nuclear threats, evacuations, and other serious events.

The *Emergency Procedures Quick Reference* provides a one-page summary of the emergency procedures described in the *Fire and Life Safety Manual*. It also includes floor plans for floors two, three, and four, showing evacuation routes.

*Tips on Public Safety* offers practical advice on how to avoid becoming a victim of crime.

### **Career services**

The Field Education and Career Services Office assists students with finding part- or full-time employment in the field and internship placements. Erikson maintains an electronic database of career resources on [my.erikson.edu](http://my.erikson.edu), including job postings that we receive from organizations seeking to employ social workers, teachers, and child development professionals. There are also resources and tips about the search for jobs. In addition, Erikson has an extensive network of alumni and professional contacts, whom students can contact as they seek jobs. Networking events are held at various times during the academic year.

### **Computer and Internet access at Erikson**

The computer lab is located on the 3rd floor near the student lounge, seminar rooms and classrooms. During regular term, lab hours are 8:30 a.m. until 8:00 p.m. Staff members are available to assist students during the hours of 8:30 a.m. until 6:00 p. m. Most computers are Windows based and students have access to network printers.

In addition to the computer lab, workstations in the Edward Neisser Library are available to students during the Library's operating hours.

Network resources include full access to the Internet via a secure network, as well as online library services, printing, career resources, and online course areas.

Students requiring tutoring in computer skills and online resources should refer to the section on the library.

User IDs and passwords are obtained from the Information Technology department.

### **CTA U-Pass**

Erikson Institute participates in the University Pass (U-Pass) program through the Chicago Transit Authority (CTA), which offers eligible students a discounted pass for unlimited rides on all CTA buses and trains. The U-Pass is offered on a semester-by-semester basis. Each student will be issued a Ventra U-Pass card. Students enrolled for five or more credit hours during fall or spring semesters, or four or more credit hours during summer term, are eligible for a U-Pass for that semester/term. Please note: For Erikson students to be eligible for the U-Pass, all eligible students during a given semester will be charged for a U-Pass (approximately \$130/semester), whether or not they utilize the pass. If a student who was eligible at the beginning of a semester subsequently drops below the required credit hours during the add/drop period, the student's U-Pass will be deactivated and the fee may be refunded on a prorated basis. The U-Pass includes the student's name, picture, and school name, and is not transferable. Additional information about the U-Pass program is available on the CTA web site at [www.transitchicago.com/upass](http://www.transitchicago.com/upass).

**Lost or stolen U-Pass card:** You may apply for a replacement U-Pass by contacting the Registration and Student Records Office that serves as Erikson's U-Pass Coordinator. You will need to present your Erikson student ID and pay the \$50 replacement fee. A replacement U-Pass will be issued and sent to Erikson within 5–7 business days. CTA will replace lost or stolen U-Pass cards only once per academic term. Upon receipt of the replacement card, you will be notified via email to pick up the U-Pass.

**Defective, damaged or demagnetized U-Pass card:** If the CTA fare equipment on a bus can not read a U-Pass, the bus operator should allow you to complete the ride for free. At CTA rail stations, present the defective U-Pass card to the customer assistant to have it inspected. To replace a defective U-Pass,



go to Ventra Customer Service at 165 N. Jefferson St., Chicago, IL, to get a form stating that the card is defective and a 7-day pass. Bring the defective card and form to the Registration and Student Records Office, who will order a replacement card for you. The first replacement is free, though any future replacements for defective cards will have a fee. A replacement U-Pass will be sent to Erikson within 5–7 business days. Upon receipt of the replacement card, you will be notified via email to pick up the pass.

**Fraudulent Use of U-Pass:** Any U-Pass presented by a person other than the student whose name and photograph appears on it will be confiscated, and the person may be subject to arrest. Fraudulent cards will be confiscated and a replacement card will not be issued for one year after the date of misuse. Students should carry their student ID with them at all times when they are planning to use the CTA U-Pass.

**U-Pass Customer Service:** Visit [www.ventrachicago.com](http://www.ventrachicago.com) or call (877) 669-8368 Monday–Friday from 8 a.m.–4:30 p.m. for any questions about Ventra U-Pass.

CTA General Offices:  
Chicago Transit Authority  
567 W. Lake Street, 2nd floor  
Chicago, IL 60661

You can also visit [www.transitchicago.com/upass](http://www.transitchicago.com/upass)

## Health insurance

Erikson Institute does not have a student health center, and at the same time the roll out of the Patient Protection and Affordable Care Act has significantly changed the health insurance and healthcare landscape, particularly for student health insurance plans.

In accordance with Section 1501 of the Affordable Care Act, all Erikson students will be expected to have health insurance coverage and be in compliance of all applicable federal laws.

Students may already be covered by private insurance either through their employers or through a spouse or family member. If you are a student who is not currently covered

by private insurance, you will have the ability to utilize the new Illinois online Health Marketplace, GetCoveredIllinois, to select an insurance plan that best meets your needs. You are encouraged to begin to review your health insurance options and become familiar with the information provided on [www.getcoveredillinois.gov](http://www.getcoveredillinois.gov). The online Marketplace is designed to walk consumers through the health care information and enrollment process in a few simple steps, but if you have difficulty navigating the website, you may seek out the assistance of a free Healthcare Navigator. You can find a list of trained Navigators in your area on [www.getcoveredillinois.gov](http://www.getcoveredillinois.gov). In addition, Erikson will offer an on-campus enrollment session with trained Navigators from GetCoveredIllinois prior to the start of the Fall term.

International students who are in F-1 status are subject to the health insurance requirement as a condition of their F-1 status. Students with F-1 and other non-immigrant visas who are maintaining legal status in the U.S. are eligible to enroll in insurance through the marketplace. However, non-immigrant students are not eligible for Medicaid unless they have been in the U.S. for five years. Per F-1 student regulations, comparable policies must cover the full period of enrollment and must cover a minimum of US \$50,000 for accident or illness, and at least US \$7,500 for repatriation, and US \$10,000 for medical evacuation. International students are encouraged to contact Michel Frendian, Dean of Enrollment Management prior to choosing another health insurance plan in order to make sure that the plan meets these requirements.

For additional information, please refer to the following resources:

- To get up-to-date information on coverage in Illinois: [www.getcoveredillinois.gov](http://www.getcoveredillinois.gov)
- To get up-to-date information on the Patient Protection and Affordable Care Act, or to explore coverage options in a state other than Illinois: [www.healthcare.gov](http://www.healthcare.gov)
- To find a Healthcare Navigator who can assist you in the enrollment process: [www.getcoveredillinois.gov/get-help](http://www.getcoveredillinois.gov/get-help)
- To find specific fact sheets for young adults, women, veterans, and Medicaid recipients: [www.getcoveredillinois.gov/fact-sheets](http://www.getcoveredillinois.gov/fact-sheets)

## International Student Services

Erikson has approval from the Department of Homeland Security to enroll non-immigrant international students in its degree programs. The Dean of Enrollment Management serves as the international student advisor to all F-1 students from the time they are offered admission to Erikson through completion of the degree program, as well as the Optional Practical Training period if applicable. F-1 students participate in a special international student orientation meeting before the start of their program at Erikson. This orientation is separate and distinct from the general orientation programs for international students.

Given the complicated and constantly changing nature of immigration regulations, F-1 students are encouraged to meet with the international student advisor regularly. Typical issues that require consultation or authorization from the international student advisor include, but are not limited to, the following:

- Travel authorization signatures for travel outside the United States
- Extension of degree program
- Change of degree program
- CPT authorization for students beginning their internship
- Application to receive authorization for Optional Practical Training following the completion of the degree program
- International student health insurance
- Enrollment verification documents needed for loans, visa renewals, etc.
- Application to change non-immigrant status
- Updating of contact information in the SEVIS database

## Library

The Edward Neisser Library provides multifaceted information services that support the education, information, research, and service programs of Erikson Institute. Its specialized collection is a valuable resource. Information about journals, assessment kits and other materials can be found at [library.erikson.edu](http://library.erikson.edu).

Students are allowed to check out circulating materials, as well as audio-visual equipment, laptops, and assessment kits. In the event of loss of or damage to library materials, the library will request that the Student Accounts Office place a hold on the student's account until such time as the materials

are returned or replaced, or the library is reimbursed for their loss or damage. Such a hold will render the student unable to register for classes, receive transcripts, or access online resources.

Materials not available in the Edward Neisser Library can be requested from other libraries through the library's interlibrary loan system. The library regularly offers workshops aimed at assisting students to develop and expand their information seeking skills. Individual guidance is also provided as necessary.

## Library hours

### Regular hours

|                 |                  |
|-----------------|------------------|
| Monday–Thursday | 8 a.m.–9:30 p.m. |
| Friday          | 10 a.m.–4 p.m.   |
| Saturday        | Hours vary       |

### When classes are not in session

|                 |               |
|-----------------|---------------|
| Monday–Thursday | 9 a.m.–5 p.m. |
| Friday          | 9 a.m.–4 p.m. |

Hours are subject to change. Please check the library website for current hours. Unanticipated closures will be announced through email. For information or assistance, please contact the library staff at (312) 893-7210 or through email at [libraryhelp@erikson.edu](mailto:libraryhelp@erikson.edu).

## Lost and found

The lost and found is located at the main lobby security desk on the first floor.

## Multicultural student affairs

Through its programs and services, Multicultural Student Affairs advocates for and supports Erikson's African American, Asian American, Latina/o, Native American, lesbian, gay, bisexual, transgender, and international students. It also partners with faculty and staff to create an inclusive environment that recognizes and values the contributions of students of color, LGBTQ, and international students at the Institute. The office sponsors a variety of social and educational programs for the Erikson community throughout the academic year to help enrich the students' Erikson experience.

## Online resources

Erikson has four important online services for student use: Erikson Library, Erikson webmail, My.Erikson and EriksonOnline. Each of these resources is available to students from any location with Internet access.

**Erikson Library:** The Edward Neisser Library subscribes to many resources that are available online through its website: *library.erikson.edu*. These include online subscriptions to scholarly journals, databases of journal articles, interlibrary loan, and electronic books. Students may access most of these resources from off-campus by using the same username and password used for Erikson webmail.

**Erikson webmail:** Students can access their Erikson email accounts at *mail.erikson.edu*.

**My.Erikson:** My.Erikson is the web-based campus portal that provides students access to their course schedule, academic records (grades, unofficial transcripts, degree audit worksheets, etc.), and a wide range of academic and student services such as online bill-payment, student discussion boards and career services information. My.Erikson can be accessed at *my.erikson.edu*.

**EriksonOnline:** EriksonOnline is the environment for online teaching and learning at Erikson. It provides students with remote access to course materials, online research and library resources, as well as communication and collaboration tools for each course at Erikson. Within each course site students are able to view, save and print course syllabi, assignments, readings, presentations and resources, view video clips, and listen to narrated presentations. Discussion areas allow students to communicate with the course instructor and other students enrolled in the respective course. Journals, blogs, wikis, course mail and online meetings are other tools for online teaching and learning in EriksonOnline. In addition, all Erikson students (on-campus and online) have access to the Academic Success Center, the Library and links to Student Services through EriksonOnline. The Academic Success Center includes information, resources, links, and contact information related to writing resources, writing support, and library services. EriksonOnline also provides a wide range of technical assistance resources and support services to online learners to encourage and enable successful online learning experiences and positive outcomes at Erikson. EriksonOnline can be accessed at *erikson.blackboard.com*.

## Parking and transportation

Discounted parking is available at four locations.

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### Jones Chicago

Location: 220 W. Illinois St.; entrance on Illinois St.;  
1.5 blocks from Erikson

Times/rates: 3–10 p.m. only; \$6

**To purchase:** Validations may be purchased online as follows:

- Go to [cnp.clickandpark.com/facility/?search%5bfacility\\_id%5d=831](http://cnp.clickandpark.com/facility/?search%5bfacility_id%5d=831)
- Choose service type = Validation (click Next)
- Enter Access Code = Erikson (click Update)
- Select the service and quantity (click Add to Cart)
- You may create an account or use “Guest” checkout
- Enter billing and payment info
- Your validation will be emailed to you
- You must purchase the parking validation prior to entering the garage
- Validations are good for 30 days

**To redeem:** The location to redeem the validation is by the exit lanes only. You must insert the original entry ticket in the exit lane and once the rates are displayed you can scan the validation. If you have exceeded the time, it will ask for an additional amount that you can pay with any major credit card

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### Greenway Self-Park

Location: 60 W. Kinzie St., entrance on Kinzie;  
2 blocks from Erikson

Times/rates: \$18 if you park before 3 p.m. and \$5 after 3 p.m., Monday through Saturday (no discount on Sunday). All rates are for up to 12 hours.

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### MartParc Orleans

Location: 437 N. Orleans St., entrances on Orleans and Hubbard; 3.5 blocks from Erikson

Times/rates: \$14 if you enter before 3 p.m. (blue ticket) and \$10 after 3 p.m. and on weekends (green ticket), for up to 12 hours.

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### MartParc Wells (only weekdays after 3 p.m.)

Location: 401 N. Wells St., entrances on Kinzie and Wells. 2.5 blocks from Erikson.

Times/rates: \$10 after 3 p.m. Discounted parking is available only after 3 p.m., Monday through Friday. No discount is available on weekends.

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**Note:** To receive discounted rates, request validation from the security desk in the main lobby. Please make sure to note the garage where you parked to receive the correct validation.

There is limited free and metered parking in the vicinity of the campus. Erikson Institute does not provide change for parking meters. Students who commute by car are encouraged to allow extra time to find parking.

The closest EI stops to Erikson Institute is the Grand stop (State and Grand) on the Red Line and the Merchandise Mart stop (Kinzie and Wells) for the Brown and Purple Lines. You may also locate numerous bus stops near Erikson, please check [www.transitchicago.com](http://www.transitchicago.com).

There are several Metra train stations within one mile of Erikson Institute. For Metra fare and schedules, contact the RTA at (312) 322-6777 or [www.metrarail.com](http://www.metrarail.com).

### **Printing and photocopying**

Three all-in-one printer/copier machines are available for student use. Two machines are located in the library and one in the computer lab. Money for copies can be added to your account on [my.erikson](http://my.erikson). Each machine has the ability to photocopy, scan, print, collate, staple, and hole-punch

### **Student Committee**

The Student Committee is the primary vehicle at Erikson through which students organize their interests and provide input into modification of policies related to academic or student affairs. Open to any student interested, the Student Committee is advised by the Dean of Enrollment Management and a faculty member, both of whom are not only knowledgeable about institutional resources and procedures, but also advocate for students in accessing these resources in support of their interests. The Student Committee can be reached at [StudentCommittee@erikson.edu](mailto:StudentCommittee@erikson.edu).

### **Student ID cards**

Erikson Institute provides each student with a photo ID card. This card also serves as your library card as well as printer and building access card. Photos for ID cards are taken during your program orientation. If you are unable to attend orientation, please contact the security officer to schedule an appointment to have your ID picture taken.

### **Student mailboxes**

Mailboxes are provided for all students enrolled in one of the on-campus degree or certificate programs. Mailboxes are located in the Student Lounge on the 3rd floor. Students are expected to check their mailboxes on a regular basis, as they are utilized by Erikson faculty and staff as a means of communicating important information.

### **Students with disabilities**

#### **ADA policy**

Erikson Institute is committed to complying with the Americans with Disabilities Act, and the Rehabilitation Act of 1973, Section 504, which states: "No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." Erikson will also comply with other federal, state, and local laws regarding accommodations for any person with a disability. Erikson will neither discriminate against, nor decline to reasonably accommodate, a qualified student or staff member with a disability.

#### **Disability-related definitions**

**Person with a disability:** Someone with a physical or mental impairment that substantially limits one or more major life activities; who has a record of such an impairment; or who is regarded as having such an impairment. (Americans with Disabilities Act of 1990).

**Major Life Activity:** A function such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

**Qualified person with a disability:** A qualified person with a disability is an individual with a disability who, with reasonable accommodation, meets the essential eligibility requirements for participation in academic programs or activities provided by the Institute or who, with reasonable accommodation, can perform the essential functions of the job or task for which he or she has applied or been hired to perform.

**Reasonable accommodation:** In the case of students, a reasonable accommodation is a modification or adjustment to a course, program, service, or activity that enables a qualified student with a disability to obtain equal access.

“Equal access” means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Reasonable accommodations are individualized and flexible and are based on the nature of the disability and the academic environment. They provide equal access, not an unfair advantage. The ADA requires an institution of higher education to provide reasonable accommodation to a qualified individual with a documented disability, provided that the accommodation does not create undue hardship. An “undue hardship” refers to any accommodation that would be unduly costly, substantially disruptive, or that would fundamentally alter the nature of the program. Only the peripheral requirements of courses, programs, and activities are subject to modification to accommodate a disability. Essential elements of courses, programs, and activities must remain intact (Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act)

#### **Disability services coordinator**

Erikson’s disability services coordinator is responsible for serving the needs of students with disabilities. The coordinator is Colette Davison, Dean of students, fourth floor, Room 414, (312) 893-7173 or cdavison@erikson.edu.

#### **ADA compliance committee**

The ADA compliance committee works to meet the needs of our students and staff with disabilities, inform the Institute of disability issues, and acquaint our faculty and staff with the available services and process for receiving services. This committee has two student-related goals: 1) to ensure that students with disabilities enjoy educational opportunities equal to those of their non-disabled peers; and 2) to increase access by students with disability to valued experiences, activities, and roles.

#### **Procedure for applying for accommodation**

Any student with a disability wishing to request an accommodation should begin the process as early as possible by contacting the disability services coordinator to arrange a meeting. The student should also download and complete the form for requesting accommodations available in the Student Services section of my.erikson. New students should initiate the process before the beginning of classes or early in the semester. Remember that it may take several weeks

to process a request for accommodation. Students seeking accommodation for the comprehensive examination should apply no later than the registration deadline for the exam.

Requests for accommodation will be considered on a case-by-case basis. What constitutes a “disability” or a “reasonable accommodation” may vary from individual to individual.

The Institute requires appropriate documentation of the disability and of the need for the requested accommodation. The coordinator will provide guidelines for appropriate documentation. In most cases, such documentation and/or assessments should be no more than three years old. In rare cases, additional documentation or second opinions may be requested. Students who already have documentation should send it to the disability services coordinator at the time they make the accommodation request. Referrals to diagnosticians may be obtained from the disability services coordinator.

The documentation should be original, signed, and on official letterhead from a certifying professional in the area of the student’s disability. The documentation must address:

- Identification of the specific disability and functional limitation(s);
- Prognosis (permanent or temporary and, if temporary, the anticipated duration); and
- Recommendations for specific accommodations.

Once the appropriate documentation is received, the coordinator, in confidential consultation with consultants or faculty as appropriate, will review the documentation to clarify the existence and extent of the disability and the reasonableness of the requested accommodation. A student who does not have the documentation outlined in this section but who thinks that they may be eligible for accommodations under ADA, should contact the coordinator to discuss. The student and the coordinator will then meet and work together to determine appropriate accommodations. If modifications to the curriculum or academic matters are at issue, faculty may also become involved in these discussions.

Students who receive an accommodation for Erikson courses will be provided with a letter explaining all approved accommodations. It is the responsibility of the student to forward the letter to each instructor as soon as possible after receiving it. The letter does not disclose any

information about the nature of the student's disability. That information is kept confidential. The student and the coordinator will maintain contact as appropriate for ongoing efforts to accommodate the student.

### **Grievance procedure**

In rare instances, the Institute may not grant a student's request for the accommodation.

If a student believes that she or he has been discriminated against or denied a reasonable accommodation in violation of this policy, the student may file a written appeal, setting forth the circumstances of the grievance, to the Senior Vice President for Academic Affairs/Dean of Faculty, who will investigate the matter and resolve the appeal in his or her sole discretion.

A written appeal should be made within 45 days of notice of denial of the accommodation request. The student may request a conference with the Dean of Faculty, or the dean's designee, to discuss the appeal. The student may be assisted during such conference by an appropriate professional with knowledge of the student's disability, functional limitation(s), and/or the availability of appropriate accommodations. The dean will provide the student with a written copy of her/his determination within 45 days of the date of receipt of the written appeal.

### **Accessibility of campus facilities**

Erikson Institute's campus is housed in a new facility, completed in August, 2008. The campus was designed to meet the stringent ADA and Illinois requirements for accessibility by persons with disabilities in effect at the time of the building's completion. The space was designed to comply with the following laws and guidelines:

- Americans with Disabilities Act (ADA) of 1990, as updated through 2004;
- Illinois Accessibility Code (IAC) of 1997;
- International Code Council/ANSI A117.1-2003, Accessible and Usable Buildings and Facilities (as referenced and amended by City of Chicago Building Code Chapter 18-11); and
- City of Chicago Building Code 2007, specifically Chapter 18-11.

As such, the entire campus is fully-accessible to the persons with disabilities. The entrance to the ground floor, which is at street level, includes an ADA standard manual door that opens automatically at the push of a button. The

three upper floors are served by elevators; all bathrooms are equipped with ADA standard stalls in two designs; sinks and water fountains are at appropriate heights for persons in wheelchairs; hallways are wide and uncluttered; way-finding signage is at an appropriate height for persons in wheelchairs and available in Braille for persons with visual impairment; classrooms, seminar rooms, and hallways are equipped with strobe lights to alert persons with hearing impairment of an emergency; and each floor has an area of rescue assistance for people who are unable to exit by stairs in an emergency. ADA accessible parking is available within two blocks of our front entrance.

### **Notice of the availability of services for students with disabilities**

The disability services coordinator contacts all students a month prior to the beginning of their course of studies at Erikson, reminding them of the availability of services and encouraging students with documented disabilities to set up an appointment to review their eligibility for accommodation. In addition, each course syllabus includes a prominent statement for students with disabilities in the "front matter." The coordinator meets with the faculty, enrollment management staff, academic success center staff, and tutors each September to review the process by which students with disabilities are approved for accommodations. Faculty are encouraged to refer any student who self-identifies as needing an accommodation to the coordinator. During the orientation to the comprehensive examination, faculty remind students that anyone needing accommodation for the exam should to request it no later than the deadline for registration. Policies and procedures for obtaining services are included in the *Handbook*, which is posted on the Erikson portal as well as public website.

### **Management of student information**

The disability services coordinator receives and retains all inquiries and requests for accommodation, as well as the required documentation. To preserve student confidentiality, all information regarding requests for or delivery of reasonable accommodation is housed in a secure file cabinet in a locked office and/or on a password-protected computer. Access is restricted to the coordinator. Access by others to the information is on a "need to know" basis consistent with the requirements of HIPAA. Student files are retained for a period of three years following a student's exit from the Institute and then destroyed in a secure manner.

# Student services directory

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## Academic Success Center, Room 216

Stripe Gandara  
sgandara@erikson.edu  
(312) 893-7184

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## Admission Office, Room 312/313/314

Candace Williams  
cwilliams@erikson.edu  
(312) 893-7144

Valerie Williams  
vwilliams@erikson.edu  
(312) 893-7142

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## Computer Lab, Room 303

Chip AuCoin  
techhelp@erikson.edu  
(312) 893-7196

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## Dean of Students, Room 414

Colette Davison  
cdavison@erikson.edu  
(312) 893-7173

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## Field Education and Career Services, Room 312/316

Maggie Brett  
mbrett@erikson.edu  
(312) 893-7221

Candace Williams  
cwilliams@erikson.edu  
(312) 893-7144

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## Financial Aid, Room 311

Alex Yang  
ayang@erikson.edu  
(312) 893-7154

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## International Student Services, Room 319

(312) 893-7145

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## IT Help

techhelp@erikson.edu

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## Library, Room 210

Karen Janke  
library@erikson.edu  
(312) 893-7210

Brittany Jones  
library@erikson.edu  
(312) 893-7210

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## Multicultural Student Affairs, Room 314

Valerie Williams  
vwilliams@erikson.edu  
(312) 893-7142

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## Registration and Student Records, Room 310/312

David Arron Saenz  
dsaenz@erikson.edu  
(312) 893-7141

Stacy Branch  
sbranch@erikson.edu  
(312) 893-7153

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## Student Accounts, Room 457

Bruce Myers  
bmyers@erikson.edu  
(312) 893-7122

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## Students with Disabilities, Room 414

Colette Davison  
cdavison@erikson.edu  
(312) 893-7173

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# Faculty and staff

## Faculty

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Laura Grandau, PhD  
Samina Hadi-Tabassum, EdD  
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Florence Kimondo, PhD  
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Margaret Lane, MEd

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Ruth Reinl, MSE  
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Jennifer Rosinia, PhD  
Angela Searcy, MS  
Charlene Slezak, PsyD  
Sue Stolzer, PhD

## Staff

### Office of the President

Geoffrey Nagle, PhD, President  
Michelle Jackson, Manager of Executive  
Affairs

### Academic Programs

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for Academic Affairs/Dean of Faculty  
Colette Davison, PhD, Dean of Students  
Rhonda Gillis, MA, Manager of Academic  
Affairs  
Chris Simons, BA, Faculty Coordinator

### Center for Children and Families

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**Infant Studies**

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 Linda Hamburg, MS, Professional Development Coordinator  
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 Sue Mitra, EdD, Professional Development Coordinator  
 Laura Mudd, MEd, Professional Development Facilitator  
 Emma Rand, BFA, Project Coordinator  
 Teresa Rivera, Project Coordinator

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Toby Herr, MEd

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Lisa Wartemberg, MEd

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Rebecca Harles, EdM

Margaret Reardon, BS

Emily Reznicek, BS

**Illinois Home Visiting Quality****Monitoring Project**

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Warrine Tidwell, BS

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Diane Carasig, MS

Jess Coon, MSW

Amberle Dekker, MS

Fernando Gonzalez, MSW

Cristina Gonzalez del Riego, MS

Maggie Koller, MS

Vanessa Lee, MS

Tara Lattanzi, MSW

Shira Miller, MS

Nicole Polash, MS

Megan Sexton, MS

Talin Tokat, MS

**Degree/Certificate Granting Authority**

Erikson Institute is authorized by the Illinois Board of Higher Education to grant the MS in Child Development, the MS in Early Childhood Education, the Master of Social Work, and the Early Childhood Bilingual/ESL, Child Development, Infant Mental Health, and Infant Specialist graduate certificates.

**Program Accreditations and Approvals**

Erikson Institute is accredited by the Higher Learning Commission and a member of the North Central Association, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604, (800) 621-7440, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org).

Accreditation is limited to master's degrees and certificates in fields related to child development and early childhood education (including Bilingual/ESL certificate), and the Master of Social Work.

Erikson's MS in Early Childhood Education leading to initial early childhood teaching license is approved by the Illinois State Board of Education. The Early Childhood Bilingual/English as a Second Language Certificate Program and the Early Childhood Special Education Letter of Approval are approved by the Illinois State Board of Education's Division of Educator Certification.

Erikson's Master of Social Work program is accredited by the Council on Social Work Education.

**Nondiscrimination policy**

It is the policy of Erikson Institute not to discriminate against any individual on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, age, disability, or veteran status in matters of admissions, employment, or services or in the educational programs or activities it operates, in accordance with civil rights legislation and institutional commitment. It is also the policy of Erikson not to retaliate against any person for making a complaint in good faith about alleged discrimination or for supporting any other Erikson student or representative in making such a complaint. Any alleged violations of this policy should be directed to the Senior Vice President for Academic Affairs/Dean of Faculty.

**Right to change**

Erikson Institute reserves the right to change or supplement without notice any statement in this publication concerning, but not limited to, rules, policies, procedures, tuition, fees, curricula, and courses. Erikson Institute also retains the sole discretion and reserves the right to modify, withdraw, or replace any of the procedures set forth in this Handbook or to modify them to meet the needs of a particular case or situation.

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**Erikson Institute**

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