

Erikson Institute

Graduate School in Child Development

2021–22 Student Handbook

MSW Program

Contents

Click on a section to navigate.

Reservation of rights	2	Gender neutral restrooms	65
Coronavirus (COVID-19)	3	Information technology telecommunication networks and information resources	65
Academic calendar 2021–22	4	Peer-to-peer file-sharing policy	67
Welcome to Erikson Institute	6	Privacy policy	67
Our mission and values	7	Smoking policy	69
The mission of the Master of Social Work program	9	Registration/student records policies and procedures	70
Admission requirements	10	Academic records	70
Master’s degree programs general information	12	Add/drop procedures	70
Master of Social Work competencies	13	Audited courses	70
Assessment of professional competencies	33	Change of address	70
Licensure requirements for social workers	37	Changing programs	71
Degree requirements	38	Course substitution	71
Master of Social Work course descriptions	42	Holds on registration	71
Academic policies and procedures	49	Immunization records	71
Academic integrity	49	Incomplete policy	72
Academic grievance procedure	52	Independent study	72
Academic probation and warning: continuing students	53	Leave of absence	73
Academic probation: exiting academic probation	53	Official Institute communications	73
Attendance and classroom decorum	54	Preferred/chosen name	74
Comprehensive examination	55	Readmission	74
Conditional admission: new students	55	Registration	74
Conferral of degrees and certificates	55	Repeated courses	74
Continuous enrollment policy	56	Review of records	75
Copyright protection for work created by others	56	Transcript requests	76
Copyright protection for work created by students	56	Transfer credit	76
Course and end-of-year evaluations	57	Withdrawing from Erikson	77
Credit hour policy	57	Student rights and responsibilities	78
Field placements	57	General	78
Freedom of inquiry	59	Finance	78
Good academic standing	59	Registration	78
Grading system	59	Student conduct	79
General campus policies and procedures	60	Student disciplinary process	79
Building access information	60	Technical standards for students completing a Masters in Social Work	81
Concealed carry policy	60	Financial aid	83
Discrimination and harassment, including sexual harassment	61	Student financial accounts	88
Emergency procedures	64	Student resources	90
		Student services directory	98
		Faculty and staff	99

Reservation of rights

This Student Handbook serves to familiarize all graduate and doctoral students with the Erikson's academic policies and procedures as of the date of this Catalog/Policy. A department or program may adopt more specific policies or procedures applicable to the particular program of study. Together, the policies and procedures set forth in this Catalog and in program-specific policies constitute your resource guides regarding the academic requirements of Erikson.

The policies and procedures in this Student Handbook are subject to modification, revision, and updates at the discretion of Erikson, to comply with evolving accreditation standards and best practices in the best interests of the academic community. These policies and procedures do not constitute a contract, do not reflect binding commitments by the University, and may not be relied upon as such. The University/program will notify students when policies or procedures are revised, but students also have a responsibility to stay current on the applicable policies and procedures for their particular degree or certification programs.

In addition, during the next academic year the entire campus community must recognize that the current COVID-19 pandemic is likely to continue to challenge the operations, as well as the health and safety, of our community. Erikson has set forth its current plans and expectations in its Safety Practices and Policies and health questionnaire, with which all students and employees must comply as part of our shared responsibility to help protect the health and safety of the community.

Erikson also reserves the right to change or alter its programs, services, methods of delivering course content, schedules, safety guidelines, and operations to respond to the evolving needs of the campus community. This changes may include: (1) adjusting the method of delivering course content, curricula, or services, including the conversion of some or all coursework or business to remote instruction or remote operations; (2) modifying, postponing, or temporarily eliminating academic course offerings, program requirements, clinical assignments or experiential learning, access to facilities, student activities, and other services; (3) postponing or adjusting extracurricular activities and offerings; (4) changing or adjusting semester schedules, examination schedules, teaching and academic counseling

assignments, and grading protocols; and (5) otherwise changing or adjusting academic operations and student activities when such modifications are deemed to be in the best interests of the students and the greater campus community.

Circumstances like COVID-19 may require Erikson Institute to change or alter its programs or services in the best interests of students, employees, and other members of the Erikson community. These changes may appropriately include, but are not limited to: (1) change, postponement, or elimination of academic course offerings, program requirements, services, or access to facilities; (2) changes or adjustments to the method and timing of delivering course content or services, including conversion of some or all coursework to remote instruction; (3) assignment or reassignment of faculty and staff to particular coursework, advisory functions, or other work with students; (4) modification of semester schedules, examination schedules, clinical assignments, grading protocols, or other academic policies or practices; or (5) other adjustments to the academic or other policies, procedures, and standards of Erikson deemed to be in the best interests of students and the campus community.

Failure to comply with health and safety directives:

Willful or reckless failure or refusal to comply with Erikson health and safety directives, or with modifications to Erikson operations, schedules, activities, academic requirements, policies, or procedures, where such directives or modifications are implemented to help protect the safety and security of the campus environment. Please refer to the Student Conduct and Student Disciplinary Process sections in this handbook for additional information.

Tuition and fees statement

Regardless of the learning environment for fall 2021, the tuition and fees that are charged to my student account and I agree to pay are in exchange for learning, academic credit, and certain non-academic services that will be provided whether in person, in a hybrid environment, or entirely remotely.

Coronavirus (COVID-19)

Erikson Institute continues to monitor and adapt policies and procedures as they pertain to the novel coronavirus (COVID-19). We recognize the ongoing concerns throughout the US, around the world, and especially amongst our Students and Erikson Colleagues. Protecting the health and wellbeing of our staff, students, clients, and visitors is our top priority.

As conditions change, Erikson's policies and procedures will change. The most current information will be on this page (www.erikson.edu/coronavirus) and will serve as a central point for information and updates on the situation. You are encouraged to visit this page frequently and check your Erikson email for any updates.

Academic calendar 2021-22

This calendar is subject to change without notice.

Fall 2021	Thursday, August 26, 6–8 p.m.	Internship orientation (Concentration MSW Students)
	Friday, August 27	New student orientation
	Friday, August 27	Fall semester online classes begin
	Monday, August 30	Fall semester on-campus classes begin
	Monday, August 30	Summer 2021 Incomplete “I” Grade deadline
	Tuesday, August 31, 9 a.m.–5 p.m.	Field Orientation and Prep (MSCD and Generalist MSW students)
	Thursday, September 2, 9 a.m.–5 p.m.	Field Orientation and Prep (MSCD and Generalist MSW students)
	Friday, September 3, 11:59 p.m.	Fall semester add/drop period ends
	Friday, September 3	Fall semester tuition due
	Saturday, September 4, 9 a.m.–3 p.m.	Comprehensive exam
	Monday, September 6	Labor Day holiday
	Tuesday, September 7, 9 a.m.–5 p.m.	Field Orientation and Prep (Generalist MSW students)
	Friday, October 22	Last day to withdraw from a Fall 2021 12-week Online course with a grade of “W”
	Friday, November 12	Last day to withdraw from a Fall 2021 On-Campus course or 15- week Online course with a grade of “W”
	Monday, November 15	Registration for Spring 2022 begins
	Thursday, November 18	12-week online classes end
	Thursday–Friday, November 25–26	Thanksgiving holiday
	Thursday, December 9	15-week online classes end
	Thursday, December 16	Fall semester on-campus classes end
	December 17, 2021–January 7, 2022	Winter break
Spring 2022	Tuesday, January 4	New student orientation
	Friday, January 7	Spring semester online classes begin
	Monday, January 10	Spring semester on-campus classes begin
	Monday, January 10	Fall 2021 Incomplete “I” Grade deadline
	Friday, January 14, 11:59 p.m.	Spring semester add/drop period ends
	Friday, January 14	Spring semester tuition due
	Monday, January 17	Martin Luther King, Jr. holiday
	Saturday, January 22, 1–3 p.m.	Comprehensive exam orientation
	Saturday, February 5, 1–3 p.m.	Internship orientation (MSCD and Teacher Licensure Students)
	Friday, March 4–Thursday, March 10	Spring Break
	Friday, March 11	Last day to withdraw from a Spring 2022 12-week Online course with a grade of “W”
	Monday, March 21	Registration for Summer and Fall 2022 begins
	Thursday, April 7	12-week online classes end
	Friday, April 8	Last day to withdraw from a Spring 2022 On-Campus or 15-week Online course with a grade of “W”
	Saturday, April 19	Comprehensive examination
	Thursday, April 28	15-week online classes end
	Monday, May 2	Spring semester on-campus classes end
	TBD	Master’s commencement ceremony

Continued on page 3

Summer 2022	Monday, May 13, 11:59 p.m.	12-week on-campus classes begin
	Monday, May 16	12-week online classes begin
	Monday, May 16	10-week on-campus classes begin
	Monday, May 16	Spring 2022 Incomplete “I” Grade deadline
	Friday, May 20, 11:59 p.m.	Summer add/drop period ends
	Friday, May 20	Summer term tuition due
	Monday, May 30	Memorial Day holiday
	Friday, June 3	Last day to withdraw from a class with a “W” grade
	Saturday, June 4	Comprehensive examination
	Thursday, July 21	10-week on-campus classes end
	Thursday, August 4	12-week online classes end
	Wednesday, August 8	Summer 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 children and families—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 relationships. 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 children’s 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.

Cassandra McKay-Jackson, PhD, LCSW
Associate Professor and Director
of MSW Program

David Arron Saenz, MPA
Senior Director 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 their 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. These same values also characterize the social work profession and are infused throughout the MSW program's explicit and implicit curricula. 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 or children of color. 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 social work, 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.

The mission of the Master of Social Work program

Erikson's Master of Social Work program helps students integrate the science of child development with the practice and aspirations of social work. We emphasize an interdisciplinary perspective exploring the influence of experience over the life course. Graduates are equipped to assess the contextual factors that promote and hinder growth and collaborate with individuals, groups, and communities to achieve agreed upon goals. Through reflective practice and intentional supervision opportunities, graduates gain professional resilience, as well as interrogate historical, systemic, and cultural racism and oppression, and recognize and challenge their own biases. Graduates are further equipped to engage in ethical social work practice, and advocate for just policies that impact child and family well-being.

Goals of the MSW program

The MSW program's goals flow directly from its mission. They reflect the integration of the Institute's unique strengths with those of social work education. The result is a specialized program dedicated to promoting competencies in bridging theory and evidence-based practice. More specifically, the program systematically draws on developmental knowledge to inform strengths-based, person-in-environment perspectives, cultural competence, supportive practices, critical reflection, ethical decision-making, and social action. Erikson's mission and goals are fully in keeping with the knowledge, values, and skills reflected in the Council on Social Work Education's core competencies.

The MSW program will prepare graduates to:

1. Become advanced practitioners in one of the following areas of specialization: Children, adolescents, and adults; infant/early childhood mental health; or Child and Family Policy.
2. Integrate social work knowledge, values, and skills with deep knowledge of child development to promote the well-being and empowerment of children, families, and communities.
3. Apply developmental theory, research, and knowledge of child development as a framework for identifying, addressing, and advocating for the complex needs and individual differences of children and families, so that they may have the opportunity to reach their full potential.
4. Promote human rights, social and economic justice, social change, and community well-being through critical reflection, ethical practice, research, and active engagement in communities.
5. Use self-knowledge, critical thinking, and reflective practice to engage in effective relationships with children, families, communities, and systems.

Admission requirements

All applicants to Erikson’s MSW program will be selected for admission on the basis of the following criteria:

1. Prior academic performance: Applicants must have a bachelor’s degree from a regionally accredited institution of higher education.
2. Demonstrated suitability for the field: Applicants are expected to display integrity, sensitivity, flexibility and adaptability, the ability to consider the impact of context and culture on human behavior and development, and capacity to engage in reflective practice.

Applicants to the MSW program will submit the following:

1. Completed application, including personal essays and a summary of work history
2. Completed applicant self-disclosure form
3. Prior work experience: While Erikson does not have an explicit requirement for work experience as a condition for admission, candidates for admission will be asked to provide a resume detailing their volunteer, internship, and form work experiences with or on behalf of children, youth, and families.
4. Official electronic or sealed transcripts from all college and university work where applicant has completed 30 credits or more of course work.
5. Two letters of recommendation

Admission review process

Applicants who submit a complete application are reviewed by an MSW faculty member, who completes a summary of the student’s work and volunteer experiences, academic qualifications, future plans and career goals. Applicants will be notified of the admission decision in writing.

Policy on advanced standing (for on-campus program)

Students who have successfully completed a bachelor’s degree in social work from an accredited Council of Social Work Education (CSWE) program are eligible to receive advanced standing in a subsequent master of social work program, meaning that certain MSW courses are waived because similar coursework has been completed at the undergraduate level.

For the academic year 2021–22, only on-campus MSW students are eligible for advanced standing.

Eligible applicants must:

- Have been awarded a bachelor’s degree in social work within the past 6 years from a program accredited by CSWE.

- Meet undergraduate GPA requirements of 3.0 or higher.
- Submit a letter of recommendation from an undergraduate field instructor/supervisor. This will suffice as one of the 2 letters of recommendation requested when applying.
- Submit a field evaluation indicating that the applicant has met at least 75% proficiency on each of the generalist competencies, and fulfilled a minimum of 400 field clock hours.
- Participate in an interview with an Erikson MSW program faculty or staff member.
- When seeking a course waiver, submit a syllabus from coursework that demonstrates the essence of the Erikson course description.

Sample advanced standing record review

Based on CSWE competencies of typical BSW/generalist first-year coursework.

Course offered	Erikson MSW coursework*	Comparable BSW coursework**
Fall	Clinical Practice with Individuals, Families and Groups I (3 credits)	
Spring	Clinical Practice with Individuals, Families and Groups II (3 credits)	
Spring	Social Emotional Development II (3 credits)	
Fall or Spring	Inquiry into Social Work Practice (3 credits)	
Spring	Youth, Community, and Systems Change (3 credits)	
Spring	Family and Culture (3 credits)	
Spring	Proseminar II (1 credit)	
Fall or Spring	Field Instruction I (2 credits) + Supervision Seminar I (4 credits) = 6 credits	

Record review up to 25 credits waived

**Not every applicant who applies will receive advanced standing status nor the maximum course waiver of 25 credits, it is determined on a case-by-case basis.*

*** Applicant receives a B or better in all courses considered for waiver*

Credit for life or work experience

Erikson does not grant course credit for its degree or certificate programs based on life experience or previous work experience.

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. Erikson provides course evaluations for all international students.

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.

Students with felony convictions will be instructed to check with their state licensing bureau to understand any limitations to social work licensing. The Field Director will meet with the student to discuss any issues related to disclosure and/or the field placement.

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 general information

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 welfare, education, early care, mental health, psychotherapy, policy, and health care. Erikson programs focus on understanding the developmental needs of children and families within the context of cultural, social, economic and political circumstances.

Erikson's master's degree programs offer a multidisciplinary approach to the study of human development across the life course. Courses cover relevant aspects of developmental psychology, anthropology, education, sociology, health, and social work with families and communities. Within each degree program, cohorts of students take similar courses, participate in small group seminars, and engage in intensive placements—always with close attention and support from a faculty adviser. 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.

Master's degree competencies

Upon completion of an Erikson master's degree, all MSW students are expected to demonstrate a set of competencies in each of three domains: knowledge, practice, and reflection. These are articulated below:

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. Social work students will have coursework that exposes them to the entire life course viewed through a developmental lens.

- **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, therapeutic methods, 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 (children, families, and other professionals) as a basis for program planning, modification, and continuing professional development.

Master of Social Work competencies

In addition to the general competencies required of all Erikson master's degree students, MSW students must demonstrate a set of competencies specific to social workers. The Council of Social Work Education, Educational policy and Accreditation Standards (EPAS) has identified core competencies as essential to effective generalist social work preparation. Graduates of the Erikson MSW program will be required to demonstrate competence at both the generalist and concentration levels. Below are the core competencies that graduates from the Erikson MSW program will be expected to demonstrate:

Generalist Competencies 2015 (EPAS)

Competency 1

Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2

Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4

Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5

Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery

effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Erikson has added a 10th generalist competency specific to the MSW program.

Competency 10

Integrate a developmental perspective into social work practice

Erikson prepared social work graduates possess a deep understanding of how children develop, and value the interplay of various biological, cognitive, psychological, cultural, historical, and social factors that influence each child. Erikson prepared social work graduates recognize the centrality of all relationships in all learning, and seek 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. Erikson prepared social work graduates understand that self-knowledge, and attention to relationships are the hallmarks of the generalist practitioner—and of an Erikson education. Prepared with this knowledge, Erikson social work graduates are equipped to overcome differences, attuned to the individual child and family, comfortable with conflict and able to address it in order to promote a child's development and learning.

Erikson prepared social work graduates:

- Utilize a child development perspective to engagement, assessment, intervening, and evaluation of children, youth and families.
- Employ a self-reflective approach considering the impact of their beliefs, expectations, and actions on children and vice versa.

Children, Adolescents, and Adults Clinical Concentration Competencies

Competency 1

Demonstrate Ethical and Professional Behavior

Social workers recognize the importance of ethical and professional behavior in a variety of important ways including but not limited to: understanding the ethical issues and ethical dilemmas unique to working with children and families in a variety of communities; adhering to the NASW code of ethics in making all ethical decisions; understanding the ethical use of technology to facilitate practice outcomes; using supervision and consultation to guide professional judgment and behavior; engaging in critical reflection to obtain knowledge of self and others; analyzing insights about one's own values, biases, privileges, and personal history and how that affects the formation of trusting and productive relationships; engaging in an anti-oppressive approach to practice while serving clients; and understanding the importance of lifelong learning.

Specifically, social workers:

- Demonstrate effective communication skills with and on behalf of children and families through oral, written, and electronic formats;
- Demonstrate the ability to communicate how one makes ethical decisions in social work practice, including differentiating between personal and professional ethics, values, and behaviors;
- Demonstrate strong ethics, integrity, and leadership skills, and initiate effective working relationships with colleagues;
- Reflect on one's professional practice in relation to theory and research;
- Tolerate ambiguity and manage personal values when working with individuals, families, groups, and organizations;
- Engage in respectful and trustworthy practice while upholding high professional standards; and
- Identify and explore one's strengths and areas for growth by using reflective practice principles and pursuing ongoing professional development.

Competency 2

Engage Diversity and Difference in Practice

Social workers understand and recognize the importance of diversity and difference in practice in a variety of ways including but not limited to: recognizing the intersectionality of identity (e.g., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, tribal sovereign status, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation) and how these multiple identities may play a role in the lives of children; understanding the ways in which cultural factors serve as protective factors and promote resilience of children and families; recognizing the need for cultural humility and self-reflection in addressing personal biases which may influence practice and research with a diverse array of clients, families, and communities; valuing children and families as experts of their own experiences; analyzing how issues of diversity, oppression, and poverty may affect client vulnerability and help seeking behaviors; and recognizing how institutions and policies can perpetuate and uphold oppressive hierarchies.

Specifically, social workers:

- Recognize how developmental level, socioeconomic status, culture, race, ethnicity, disability, gender, sexual orientation, and social environment affect the social and emotional functioning of children, adolescents, and adults;
- Engage and collaborate with individuals and communities in mutual decision-making that honors difference and diversity;
- Incorporate inclusive strategies that consider the context of and challenge assumptions about individuals, families, groups, organizations, and communities;
- Use reflective practice and reflective supervision to foster and implement an anti-oppressive lens in one's practice, and to recognize how personal privilege and professional power may exacerbate or challenge existing systems of inequity; and
- Use a strengths-based approach that promotes resilience and empowerment with clients while engaging in assessment and intervention with clients.

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

Social workers recognize the importance of advancing human rights and social, economic, and environmental justice in a variety of ways including but not limited to: recognizing that every individual, regardless of position in society, has the fundamental right to freedom, safety, privacy, adequate health care, education, and standard of living; understanding the global interconnections of oppression and human rights violations and their impact on children and families, governing policies, and subsequent services; analyzing methods to improve access to services and resources for the children, families, and constituents that they serve; and recognizing how personal experiences and affective reactions may impact their ability to advocate for human rights of children and families.

Specifically social workers:

- Use an advocacy lens when working with children, families, organizations, and communities;
- Advocate for the human and civil rights of oppressed and marginalized communities;
- Consider practice strategies that have been shown to significantly improve the quality, effectiveness, and equity of education and social services for children and families;
- Use collaborative strategies to encourage system change in order to reduce social and economic inequities;
- Recognize that all forms of oppression are interconnected and work to foster alliances across marginalized and oppressed groups;
- Negotiate differences with and on behalf of children and families to advance social, economic and environmental justice; and
- Consider how systems of oppression, discrimination, and historical trauma affect clients and client systems and how these effects can impact engagement, assessment, intervention, and evaluation.

Competency 4

Engage in Practice-informed Research and Research-informed Practice

Social workers recognize the importance of engaging in practice-informed research and research-informed practice in a variety of ways including but not limited to: being knowledgeable of the principles of logic and scientific inquiry that support the selection of valid and reliable assessment tools; valuing their role in advancing a science of social work and in evaluating their own practice with children and families; applying critical thinking skills and a culturally-informed lens to interpret assessments; recognizing how affective reactions and personal experiences may influence the interpretation and translation of research findings for children and families; translating research evidence to inform and improve practice, policy, and service delivery for children and families.

Specifically, social workers:

- Evaluate mutually agreed upon and measurable goals with children and families;
- Select developmentally-informed intervention strategies based on the assessment, research and academic literature, and preferences of the client (while keeping in mind that clinical practice is a dynamic, ongoing process); and
- Use technology to maintain relevant data that will assist in planning, management, and evaluation of effective social work practice with children and families.

Competency 5

Engage in Policy Practice

Social workers recognize the importance of engaging in policy practice in a variety of ways including but not limited to: analyzing the processes of policy development and implementation that affect children and families; understanding legislative, judicial, and administrative processes by which children and family policies are formed; valuing the need to engage in policy practice in order to advance social and economic well-being, and to deliver effective social work services to children and families; recognizing how affective reactions and personal experiences may influence policy development and decision making at multiple practice levels for children and families; and assessing how social welfare and economic policies impact the delivery of and access to social services for children and families.

Specifically, social workers:

- Identify social policies at the local, state, and federal level that impact well-being, service delivery, and access to social services for children and families;
- Participate in strategies that positively influence policy for children and families in a variety of communities;
- Engage in conversations with clients, colleagues, and stakeholders about how clients are impacted by federal, state, and local policies; and
- Identify laws, policies, and procedures that have unintended and/or potentially harmful impacts on individuals from vulnerable and/or historically oppressed communities and communicate these concerns to stakeholders and/or policy makers.

Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers recognize the importance of engaging with individuals, families, groups, organizations, and communities in a variety of ways including but not limited to: understanding that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of children and families; understanding systems theories and ecological frameworks as they relate to children and families from a wide variety of communities; recognizing the right to self-determination and promote mutually agreed upon goals with diverse populations of children and families; valuing a relationally-based process of engaging children and families as partners in defining effective intervention goals that lead to expected outcomes; recognizing that their personal experiences may impact how they engage and interact with a diverse array of clients; and understanding their role in facilitating inter-professional collaboration to support the effectiveness of intervention goals, when appropriate.

Specifically, social workers:

- Use empathy, reflection, cultural humility, and interpersonal skills to engage children and families in a variety contexts;
- Attend to the developmental, cultural, contextual, and interpersonal dynamics of the client's background and identity; and
- Use an anti-oppressive approach to practice in order to develop and foster collaborative relationships with clients, families, groups, organizations, and communities.

Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

Social workers recognize the importance of assessing individuals, families, groups, organizations, and communities in a variety of ways including but not limited to: understanding that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, children, families, and constituents; understanding systems theories and ecological frameworks as they relate to children and families; analyzing how issues of difference, privilege, oppression, and environmental justice may also influence the assessment of and response to children and families; recognize the right to self-determination and promote mutually agreed upon goals with a diverse array of children and families; recognize the importance of reflective practice, and how their personal experiences and affective reactions may influence their assessment and decision-making; valuing the use of culturally-informed methods of assessment to advance practice effectiveness.

Specifically, social workers:

- Evaluate and apply theories of child development, social emotional development, and human behavior and the social environment in order to conduct effective and culturally-attuned assessments;
- Use inter-professional collaboration to support clients throughout the assessment process;
- Use culturally-informed assessment tools that reflect the needs of a diverse array of children and families;
- Consider the impacts of systemic oppression during the assessment process and how this can affect the client's ability to adapt to and access resources;
- Use a strengths-based and trauma-informed lens when assessing clients; and
- Use evidence-informed assessment methods to identify and monitor complex client, family, and community systems.

Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers recognize the importance of intervening with individuals, families, groups, organizations, and communities in a variety of ways including but not limited to: understanding that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, children and families; use theories of child development and human behavior to employ evidence-informed interventions with children and families; valuing the importance of inter-professional teamwork and communication in interventions; and recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Specifically, social workers:

- Demonstrate the use of evidence-based interventions for a range of presenting concerns identified in the assessment, including crisis interventions strategies as needed;
- Engage in reflective practice when choosing interventions to effectively address the client's identified concerns in a culturally-informed manner;
- Use self-regulatory techniques to manage the potential impact of personal experiences and affective reactions which can affect the ability to effectively intervene with children and families; and
- Engage in efforts to influence or change agency policies on behalf of clients' needs.

Competency 9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers recognize the importance of evaluating their practice with individuals, families, groups, organizations, and communities in a variety of ways including but not limited to: understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, children and families; understanding qualitative and quantitative methods for evaluating outcomes and practice effectiveness; understanding how personal

experiences and affective reactions may impact their ability to objectively evaluate program outcomes; recognizing the importance of evaluating processes and outcomes to advance social work practice, policy, and service delivery effectiveness; and applying theories of human behavior and the social environment in the evaluation of children and family outcomes.

Specifically, social workers:

- Select and use developmentally-informed methods for evaluating outcomes;
- Analyze, monitor, and evaluate interventions, program processes, and program outcomes;
- Apply evaluation findings to improve practice effectiveness for children and families; and
- Use reflective practice to evaluate evidence-based approaches to determine their effectiveness in addressing the unique concerns of clients.

Competency 10

Integrate a developmental perspective into social work practice

Social workers recognize the importance of integrating a developmental perspective into their work with clients in a variety of ways including but not limited to: understanding how children develop biologically, cognitively, psychologically, culturally, and historically; understanding how social factors influence children, families, groups, organizations, and communities; recognizing the centrality of relationships in development; recognizing the importance of working to significantly improve the quality, effectiveness, and equity of education and social services for all children and families; and understanding the importance of overcoming differences and promoting optimal development and learning for all children.

Specifically, social workers:

- Use a developmental perspective in the engagement, assessment, intervention, and evaluation of services for children and families; and
- Use diverse theories of child development and the social environment to assist with guiding clinical practice.

Child and Family Policy Concentration Competencies

Competency 1

Demonstrate Ethical and Professional Behavior

Child and family policy concentration social workers recognize NASW code of ethics, as well as but not limited to international issues in children's law, mental health law, adoption law, and compulsory attendance law. Child and family policy concentration social workers understand the ethical issues and dilemmas unique to working with children and families in urban and suburban communities. Child and family policy concentration social workers value the significance of confidentiality, privacy, and privileged communication when interacting with children and families. Child and family policy concentration social workers demonstrate professional demeanor in behavior, appearance, and multiple forms of communication, such as court reports. Child and family policy concentration social workers engage in critical reflection, and analyze insights about one's own values, biases, privileges, and personal history, and how that affects the formation of trusting and productive relationships that promote development and learning. Child and family policy concentration social workers demonstrate integrity, and leadership skills, and initiate effective working relationships with colleagues.

Child and family policy concentration social workers:

- Possess advanced written and oral presentation skills;
- Maintain adequate safeguards for the private nature of the treatment relationship; and
- Prepare documents, whether on paper or electronically, that are accurate, complete, secured, maintained, and disclosed in accordance with regulatory, legislative, statutory, and organizational requirements.

Competency 2

Engage Diversity and Difference in Practice

Child and family policy concentration social workers understand the ways in which cultural dynamics may serve as protective factors and promote resilience of children and families. Child and family policy concentration social workers value cultural humility and engaging children and families as the experts of their own experiences. Child and family policy concentration social workers analyze how developmental level, socioeconomic status, culture, race and ethnicity, disability, gender, sexual orientation, and environment affect the social and emotional functioning, as well as legal issues of children and families. Child and family policy concentration social workers reflect on how personal bias may influence all aspects of social work practice with diverse children, families and communities. Child and family policy concentration social workers recognize disproportionality of minority children in the child welfare system, and act as change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities.

Child and family policy concentration social workers:

- Demonstrate cultural humility in working with and on behalf of clients and constituents;
- Engage and collaborate with children and families in mutual decision-making that honors difference and diversity; and
- Demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression, and build and sustain diverse and inclusive institutions and communities.

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

Child and family policy concentration social workers are aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Child and family policy concentration social workers understand the global interconnections of oppression and human rights violations and its impact on children and families, governing policies and subsequent services. Child and family policy concentration social workers understand domestic violence, child maltreatment, and mandatory reporting laws.

Child and family policy concentration social workers recognize the UN convention of the rights of children, the evolution of children's rights, and recognize that every child has fundamental human rights regardless of position in society. Child and family policy concentration social workers consider strategies to mitigate structural barriers to access of social goods, and rights of children and families. Child and family policy concentration social workers recognize how personal experiences and affective reactions may impact the ability to advocate for human rights of children and families. Child and family policy concentration social workers are emotionally equipped to overcome differences and promote optimal development and learning with children and families.

Child and family policy concentration social workers:

- Utilize persuasive techniques to negotiate differences as well as conflict with and on behalf of diverse children, families, and constituents to protect and advance social, economic and environmental justice.

Competency 4

Engage In Practice-informed Research and Research-informed Practice Social workers

Child and family policy concentration social workers acquire and maintains knowledge of developmental theory, evidenced informed practice, sociohistorical context, policy research, and evaluation methods relevant to case management and the population served, and shall use such information to ensure the quality of case management practice. Child and family policy concentration social workers are knowledgeable of appropriate qualitative and quantitative methods for evaluating outcomes and practice effectiveness with children and families. Child and family policy concentration social workers value role in gathering empirical evidence that serves in case decision making for children and families. Child and family policy concentration social workers apply critical thinking skills to interpret assessments concerning children and families from a culturally competent lens. Child and family policy concentration social workers recognize how affective reactions and personal experiences may influence the interpretation and translation of court decisions and research findings for children and families.

Child and family policy concentration social workers:

- Evaluate mutually agreed upon measurable goals with children and families; and
- Translate research evidence to inform and improve practice, policy, and service delivery for children and families.

Competency 5

Engage in Policy Practice

Child and family policy concentration social workers should participate in the development and implementation of policies and practice that empower and advocate for marginalized and oppressed populations. Child and family policy concentration social workers understand the use of *parens patriae* as well as legislative, judicial and administrative processes by which children and family policies are formed. Child and family policy concentration social workers recognize the policy implications on practice delivery, the need to engage in policy practice to advance social and economic well-being, and to deliver effective social work services to children and families. Child and family policy concentration social workers critically consider strategies that contribute to significant improvement in the quality, effectiveness, and equity of education and social services for all children, families and outcomes. Child and family policy concentration social workers recognize how affective reactions and personal experiences may influence policy development and decision making at multiple practice levels for children and families.

Child and family policy concentration social workers:

- Participate in strategies which may positively influence policy for children and families in urban and suburban settings; and
- Assess how social welfare and economic policies impact the delivery of access to social services for children and families.

Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities

Child and family policy concentration social workers collaborate with clients to plan, implement, monitor, and amend individualized service that promote clients' strengths, advance clients' well-being, and help clients achieve their goals. Child and family policy concentration social workers value human relationship by engaging children and families as partners in defining effective intervention goals that lead to expected outcomes. Child and family policy concentration social workers value the interplay of various biological,

cognitive, psychological, cultural, historical, and social factors that influence each person, family, group, and community. Child and family policy concentration social workers attend to developmental, cultural, contextual, and interpersonal dynamics, which may strengthen and potentially threaten the therapeutic alliance with children and families. Child and family policy concentration social workers understand how personal experiences and affective reactions may impact ability to effectively engage with children families, and constituencies.

Child and family policy concentration social workers:

- Facilitate inter-professional collaboration when needed to support the engagement of children, youth, and families; and
- Utilize a developmental perspective in engagement with children, youth, and families..

Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

Child and family policy concentration social workers engage clients and, when appropriate, other members of client systems in an ongoing information-gathering and decision-making process to help clients identify their goals, strengths, and challenges. Child and family policy concentration social workers understand effective methods of assessment with children and families. Child and family policy concentration social workers value the importance of legal context, and practice implications when determining the best interest of the child. Child and family policy concentration social workers critically analyze how issues of difference as well as privilege, oppression and environmental justice may also influence the assessment of children and families. Child and family policy concentration social workers recognize how personal experiences and affective reactions may affect their assessment and decision-making of and with children and families.

Child and family policy concentration social workers:

- Utilize appropriate assessment tools that reflect the needs of diverse children and families; and
- Utilize a developmental perspective in assessment of children, youth and families.

Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities

Child and family policy concentration social workers promote collaboration among colleagues and organizations to enhance service delivery and facilitate client goal attainment. Child and family policy concentration social workers understand evidence-informed interventions that promote goal achievement with children and families. Child and family policy concentration social workers understand child development theories and acknowledge the centrality of relationships in development. Child and family policy concentration social workers value the importance of inter-professional teamwork and communication in interventions with children and families, and recognize that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Child and family policy concentration social workers critically analyze theories of child development, and human behavior and social environment, and apply this knowledge through employment of evidence informed interventions to achieve service goals. Child and family policy concentration social workers understand how personal experiences and affective reactions may impact ability to effectively intervene with children and families.

Child and family policy concentration social workers:

- Demonstrate the use of appropriate, evidence based interventions with children and families for a range of presenting concerns; and
- Utilize a developmental perspective in intervention with children, youth and families.

Competency 9

Evaluate Practice with Individuals, Families, Groups

Child and family policy concentration social workers participate in ongoing, formal evaluation of their practice advance client well-being, assess the appropriateness and effectiveness of service and supports, ensure competence, and improve practice. Child and family policy concentration social workers are knowledgeable of evaluation methods

relevant to case management and the population served.

Child and family policy concentration social workers value the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness for children and families. Child and family policy concentration social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes for children and families. Child and family policy concentration social workers understand how personal experiences and affective reactions may impact ability to objectively evaluate program outcomes for children and families.

Child and family policy concentration social workers:

- Select and use appropriate methods for evaluation of permanency outcomes for children and families; and
- Utilize a developmental perspective in the evaluation of services of children, youth and families.

Competency 10

Integrate a developmental perspective into social work practice

Infant/Early Childhood Mental Health (IECMH) Child and Family concentration social workers possess a deep understanding of child development as well as development across the life course. IECMH concentration social workers value that development is at the heart of social work practice which influences all interactions with each person, family, group, and community. IECMH concentration social workers understand how personal experiences and affective reactions may impact the ability to objectively evaluate program outcomes. IECMH concentration social workers utilize a developmental perspective in the engagement, assessment, intervention, and evaluation of services of children, youth, and families, as well as working to overcome differences and sustain relationships with colleagues. IECMH concentration social workers critically consider barriers that hinder and strategies that contribute to significant improvement in the development for all children and families.

Infant/Early Childhood Mental Health (IEMH) Concentration Competencies

Competency 1

Demonstrate Ethical and Professional Behavior

IEMH concentration social workers adhere to the NASW code of ethics in making all ethical decisions. IEMH concentration social workers understand the ethical issues and ethical dilemmas unique to working with infant, young children and families in urban and suburban communities. When appropriate, IEMH social workers use technology ethically to facilitate practice outcomes. IEMH concentration social workers engage in critical reflection to obtain a knowledge of self and others. IEMH concentration social workers analyze insights about their own values, biases, privileges, and personal histories and how these affect the formation of trusting and productive relationships that promote development and learning.

IEMH concentration social workers:

- Maintain professional boundaries in a variety of intervention/treatment settings;
- Utilize clinical supervision and team meetings effectively as settings to explore clinical situations, countertransference and transference issues, raise issues and concerns, and deepen clinical work through self-examination and reflection.
- Demonstrate effective communication skills with and for infants, young children and families through oral, written, and electronic formats; and
- Utilize mindful self-regulation to present a calm, nonjudgmental presence when working with infants, young children and families.

Competency 2

Engage Diversity and Difference in Practice

IEMH concentration social workers recognize the intersectionality of identity including, but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, tribal sovereign status, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and how these multiple factors may play a role in the lives of infants, young children and families. IEMH concentration social workers value the ways in which cultural factors serve as protective factors and promote resilience of infant, young children and families. IEMH concentration social workers recognize the need for cultural humility and reflect on how personal bias may influence all aspects of social work practice and research with diverse clients, families, and communities. IEMH concentration social workers analyze how issues of diversity oppression, and poverty may affect client vulnerability and help seeking behaviors.

IEMH concentration social workers:

- Recognize how developmental level, socioeconomic status, culture, race and ethnicity, disability, gender, sexual orientation, and urban environment affect the social and emotional functioning of children;
- Recognize that each family is unique and will perceive the social worker and intervention through the lens of their own experience; and
- Engage and collaborate with parents and community in mutual decision-making that honors difference and diversity.

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

IEMH concentration social workers recognize the convention of the rights of the child, and values that every child has the fundamental right to freedom, safety, privacy, adequate health care, education, and standard of living. IEMH concentration social workers understand the global interconnections of oppression and human rights violations and their impact on infants, young children and families, governing policies and subsequent services. IEMH concentration social workers understand how a family's unmet basic needs can influence a parent's sensitivity and availability and are able to discuss these needs and link parents with community resources as needed. IEMH concentration social workers critically analyze methods to improve access to services and resources for infants, children, families, and constituents that IEMH concentration social workers serve. IEMH concentration social workers recognize how personal experiences and affective reactions may impact ability to advocate for human rights of infants, young children and families.

IEMH concentration social workers:

- Apply an understanding of advocacy for children, families and larger systems to practice situations;
- Consider strategies contributing to significant improvement in the quality, effectiveness, and equity of education and social services for all infants, young children and families; and
- Negotiate differences and sometimes conflict with and on behalf of diverse infants, children, families and constituents to advance social, economic and environmental justice.

Competency 4

Engage In Practice-informed Research and Research-informed Practice Social workers

IEMH concentration social workers are knowledgeable of the principles of logic and scientific inquiry that support the selection of valid and reliable assessment tools appropriate for use in practice. IEMH concentration social workers apply critical thinking skills to interpret assessments of infants, young children and families from a culturally competency lens. IEMH concentration social workers recognize how affective reactions

and personal experiences may influence the interpretation and translation of research findings for infant, young children and families. IEMH concentration social workers translate research evidence to inform and improve practice, policy, and service delivery for infant, young children and families.

IEMH concentration social workers:

- Evaluate mutually agreed upon measurable goals with infants, young children and families.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, families and constituents that IEMH concentration social workers serve; and
- Utilize technology to maintain relevant data that will assist in planning, management and evaluation of effective social work practice with infants, young children and families.

Competency 5

Engage in Policy Practice

IEMH concentration social workers are able to analyze the processes of policy development and implementation that affect infants, young children and families. IEMH concentration social workers understand legislative, judicial and administrative processes by which child and family policies are formed. IEMH concentration social workers value the need to engage in policy practice in order to advance social and economic well-being, and to deliver effective social work services to infants, young children and families. IEMH concentration social workers recognize how affective reactions and personal experiences may influence policy development and decision making at multiple practice levels for infants, young children and families. IEMH concentration social workers assess how social welfare and economic policies impact the delivery of and access to social services for children and families.

IEMH concentration social workers:

- Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services for infants, young children and families; and
- Participate in methods which may positively influence policy for children and families in urban and suburban settings.

Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities

IEMH concentration social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of infants, young children, families and constituents. IEMH concentration social workers understand systems theories and ecological systems framework as it relates to infants, young children and families in urban and suburban settings. IEMH concentration social workers value the right to self-determination and promote mutually agreed upon goals with diverse populations of infants, young children and families. IEMH concentration social workers understand their role in facilitating inter-professional collaboration to support the effectiveness of intervention goals, when appropriate.

IEMH concentration social workers:

- Attend to developmental, cultural, contextual and interpersonal dynamics, factors that both strengthen and potentially threaten the therapeutic alliance;
- Utilize inquiry, adjusting questions and pace to the parents' style and openness, to explore the parent's perceptions and baby's internal and external experiences, temperament, and behaviors;
- Focus on parent-child relationships rather than to engage exclusively with parent or with baby; and
- Expand their understanding of family structures beyond the primary caregiver-child dyad to facilitate additional partner engagement in infant and early childhood mental health.

Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

IEMH concentration social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of infants, children, families, and constituents. IEMH concentration social workers understand systems theories, ecological systems framework as it relates to infant, young children and families in urban, suburban, and settings. IEMH concentration social workers critically analyze how issues of difference as well as privilege, oppression and environmental justice may also influence the assessment of and response to infants, young children and families. IEMH concentration social workers recognize the importance of reflective practice, and how their personal experiences and affective reactions may influence their assessment and decision-making. IEMH concentration social workers value the importance of the use of culturally appropriate methods of assessment with diverse infants, young children and families to advance practice effectiveness.

IEMH concentration social workers:

- Utilize inter-professional collaboration when appropriate in the assessment process;
- Conduct clinical interviews, make observations, and administer any necessary screenings or assessments used in their work settings to complete assessments or reports; and
- Recognize developmental, medical or social indicators that indicate an infant may need a specialized kind of evaluation in an area such as speech and language, cognition, adaptive skills, sensory motor integration, motor skills, or social or emotional development and can work with parents to obtain these services;

Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities

IEMH concentration social workers recognize that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, infants, children, families, and constituents. IEMH concentration social workers critically analyze theories of child development, human behavior and the social environment and apply this knowledge through employing evidence-informed interventions to achieve the goals of children, families, and constituents. IEMH concentration social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. IEMH concentration social workers apply self-regulatory techniques to manage how personal experiences and affective reactions may impact the ability to effectively intervene with infant, young children and families.

IEMH concentration social workers:

- Demonstrate the use of appropriate, evidence-based intervention techniques for a range of presenting concerns identified in the assessment, including crisis interventions strategies as needed; and
- Facilitate the parent/ caregiver in engaging in techniques designed to soothe, protect, or set limits for the infant of young child.

Competency 9

Evaluate Practice with Individuals, Families, Groups

IEMH concentration social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of children, families and constituents. IEMH concentration social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. IEMH concentration social workers understand how personal experiences and affective reactions may impact ability to objectively evaluate program outcomes. IEMH social workers value the importance

of evaluating processes and outcomes to advance social work practice, policy, and service delivery effectiveness. IEMH concentration social workers critically evaluate and apply theories of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in evaluating children and family outcomes.

IEMH concentration social workers:

- Select and use appropriate methods for evaluating outcomes;
- Consider, observe and monitor impact of interventions on the family; and
- Apply evaluation findings to improve practice effectiveness at various levels for infants, young children and families.

Competency 10

Integrate a developmental perspective into social work practice

Infant/Early Childhood Mental Health (IECMH) concentration social workers possess a deep understanding of child development as well as development across the life course. IECMH concentration social workers value that development is at the heart of social work practice which influences all interactions with each person, family, group, and community. IECMH concentration social workers understand how personal experiences and affective reactions may impact the ability to objectively evaluate program outcomes. IECMH concentration social workers utilize a developmental perspective in the engagement, assessment, intervention, and evaluation of services of children, youth, and families, as well as working to overcome differences and sustain relationships with colleagues. IECMH concentration social workers critically consider barriers that hinder and strategies that contribute to significant improvement in the development for all children and families.

IECMH concentration social workers:

- Utilize a developmental perspective in the engagement, assessment, intervention, and evaluation of services to children, youth, and families.

Youth, Family, and Community Concentration Competencies, 2015 EPAS

Competency 1

Demonstrate Ethical and Professional Behavior

Youth, family, and community concentration social workers adhere to the NASW code of ethics in making all ethical decisions. Youth, family, and community concentration social workers understand the ethical issues and ethical dilemmas unique to working with children and families in urban and suburban communities. When appropriate, Youth, family, and community concentration social workers use technology ethically to facilitate practice outcomes. Youth, family, and community concentration social workers value supervision and consultation to guide professional judgment and behavior. Youth, family, and community concentration social workers engage in critical reflection to obtain a knowledge of self and others. Youth, family, and community concentration social workers analyze insights about one's own values, biases, privileges, and personal history and how that affects the formation of trusting and productive relationships that promote development and learning.

Youth, family, and community concentration social workers:

- Demonstrate effective communication skills with and for children and families through oral, written, and electronic formats;
- Reflect on one's professional practice in relation to theory and research;
- Demonstrate strong ethics, integrity and leadership skills, and initiates effective working relationships with colleagues.

Competency 2

Engage Diversity and Difference in Practice

Youth, family, and community concentration social workers recognize the intersectionality of identity including, but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, tribal sovereign status, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and how these multiple factors may play a role in the lives of children and families. Youth, family, and community concentration social workers understand the ways in which cultural factors serve as protective factors and promote

resilience of children and families. Youth, family, and community concentration social workers recognize the need for cultural humility and reflect on how personal bias may influence all aspects of social work practice and research with diverse clients, families, and communities. Youth, family, and community concentration social workers value children and families as experts of their own experiences. Youth, family, and community concentration social workers analyze how issues of diversity oppression, and poverty may affect client vulnerability and help seeking behaviors.

Youth, family, and community concentration social workers:

- Recognize how developmental level, socioeconomic status, culture, race and ethnicity, disability, gender, sexual orientation, and urban environment affect the social and emotional functioning of children; and
- Engage and collaborate with parents and community in mutual decision-making that honors difference and diversity.

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

Youth, family, and community concentration social workers recognize the convention of the rights of the child, and values that every child regardless of position in society has the fundamental right to freedom, safety, privacy, adequate health care, education, and standard of living. Youth, family, and community concentration social workers understand the global interconnections of oppression and human rights violations and its impact on children and families, governing policies and subsequent services. Youth, family, and community concentration social workers are committed to critically analyzing methods to improve access to services and resources for children, families, and constituents that they serve. Youth, family, and community concentration social workers recognize how personal experiences and affective reactions may impact ability to advocate for human rights of children and families.

Youth, family, and community concentration social workers:

- Apply an understanding of how to advocate for children, families and larger systems to practice situations;
- Consider strategies of how to contribute to significant improvement in the quality, effectiveness, and equity of education and social services for all children and families; and
- Negotiate differences and sometimes conflict with and on behalf of diverse children, families and constituents to advance social, economic and environmental justice.

Competency 4

Engage In Practice-informed Research and Research-informed Practice Social workers

Youth, family, and community concentration social workers are knowledgeable of the principles of logic and scientific inquiry that support the selection of valid and reliable assessment tools appropriate for use in practice. Youth, family, and community concentration social workers value their role in advancing a science of social work and in evaluating own practice with children and families. Youth, family, and community concentration social workers apply critical thinking skills to interpret assessments concerning children and families from a culturally competent lens. Youth, family, and community concentration social workers recognize how affective reactions and personal experiences may influence the interpretation and translation of research findings for children and families. Youth, family, and community concentration social workers translate research evidence to inform and improve practice, policy, and service delivery for children and families.

Youth, family, and community concentration social workers:

- Evaluate mutually agreed upon measurable goals with children and families.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, families and constituents that they serve; and
- Utilize technology to maintain relevant data that will assist in planning, management and evaluation of effective social work practice with children and families.

Competency 5

Engage in Policy Practice

Youth, family, and community concentration social workers are able to analyze the processes of policy development and implementation that affect children and families. Youth, family, and community concentration social workers understand legislative, judicial and administrative processes by which children and family policies are formed. Youth, family, and community concentration social workers value the need to engage in policy practice in order to advance social and economic well-being, and to deliver effective social work services to children and families. Youth, family, and community

concentration social workers recognize how affective reactions and personal experiences may influence policy development and decision making at multiple practice levels for children and families. Youth, family, and community concentration social workers assess how social welfare and economic policies impact the delivery of and access to social services for children and families.

Youth, family, and community concentration social workers:

- Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services for children and families; and
- Participate in methods which may positively influence policy for children and families in urban and suburban settings.

Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities

Youth, family, and community concentration social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of children, families and constituents. Youth, family, and community concentration social workers understand systems theories, ecological systems framework as it relates to children and families in urban and suburban settings. Youth, family, and community concentration social workers recognize the right to self determination and promote mutually agreed upon goals with diverse populations of children and families. Youth, family, and community concentration social workers value a relationally based process of engaging children and families as partners in defining effective intervention goals that lead to expected outcomes. Youth, family, and community concentration social workers understand their role in facilitating inter-professional collaboration to support the effectiveness of intervention goals, when appropriate.

Youth, family, and community concentration social workers:

- Use empathy, reflection, cultural humility, and interpersonal skills to engage children and families in various contexts; and
- Attend to developmental, cultural, contextual and interpersonal dynamics, factors that both strengthen and potentially threaten the therapeutic alliance.

Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

Youth, family, and community concentration social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of children, families, and constituents. Youth, family, and community concentration social workers understand systems theories and ecological systems framework as it relates to children and families in urban and suburban settings. Youth, family, and community concentration social workers critically analyze how issues of difference as well as privilege, oppression and environmental justice may also influence the assessment of and response to children and families. Youth, family, and community concentration social workers recognize the right to self determination and promotes mutually agreed upon goals with diverse populations of children and families. Youth, family, and community concentration social workers recognize the importance of reflective practice, and how their personal experiences and affective reactions may influence their assessment and decision-making. Youth, family, and community concentration social workers value the importance of the use of culturally appropriate methods of assessment with diverse children and families to advance practice effectiveness.

Youth, family, and community concentration social workers:

- Evaluate and apply their understanding of appropriate theories of child and social and emotional development, human behavior and the social environment to conduct assessments with diverse populations of children and families within multiple settings;
- Utilize inter-professional collaboration when appropriate in the assessment process; and
- Utilize appropriate assessment tools that reflect diverse children and family needs.

Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities

Youth, family, and community concentration social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, children, families, and constituents. Youth, family, and community concentration social workers critically analyze theories of child development, human behavior and the social environment and apply this knowledge through employing evidence-informed interventions to achieve the goals of children, families, and constituents. Youth, family, and community concentration social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Youth, family, and community concentration social workers:

- Demonstrate the use of appropriate, evidence-based intervention techniques for a range of presenting concerns identified in the assessment, including crisis interventions strategies as needed.
- Utilize self-regulatory techniques to manage the potential impact of personal experiences and affective reactions which can affect the ability to effectively intervene with children and families.

Competency 9

Evaluate Practice with Individuals, Families, Groups

Youth, family, and community concentration social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of children, families and constituents. Youth, family, and community concentration social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Youth, family, and community concentration social workers understand how personal experiences and affective reactions may impact ability to objectively evaluate program outcomes. Youth, family, and community concentration social workers recognize the importance of evaluating processes and outcomes to advance social work practice, policy, and service delivery effectiveness. Youth, family, and community concentration social workers critically evaluate and apply theories of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in evaluating children and family outcomes.

Youth, family, and community concentration social workers:

- Select and use appropriate methods for evaluating outcomes;
- Analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at various levels for children and families.

Competency 10

Integrate a developmental perspective into social work practice

Youth, Family, and Community concentration social workers possess a deep understanding of child development as well as development across the life course. Youth, Family, and Community concentration social workers value that development is at the heart of social work practice which influences all interactions with each person, family, group, and community. Youth, Family, and Community concentration social workers understand how personal experiences and affective reactions may impact the ability to objectively evaluate program outcomes. Youth, Family, and Community concentration social workers utilize a developmental perspective in the engagement, assessment, intervention, and evaluation of services of children, youth, and families, as well as working to overcome differences and sustain relationships with colleagues. Youth, Family, and Community concentration social workers critically consider barriers that hinder and strategies that contribute to significant improvement in the development for all children and families.

Youth, Family, and Community concentration social workers:

- Utilize a developmental perspective in the engagement, assessment, intervention, and evaluation of services to children, youth, and families.

Assessment of professional competencies

To assess whether students have acquired the competencies required by Erikson Institute and the Council on Social Work Education (CSWE), the faculty have developed both a set of culminating requirements for graduation *and* a complementary assessment system to determine student mastery of the CSWE competencies and associated practice behaviors.

Culminating Requirements

The goal of the culminating requirements at Erikson Institute is to ensure that upon graduation, all master's degree students, regardless of program, have achieved an acceptable level of competence in each of three fundamental domains: knowledge, practice, and reflection. The system is designed to present a balanced, overall view

Culminating Requirements for MSW Students

	Competency Area		
	Knowledge	Practice	Reflection
Assessment Tools	Comprehensive exam 1. Developmental question (10 points) 2. Risk and protective factors (10 points) 3. Person, family, and community (5 points) 4. Cultural influence (5 points) 5. Biopsychosocial Assessment (5 points) 6. History of social welfare and social policy (5 points)	Seminar instructor's assessment in collaboration with MSW faculty team acting as consultants based on: 1. Weekly seminar meetings (2.5 hours) and evidence of progress toward meeting targeted goals as stated in the Student Learning Agreement. 2. Faculty adviser/field liaison's concentration year field placement site observation(s). 3. Concentration Year Field Instruction I and II evaluations administered by field instructor	Seminar instructor's assessment in collaboration with MSW faculty team acting as consultants based on: 1. Attendance and participation in seminar and evidence of reflection in journal entries (5 possible points fall semester, 5 possible points in spring semester) 2. Two advanced level reflective practice essays (5 points possible for one in fall semester, 10 points possible for one in spring semester) 3. Culminating portfolio and presentation spring semester (15 points).
Total Possible Score	Total possible = 40 points	Fall semester: Possible points = 15 points Spring semester: Possible points = 25 points Total possible = 40 points*	Fall semester: Possible points = 10 points Spring semester: Possible points = 30 points Total possible = 40 points
Minimum Score	20 points	20 points	20 points

Minimum Graduation Score

80 points

**No score is given to individual items. The seminar leader grades each student's practice competency based on a holistic assessment of all information gathered.*

of students' professional preparation, while recognizing that students may perform better in one domain than in another. Culminating requirements are tailored to the specific variables of the degree program and are measured through three key elements: 1) comprehensive examination; 2) field instruction evaluation; and 3) reflective practice evaluation. Students in the MSW program will be evaluated by the same system with components adapted to reflect social work knowledge, values, and practice competencies. The system culminates in an integrated assessment, referred to as "culminating requirements" which combines performance data across the domains of knowledge, practice, and reflection into a two-tiered numeric score structure that determines whether the student has fulfilled the requirements for graduation.

Culminating requirements for MSW students are defined below, followed by a description of each component of the requirements. For more information on culminating requirements, see "Graduation Requirements Guide," available on the Master's Graduation Requirements page in the Academics section of my.erikson.edu.

Knowledge requirement

The comprehensive examination is Erikson's principal measure for assessing the acquisition of child development and program specific content knowledge of all graduate students. The Institute's comprehensive exam is a closed-book 5-hour written essay exam typically taken after completion of all academic requirements for the master's degree in the spring of the student's final year at Erikson. The exam consists of six essay questions eliciting student knowledge in key knowledge competency domains. Questions are adapted to the specific degree program. MSW students will answer questions on the following topics:

1. Developmental question
2. Risk and protective factors
3. Person, family, and community
4. Cultural influence
5. Biopsychosocial assessment
6. History of social welfare and social policy

Students' responses are evaluated on how well they respond to the question, provide accurate information, reflect key concepts from appropriate course work, include details and examples, and demonstrate mastery of theory/ideas/issues. Each exam is evaluated independently by two faculty members. The identity of students is kept confidential.

Practice requirement

Field instruction provides an opportunity for students to deepen their knowledge and skills through supervised social work practice. Each of the four semesters of field instruction will be taken concurrently with supervision seminars and practice courses in order to enhance the blend of practice, reflection, and theory. Each semester's work in the field is designed to provide content, sequence, and progression in learning. Field work evaluation tools are used to measure a student's progress toward the development of social work practice competencies in the field. The *Generalist Year Evaluation of Student* is utilized in the first year in field, and the *Concentration Year Evaluation of Student* is used during the concentration year. The student's field instructor assesses the student's progress toward learning objectives both at the end of the first and end of the second semesters. The student's level of competence on each practice behavior is rated using a 5-point Likert scale. A rating of "3" on a specific practice behavior is considered the minimum requirement for acceptable performance. Ratings below 3 on multiple practice behaviors indicate that the student is performing at an unacceptable level, and the field liaison or the student's advisor will work with the student and field instructor to develop a plan for improvement. The student's progress toward the development of social work practice competencies and their willingness to reflect upon their progress will form the basis for evaluating the student's capacity for reflective practice during the first and second semesters of the student's final year. See the *Field Manual for Students: Master of Social Work (MSW) Program* for the definitive policies and procedures regarding the field education program.

Reflection Requirement

The reflective practice essays, journals, and discussion in the supervision seminar during both the generalist and concentration years are means by which students demonstrate their competence in critical reflection. As part of their supervision seminars, students are asked to reflect on some aspect of their professional practice in a systematic, rigorous way, demonstrating their ability to turn their experience into understanding, and ultimately, competence. The goal is to relate their practice to theory and research and to demonstrate an understanding of how their history, experience, and cultural background may influence their work with children, families, and colleagues. The essays should illustrate their ability to articulate a philosophy and rationale for their decisions and to evaluate the effects of their choices and actions on others. They should also reveal the students' ability to respond to others with sensitivity and to use relationships to encourage growth in others.

During both the generalist year and concentration year supervision seminars, students also present a major case study based on their field placement. The assignment is designed to encourage students to reflect on their current practice in the field and to integrate their understanding of cultural, systemic, developmental, theoretical, and clinical factors. During their final year, seminar instructors award points for each of these assignments as indicated on the chart, *"Culminating Requirements for MSW Students."* These reflection points are then aggregated with student's scores on the knowledge and practice domains. The highest possible score on each of the three domains is 40 points, for a total possible score of 120 on the culminating requirements. The minimum total passing score is 80, with a minimal passing score on each domain of 20.

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 Director of Student Affairs/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 Director of Student Affairs/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 Director of Student Affairs
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.

Assessment for Attainment of CSWE's Competencies

In addition to the culminating requirements, Erikson Institute has developed an assessment plan tied specifically to measuring student attainment of the competencies and associated practice behaviors that are core to social work practice as specified in the CSWE 2015 EPAS. Each competency in the generalist and concentration curriculum has been mapped to course content, readings, and assignments.

Erikson faculty have identified two measures for assessment of student achievement of competencies for both the generalist and concentration years. One measure of student achievement of competency during both years is the faculty rating of student's level of competency as demonstrated by an assignment that is linked to the CSWE competencies. Utilizing a rubric with a 1 to 5 Likert scale ranging from (1) equivalent to: Absent/Unacceptable to (5) Fully Developed, faculty determine a rating for the specific dimension of competency (i.e. knowledge, values, skills, cognitive processes, and affective reactions) being measured, along with a grade for the assignment. Students are rated using this rubric which operationalize the CSWE competencies at both the Generalist and Concentration year Levels. The faculty ratings of student demonstration of competence on the linked assignments specified will be utilized for Measure I of the assessment of competency. The criterion for student attainment of competency for both generalist and concentration years is a rating of 3 or higher on the linked assignments.

The second measure is in the practice domain. The student's level of competency on each of the competencies and their associated dimensions is assessed by the field instructor in both the generalist year and concentration year field placements using the appropriate field evaluation tool. During the generalist year field placement, the field instructor, student, and field liaison create a learning

agreement to identify opportunities for students to practice, develop, and evaluate their developing social work practice skills which are reinforced in the Supervision Seminar. Similarly, during the concentration year field placement, the field instructor, student, and field liaison create a learning agreement to solidify foundation level skills, and to build upon them to reach an advanced level of competency in the student's area of concentration. At the end of each semester, the field instructor rates the student's level of achievement of each dimension using the appropriate field evaluation tool (generalist or concentration). Student's development of competency is rated on a five-point Likert scale, ranging from (1) equivalent to: Absent/Unacceptable to (5) Fully Developed. To meet criteria for attainment of competency students are expected to score 3 or higher on each of the competencies by the end of both their generalist and concentration years.

The two measures—faculty rating of student's level of competency on assignments and ratings from field evaluation tools—will contribute equally to determine the degree to which the competencies have been achieved by students. Scores of individual students on both measures will be aggregated for dimension, and means calculated. The aggregate means for the cluster of dimensions which comprise each of the competencies will then be determined. If the aggregate mean score for each competency is three or above, then mastery of that particular competency is considered acquired. Erikson Institute has set the benchmark that 80% of students in the MSW program will achieve mastery of the social work competencies essential to professional social work practice. Results from the competency measures are analyzed by the Erikson Institute Assessment Committee and MSW faculty and utilized to strengthen and adjust MSW curriculum as needed. Results of the most recent assessment outcomes are published on Erikson's web site every two years.

Licensure requirements for social workers

Social workers wishing to practice in the state of Illinois must apply for a license to the Illinois Department of Financial and Professional Regulation (IDFPR). Instructions and application documents may be found on the IDFPR website: www.idfpr.com/renewals/apply/forms/sw.pdf.

There are two levels of licensure in Illinois: Licensed Social Worker (LSW) and Licensed Clinical Social Worker (LCSW).

LSWs are authorized to engage in social work practice. According to the Illinois Clinical Social Work and Social Work Practice Act, this includes providing social services to individuals, groups, or communities in any one or more of the fields of social casework, social group work, community organizations for social welfare, social work research, social welfare administration, or social work education. LSWs may engage in clinical social work practice as long as it is not conducted in an independent practice as defined by law.

Persons wishing to obtain an Illinois license as an LSW must:

- Have a degree from a graduate program of social work approved by IDFPR **or**
- Have a degree in social work from an undergraduate program approved by CSWE and have successfully completed at least three years of supervised professional experience as established by rule;
- Apply for licensure to IDFPR in writing on the prescribed form;
- Pass the Master's examination for the practice of social work as a licensed social worker;
- Be of good moral character; and
- Pay the appropriate fee.

LCSWs are authorized to independently practice clinical social work in Illinois under the auspices of an employer or in private practice. According to the Clinical Social Work and Social Work Practice Act, "Clinical social work practice" means the providing of mental health services for the evaluation, treatment, and prevention of mental and emotional disorders in individuals, families, and groups based on knowledge and theory of professionally accepted theoretical structures, including, but not limited to, psychosocial development, behavior, psychopathology, unconscious motivation, interpersonal relationships, and environmental stress.

Persons wishing to obtain an Illinois license as an LCSW must:

- Successfully complete at least 3,000 hours of satisfactory, supervised clinical professional experience by an LCSW after receiving a master's degree in social work from a graduate program approved by CSWE;

- Apply for licensure to IDFPR in writing on the prescribed form;
- Pass the Clinical examination for the practice of social work as a licensed clinical social worker;
- Be of good moral character; and
- Pay the appropriate fee.

IDFPR-approved programs of social work include programs accredited by the Council on Social Work Education (CSWE), or by CSWE's Foreign Equivalency Determination Service, and programs accredited by the Canadian Association of Schools of Social Work. Accreditation of Erikson's MSW by CSWE will provide sufficient proof that our MSW curriculum prepares graduates of the program to meet the requirements of licensure.

National Association of Social Workers

Social workers have the option of seeking additional credentialing from the National Association of Social Workers. NASW's Credentialing Center establishes and promotes NASW Professional Credentials and Advanced Practice Specialty Credentials for excellence in the practice of social work. Seeking a professional credential is "a voluntary process for the dedicated careerist seeking differentiation from the usual or the average." An NASW advanced practice specialty credential attests to expertise, skill, and knowledge in a particular area, as well as a certain number of years of practice experience following award of the MSW. A credential that graduates of Erikson's program may wish to pursue is Certified Advanced Children, Youth, and Family Social Worker (C-ACYFSW).

How Erikson's MSW program will meet the requirements for licensure

Erikson's MSW curriculum and assessment program have been developed to meet the rigorous requirements of the Council for Social Work Education. Since graduation from a CSWE-accredited MSW program is the foundational educational requirement for licensure and advanced credentialing, accreditation by CSWE is evidence that Erikson's MSW will meet licensing requirements.

Students may refer to the NASW-IL website for licensing preparation courses to review content relevant to the licensing exams at www.naswil.org/test-prep.

Degree requirements

General requirements for the MSW degree

To earn an MSW 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 culminating requirements related to assessment of professional competencies in the three areas that are the focus of graduate study at Erikson Institute: knowledge, practice skills, and reflection.

Specific degree requirements

Master of Social Work with Children, Adolescents, and Adults concentration 60 credit hours

The Master of Social Work program emphasizes the importance of child development and development over the life course; relationships, critical reflection, and social justice. The curriculum integrates social work knowledge, values, and skills with deep, interdisciplinary knowledge of child development. The clinical practice concentration in children, adolescents, and adults prepares advanced, developmentally-informed, and critically reflective practitioners to engage with individuals, families, communities, and systems in a range of practice settings—mental health, child welfare, hospitals, schools, social service and child care organizations, courts, foster care settings, and others. The two-year option is available on-campus and the three-year option is available both on-campus and online.

Course work

SOWK K408	Proseminar I (1)
SOWK K409	Proseminar II (1)
SOWK K411	Anti-Oppressive Reflective Practice (3)
SOWK K419	Youth, Community, and Systems Change (3)
SOWK K420	Inquiry into Social Work Practice (3)
SOWK K421	Social and Emotional Development I: Infancy and Childhood (3)
SOWK K422	Social and Emotional Development II: Early Adolescence through Adulthood (3)
SOWK K430	Clinical Practice with Individuals, Families, and Groups I (3)
SOWK K433	Clinical Practice with Individuals, Families, and Groups II (3)
SOWK K435	Biopsychosocial Assessment and Diagnosis (3)

Concentration course work

Children, Adolescents, and Adults concentration

SOWK K437	Advanced Clinical Practice with Trauma (3)
SOWK K439	Child and Family Policy (3)
SOWK K454	Advanced Practice with Children, Adolescents, and Adults (3)
SOWK K480	Advanced Clinical Practice with Addictions (3)
SOWK K481	Advanced Clinical Practice with Couples and Families (3)

Field Instruction and seminars

SOWK K440	Generalist Year Field Instruction I (1)
SOWK K441	Generalist Year Reflective Practice Supervision Seminar I (2)
SOWK K442	Generalist Year Field Instruction II (1)
SOWK K443	Generalist Year Reflective Practice Supervision Seminar II (2)
SOWK K450	Concentration Year Field Instruction I: Children, Adolescents, and Adults Concentration (1)
SOWK K451	Concentration Year Reflective Practice Supervision Seminar I (2)
SOWK K452	Concentration Year Field Instruction II: Children, Adolescents, and Adults Concentration (1)
SOWK K453	Concentration Year Reflective Practice Supervision Seminar II (2)

Electives

The Children, Adolescents, and Adults concentration allows for 4 credits of electives. Students may select from the following possible courses.

Social Work courses

SOWK K435	Biopsychosocial Assessment and Diagnosis (3)
SOWK K437	Advanced Clinical Practice with Trauma (3)
SOWK K454	Advanced Clinical Practice with Children, Adolescents, and Adults (3)
SOWK K470	Data, Decision-Making, and Advocacy in Child and Family Policy (3)
SOWK K474	Parent-Child Relationship Assessment in Early Childhood (2)
SOWK K475	Relational Approaches to Supporting Infant/Early Childhood Mental Health (2 semester course) (4)
SOWK K480	Advanced Clinical Practice with Addictions (3)
SOWK K481	Advanced Clinical Practice with Couples and Families (3)

Child Development courses

CHLD C414	Working with Adults: Collaboration and Supervision (3)
CHLD C425	Physical Growth and Development (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)
CHLD C428	Cognitive and Language Development (3)
EDUC T438	Children with Special Needs and Diverse Abilities (2)
INF I370	Foundations of Infant and Early Childhood Mental Health (3)
INF I499	Infant and Family Service Systems (1)

INF I498	Prevention and Early Intervention Methods (2)
ITIP I501	Inter-Professional Trauma-focused Early Intervention Seminar (3 semester course) (3)
LIFE C475	Grief and Loss in Children and Families (2)

Doctoral courses (Requires MSW Program Director and instructor approval)

ERIK E477	Children at Risk (3)
ERIK E479	Learning and Teaching: Linking Theory and Research to Practice (3)
ERIK E481	Social and Cultural Contexts (3)

Master of Social Work with Child and Family Policy concentration

60 credit hours

Social Work professionals increasingly find that they need to be better informed about the law and how it intersects with their work with or on behalf of children and families. Offered in collaboration with Loyola University Chicago's Civitas ChildLaw Center, the concentration in Child and Family Policy prepares social work professionals who can examine the critical issues and considerations in marrying social work practice with the child and family legal system and the policies that flow from it. Students pursuing the concentration will complete three online courses through Loyola's ChildLaw Center and complete their concentration field placement in a setting that provides experiences in an aspect of child/family law or policy.

Course work

SOWK K408	Proseminar I (1)
SOWK K409	Proseminar II (1)
SOWK K411	Anti-Oppressive Reflective Practice (3)
SOWK K419	Youth, Community, and Systems Change (3)
SOWK K420	Inquiry into Social Work Practice (3)
SOWK K421	Social and Emotional Development I: Infancy and Childhood (3)
SOWK K422	Social and Emotional Development II: Early Adolescence through Adulthood (3)
SOWK K430	Clinical Practice with Individuals, Families, and Groups I (3)
SOWK K432	Family and Culture (3)
SOWK K433	Clinical Practice with Individuals, Families, and Groups II (3)

Concentration course work (online law courses taken through Loyola University ChildLaw Center)

Child and Family Policy concentration

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 and Policy (2)

SOWK K434	Children, Families, and the Law (3)
SOWK K439	Child and Family Policy (3)
SOWK K470	Data, Decision-Making, and Advocacy in Child and Family Policy (3)

Field Instruction and seminars

SOWK K440	Generalist Year Field Instruction I (1)
SOWK K441	Generalist Year Supervision Seminar I (2)
SOWK K442	Generalist Year Field Instruction II (1)
SOWK K443	Generalist Year Supervision Seminar II (2)

Child and Family Policy concentration

SOWK K451	Concentration Year Supervision Seminar I (2)
SOWK K453	Concentration Year Supervision Seminar II (2)
SOWK K455	Concentration Year Field Instruction I: Children's Law and Policy (1)
SOWK K456	Concentration Year Field Instruction II: Children's Law and Policy (1)

Electives

The Child and Family Policy concentration allows for 7 credits of electives. Students may select from the following possible courses.

Social Work courses

SOWK K435	Biopsychosocial Assessment and Diagnosis (3)
SOWK K437	Advanced Clinical Practice with Trauma (3)
SOWK K454	Advanced Clinical Practice with Children, Adolescents, and Adults (3)
SOWK K474	Parent-Child Relationship Assessment in Early Childhood (2)
SOWK K475	Relational Approaches to Supporting Infant/Early Childhood Mental Health (2 semester course) (4)
SOWK K480	Advanced Clinical Practice with Addictions (3)
SOWK K481	Advanced Clinical Practice with Couples and Families (3)

Child Development courses

CHLD C414	Working with Adults: Collaboration and Supervision (3)
CHLD C425	Physical Growth and Development (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)
CHLD C428	Cognitive and Language Development (3)
EDUC T438	Children with Special Needs and Diverse Abilities (2)
INF I370	Foundations of Infant and Early Childhood Mental Health (3)
INF I499	Infant and Family Service Systems (1)
INF I498	Prevention and Early Intervention Methods (2)
ITIP I501	Inter-Professional Trauma-focused Early Intervention Seminar (3 semester course) (3)
LIFE C475	Grief and Loss in Children and Families (2)

Doctoral courses (Requires MSW Program Director and instructor approval)

ERIK E477	Children at Risk (3)
ERIK E479	Learning and Teaching: Linking Theory and Research to Practice (3)
ERIK E481	Social and Cultural Contexts (3)

Master of Social Work with Infant/Early Childhood Mental Health concentration

60 credit hours

The first advanced MSW offering of its kind in the nation, the concentration in Infant/Early Childhood Mental Health prepares social workers who are skilled in supporting the mental, emotional and physical health and development of children from birth to age 5. Utilizing a relationship-based approach, the program trains social workers to identify, intervene, and/or collaborate with others to support parent/child relationship challenges and children's social/emotional behavioral concerns. Students pursuing the infant/early childhood mental health concentration will take three concentration courses and complete a specialized concentration field placement in a setting that serves children from birth to age 5 and their families.

Course work

SOWK K408	Proseminar I (1)
SOWK K409	Proseminar II (1)
SOWK K411	Anti-Oppressive Reflective Practice (3)
SOWK K420	Inquiry into Social Work Practice (online) (3)
SOWK K421	Social and Emotional Development I: Infancy and Childhood (3)
SOWK K422	Social and Emotional Development II: Early Adolescence through Adulthood (3)
SOWK K430	Clinical Practice with Individuals, Families, and Groups I (3)
SOWK K432	Family and Culture (3)
SOWK K433	Clinical Practice with Individuals, Families, and Groups II (3)

Concentration course work

Infant/Early Childhood Mental Health concentration

SOWK K435	Biopsychosocial Assessment and Diagnosis (3)
SOWK K454	Advanced Practice with Children, Adolescents, and Adults (3)
SOWK K474	Parent-Child Relationship Assessment in Early Childhood (2)
SOWK K475	Infant/Early Childhood Mental Health Practice: Parent-Child Relationships (4 credits, 2-semester course)
SOWK K480	Advanced Clinical Practice with Addictions (online) (3)

Field Instruction and seminars

SOWK K440	Generalist Year Field Instruction I (1)
SOWK K441	Generalist Year Reflective Practice Supervision Seminar I (2)
SOWK K442	Generalist Year Field Instruction II (1)
SOWK K443	Generalist Year Reflective Practice Supervision Seminar II (2)

Infant/Early Childhood Mental Health concentration

SOWK K451	Concentration Year Reflective Practice Supervision Seminar I (2)
SOWK K453	Concentration Year Reflective Practice Supervision Seminar II (2)
SOWK K457	Concentration Year Field Instruction I: Infant/Early Childhood Mental Health (1)
SOWK K458	Concentration Year Field Instruction II: Infant/Early Childhood Mental Health (1)

Electives

The Infant/Early Childhood Mental Health concentration allows for 4 credits of electives. Students may select from the following possible courses.

Social Work courses

SOWK K434	Children, Families, and the Law (with LUC) (3)
SOWK K437	Advanced Clinical Practice with Trauma (3)
SOWK K439	Child and Family Policy (3)
SOWK K470	Data, Decision-Making, and Advocacy in Child and Family Policy (3)
SOWK K474	Parent-Child Relationship Assessment in Early Childhood (2)
SOWK K475	Relational Approaches to Supporting Infant/Early Childhood Mental Health (2 semester course) (4)
SOWK K481	Advanced Clinical Practice with Couples and Families (3)

Child Development courses

CHLD C414	Working with Adults: Collaboration and Supervision (3)
CHLD C425	Physical Growth and Development (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)
CHLD C428	Cognitive and Language Development (3)
EDUC T438	Children with Special Needs and Diverse Abilities (2)
INF I370	Foundations of Infant and Early Childhood Mental Health (3)
INF I499	Infant and Family Service Systems (1)
INF I498	Prevention and Early Intervention Methods (2)
ITIP I501	Inter-Professional Trauma-focused Early Intervention Seminar (3 semester course) (3)
LIFE C475	Grief and Loss in Children and Families (2)

Doctoral courses (Requires MSW Program Director and instructor approval)

ERIK E477	Children at Risk (3)
ERIK E479	Learning and Teaching: Linking Theory and Research to Practice (3)
ERIK E481	Social and Cultural Contexts (3)

Master of Social Work with youth, family, and community concentration

60 credit hours

The Master of Social Work program prepares advanced, specialized social workers to promote human rights, social and economic justice, and community well-being by addressing the needs of our nation's children and families. The curriculum integrates social work knowledge, values, and skills with deep, interdisciplinary knowledge of child development. The program emphasizes social work and child development within the contexts of family, culture, and community. Graduates of the program will be uniquely prepared to engage with families, communities, and systems in a range of practice settings—child welfare, social service organizations, mental health, hospitals, child care organizations, schools (public, private, charter), courts, and foster care settings—serving very diverse populations of children and families. Students pursue a concentration in Children and Families. Two- and three-year options are available.

Course work

- SOWK K410 Introduction to Developmentally-Informed Social Work (1)
- SOWK K419 Youth, Community, and System Change (3)
- SOWK K420 Research Methods (3)
- SOWK K421 Social and Emotional Development I: Infancy and Childhood (3)
- SOWK K422 Social and Emotional Development II: Early Adolescence through Adulthood (3)
- SOWK K428 Cognitive and Language Development (Online) (3)
- SOWK K430 Working with Individuals, Families, and Groups I (3)
- SOWK K431 Collective Action for Social Justice (3)
- SOWK K432 Family and Culture (3)
- SOWK K433 Working with Individuals, Families, and Groups II (3)
- SOWK K434 Children, Families, and the Law (3)
- SOWK K435 Biopsychosocial Problems (3)
- SOWK K437 Trauma-Informed Social Work Practice (3)
- SOWK K438 Working with Families and Children with Diverse Abilities (3)
- SOWK K439 Social Policy and Advocacy (2)

Concentration course work

Youth, family, and community concentration

- SOWK K454 Advanced Practice with Children, Adolescents, and Adults (3)
- SOWK K436 Advanced Treatment with Parents and Children (3)

Field Instruction and seminars

- SOWK K440 Generalist Year Field Instruction I (1)
- SOWK K441 Generalist Year Supervision Seminar I (2)
- SOWK K442 Generalist Year Field Instruction II (1)
- SOWK K443 Generalist Year Supervision Seminar II (2)

Youth, family, and community concentration

- SOWK K450 Concentration Year Field Instruction I: Children and Families (1)
- SOWK K451 Concentration Year Supervision Seminar I (2)
- SOWK K452 Concentration Year Field Instruction II: Children and Families (1)
- SOWK K453 Concentration Year Supervision Seminar II (2)

Master of Social Work course descriptions

Core course work

SOWK K408 and SOWK K409 Proseminar I and II (1 credit hour each)

Erikson's proseminar is required of all first-year graduate students. It is divided into two semesters, 1 credit each semester. The first semester of proseminar focuses on general information relevant to students in all degree programs and is designed to help you with the transition into graduate school. You will be exposed to a general overview of all of Erikson's master's degree programs, instructed in research methodology, library strategies, and social science writing necessary for success in graduate school. Faculty and graduate students will speak on various topics to help you navigate Erikson's graduate degree program. The second semester of proseminar focuses on specific information relevant for your participation in Erikson's social work program and your future career as a social worker. You will be exposed to the social work profession, including the Code of Ethics and the core roles and fields of practice within social work; professional standards, organizations, and accrediting bodies, including licensure and liability; Erikson's social work program, including its core values and guiding principles; and how to be successful as a student and future practitioner through professional use of self and cultivating and practicing personal and workplace self-care.

SOWK K411 Anti-Oppressive Reflective Practice (3 credit hours)

In this generalist course, students will be introduced to an anti-oppressive approach to practice rooted in the core social work values of social justice and relationships. Students will learn about the systems of oppression that plague U.S. society, typically referred to as the "isms." The systems of oppression that will be explored in this course include racism, classism, religious oppression, sexism, heterosexism, trans*oppression, ableism, youth oppression, and elder oppression. Students will explore how they themselves have been socialized into these systems of oppression. Students will be expected to: a) examine their own identity, experiences, and upbringing related to the isms; b) identify the implicit and explicit beliefs, values,

assumptions, and biases that they have about people and their problems related to the isms; c) recognize the ways in which their biases may inadvertently impact their practice in problematic ways; and d) identify ways to monitor and regulate their responses to others. Students will critically reflect with other students in the course and identify ways to both support themselves and each other as they enter a profession which requires a lifetime commitment to social justice. The importance of reflective practice and reflective supervision principles will be emphasized throughout.

SOWK K419 Youth, Community, and Systems Change (3 credit hours)

This generalist policy practice course examines how youth, families, and communities affect change in their lives through participation in the public sphere. Participation will be defined in two ways. First, we will consider it as citizenship practices. Second, we will survey practices of those who do not have formal or full citizenship rights (e.g., children, immigrants). Students will learn how systems thinking applies across a wide range of practice settings. They will build upon generalist skills and consider how they apply to meso level practice.

SOWK K420 Inquiry into Social Work Practice (3 credit hours)

This generalist course will provide students with a tailored learning experience to develop their skills in systematic inquiry into problems of social work practice. The course is guided by the questions: 1) What is systematic inquiry? 2) What purposes can it serve? and 3) Where does it fit within my social work practice? The course values multiple ways of knowing including evidence-based practice and practice-based evidence. Students will develop skills in formulating effective practice questions, developing interventions based on available evidence and designing evaluations to assess effectiveness of planned interventions. Students will also develop a basic knowledge of program evaluation. In all activities, including data collection and analysis, students will apply an equity lens asking what assumptions are being made, who is benefitting and who is being marginalized, and how do participants have a voice in the process.

SOWK K421 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.

SOWK K422 Social and Emotional Development II: Early Adolescence through Adulthood (3 credit hours)

This course builds on theories and concepts presented in K421 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.

SOWK K430 Clinical Practice with Individuals, Families, and Groups I (3 credit hours)

In this generalist clinical practice course, students are introduced to basic frameworks, methods, and models for working with individuals, families, and groups. The course content emphasizes relationship-based and reflective

practice principles, the client-worker relationship, and the development of interviewing, engagement, assessment, intervention, evaluation, and termination skills. Students will become familiar with the values and ethics of the profession and the variety of social work roles and practice settings they may engage in when working with children and families. This course is taken concurrently with students' first field placement.

SOWK K432 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.

SOWK K433 Clinical Practice with Individuals, Families, and Groups II (3 credit hours)

In this generalist clinical practice course, students will build on the knowledge and practice skills developed in Clinical Practice with Individuals, Families, and Groups I. The course content emphasizes theoretical frameworks and approaches to practice including relational/psychodynamic, cognitive-behavioral, and family systems. It also explores risk assessment and intervention in the practice fields of child welfare, intimate partner violence (IPV), substance abuse, and mental health (including risk assessment and stabilization of mental health emergencies such as suicide risk, violence risk, acute psychosis, and inability to care for self). Issues of termination will be revisited as well as the salience of loss in their work with children and families. This course is taken concurrently with students' first field placement.

Advanced course work

SOWK K435 Biopsychosocial Assessment and Diagnosis (3 credit hours)

Prerequisites: SOWK K430 and SOWK K433

This advanced clinical practice course builds on concepts developed in Clinical Practice with Individuals, Families, and Groups I & II, and reflective supervision seminars and takes students' knowledge and understanding from these courses to a more advanced level. It includes a case study approach to applying relevant concepts and draws upon previously covered theories to provide a context in which to understand the nature of diagnostic thinking and definitions of problems in biopsychosocial functioning and assessment. The course provides students with an opportunity to explore how relationships between biological, psychological, and environmental factors lead to and exacerbate individual problems in functioning. This applied course will also help students understand, learn, and critique the use and application of the DSM for assessing and diagnosing a range of mental health disorders.

SOWK K437 Advanced Clinical Practice with Trauma (3 credit hours)

This advanced clinical practice course provides students with an understanding of the sociopolitical context of trauma and its impact on neurobiology, health, mental health, social relationships, and community functioning, as well as assessment and treatment strategies for children and families affected by trauma. The course will be taught through a developmental lens including examination of the effects and treatment of trauma during infancy and toddlerhood, the pre-school years, school-age years, adolescence and adulthood. Students will learn about evidence-based approaches for addressing trauma at the individual, family, school, and community levels. The course will explore the complexity of responses to and recovery from trauma which depend on a multitude of variables including the intersection of culture, race, ethnicity, sexual orientation, immigration status, and faith traditions among others. The course prepares students to recognize symptoms and behaviors associated with trauma and the factors that mitigate or aggravate the impact of trauma. Students will be exposed to a range of empirically-supported treatment models for individuals as well as systemic approaches.

Students will learn about how caregivers including therapists can experience secondary trauma and the importance of self-care while undertaking trauma work.

SOWK K439 Child and Family Policy (3 credit hours)

This advanced policy practice course focuses on the role of families and policymakers in altering practices and policies that support well-being in early childhood (0-8). Beginning with sessions that are designed to provide rich background, the course offers an analysis of the critical forces that shaped contemporary family support. Following this, current services and policies are examined, as are inventive theories about how to organize such services to achieve optimal quality, equity, sustainability, and efficiency. With this background in mind, sessions turn to more detailed examination of the diverse challenges that characterize the field. Positioned to be both realistic and optimistic, the sessions confront the issues and unveil some of the thinking and efforts to redress them. In so doing, the course focuses on quality and diverse efforts to achieve it; the lack of equity; the need for more effective approaches to the workforce, funding, and governance; and the importance of parental voice. By its conclusion, participants will have familiarity with the nature of contemporary family support policy, as well as its challenges and potential solutions. Students will be given diverse opportunities to apply their learnings through a series of individual and group projects.

SOWK K454 Advanced Practice with Children, Adolescents, and Adults (3 credit hours)

This advanced clinical course introduces students to a range of theories and therapeutic approaches to practice, including integrative models; developmental models; psychodynamic and relational models; cognitive-behavioral models including both acceptance and commitment therapy (ACT), and dialectical behavior therapy (DBT); group work models; and mind-body connection models. Students will critically evaluate these therapeutic approaches and consider their strengths and limitations in working as a developmentally-informed social worker with children, adolescents, and adults. Particular attention will be given throughout the course to cultural, gender, racial, ethnic, socioeconomic, and other social factors that impact the delivery of social work services. The importance of the therapeutic endings will also be revisited.

SOWK K480 Advanced Clinical Practice with Addictions (3 credit hours)

This advanced practice course introduces students to the problem of addictions, including but not limited to substance use and abuse, and its impact on society. Students will 1) explore the theoretical perspectives concerning addiction and mental health in the U.S.; 2) examine the causes, treatment, and prevention of addictions; 3) obtain practical engagement and retention skills in an effort to compassionately and ethically address client readiness for treatment; 4) become familiar with the contrasting ideas regarding best practice treatment models; 5) review public policy efforts to regulate and control addictions; and 6) identify cultural variations in addictions treatment that imply social and economic inequities for diverse populations.

SOWK K481 Advanced Clinical Practice with Couples and Families (3 credit hours)

This advanced practice course builds on students' foundational content knowledge and generalist skills in order to develop their ability to therapeutically engage families and couples. Development remains a focus throughout the course as students learn how to attend simultaneously to the developmental trajectories of families and the individual within them. Students will examine their preexisting beliefs about families and consider how cultural variation influences this work.

Specific concentration course work

*Child and Family Policy concentration***LAW 665 Introduction to the Study of Law and Legal Systems (2 credit hours)**

This foundational course introduces students to the sources and functions of law in our society. The course begins with an explanation of the structure and traditions of the American court system. Students then learn to read and analyze cases and statutes and develop basic legal written and oral presentation skills. The course uses child and family law cases and problems and provides students with the background they will need for future children's law and policy studies.

LAW 667 Introduction to Children's Law and Policy (2 credit hours)

This course is designed to give students an introductory overview of the law as it affects children. It begins with a discussion of the constitutional relationship among children, parents and the state, as well as the respective roles of the federal and state governments in the regulation of children and families. The course then introduces students to the principal areas of civil and criminal law that affect children and families. With this baseline of understanding, students can choose elective courses that provide a more in-depth study of a particular topic (e.g. education law, child welfare, etc.).

LAW 670 Child Welfare and Policy (2 credit hours)

This course focuses on federal and state legal and policy efforts to protect children from abuse, neglect and other forms of maltreatment. Students will examine the relationship between the child, the parent and the state, as well as learn about the practical functioning of the child welfare system from mandate reporting through the juvenile court process, including permanency planning and termination of parental rights. Students will explore the concept of the best interest of the child in a legal context and review laws and research aimed at promoting children's welfare.

SOWK K434 Children, Families, and the Law (3 credit hours)

This course is designed to prepare students to understand and work with the legal system through exploring a range of complex issues involving family and children's best interests. These include understanding how "family" is defined, and whether current laws and policies regarding parental autonomy and permanency for children, including children involved in the child welfare system, adequately serve the best interests of children and families across diverse cultural contexts. The course also addresses the issue of multidisciplinary decision-making and advocacy processes related to understanding and respecting children's and families' rights. Disparities in social policies and the legal system are also explored in relation to vulnerable and disenfranchised populations, children with disabilities, and families with mental illness. Broader legal and social justice issues related to immigration, international law, trans-cultural adoption, incarceration, and unaccompanied minors are also discussed.

Infant/early childhood mental health concentration

SOWK K474 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.

SOWK K475 Infant/Early Childhood Mental Health Practice: Parent-Child Relationships (4 credit hours)

This year-long 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.

Field Instruction and seminars

SOWK K440 and K442 Generalist Year Field Instruction I and II (1 credit hour each)

These generalist courses are designed to be taken by social work students in the first year of their master's program. Students enrolled in these courses will also take K441 and K443—Generalist Year Reflective Practice Supervision Seminar I and II concurrently. The overall goal of field education is to provide graduate-level social work students with field-related opportunities to develop generalist competencies by helping them apply and explore their classroom-based knowledge of social work theory, skills, values, and ethics to their experience in the field. Students will have the opportunity to test particular concepts and principles of practice against the realities and demands of actual professional practice.

SOWK K441 and K443 Generalist Year Reflective Practice Supervision Seminar I and II (2 credit hours each)

Concurrent with their first fieldwork experience in K440 and K442—Generalist Year Field Instruction I and II, students will participate in a weekly reflective practice supervision seminar that focuses on learning through self-reflection, reading, journaling, discussion, and ongoing group supervision. The goal of this course is to help students integrate knowledge with practice and reflection and to deepen their capacity to reflect on their social work practice. Students will be asked to think critically about what they do, why they do it, how their practice both reflects and affects who they are, and what they believe about people's struggles and change process. Students will also be asked to examine the structure, mission, and goals of the organizations with whom they are engaged, and to understand how these interact with their own professional identity, experiences, and belief system.

SOWK K450 and SOWK K452 Concentration Year Field Instruction I and II: Children, Adolescents, and Adults Concentration (1 credit hours each)

These advanced courses are designed to be taken during the second or third year of the Master of Social Work program by students who have already completed K440 and K442—Generalist Year Field Instruction I and II, or students who are enrolled with advanced standing. Students enrolled in this course will also be concurrently enrolled in K451 & K453 – Concentration Year Reflective Practice Supervision Seminar I & II. Students will have the opportunity to increase their knowledge and experience by applying their classroom-based knowledge of social work theory, skills, values, and ethics to a deeper level of experience in the field. Students will also have the opportunity to develop specialist practice skills while also learning about the realities and demands of professional practice. Throughout their second placement, they will also be given the opportunity to develop their professional identity as practitioners in a concentrated area of social work.

SOWK K451 and SOWK K453 Concentration Year Supervision Seminar I and II (2 credit hours each)

Concurrent with their specialized practice fieldwork experience in K450 and K452—Concentration Year Field Instruction I and II: Children, Adolescents, and Adults and Families, students will participate in a weekly reflective practice supervision seminar that focuses on learning through self-reflection, reading, discussion, and ongoing group participation. The goal of this course is to help students integrate knowledge with practice and reflection at a more independent level and to further deepen their capacity to reflect on their social work practice. Students will be asked to think critically about what they do, why they do it, how their practice both reflects and affects who they are, and what they believe about people’s struggles and change process. Students will also be asked to reflect upon the structure, mission and goals of the organizations they are engaged with and to consider how these interact with their own professional identity, experience, and belief system. At this point in their professional development, it is expected that students will be closer to identifying themselves as social work professionals who have specialized knowledge and practice experience with children, adolescents, adults, and their families.

SOWK K455 and SOWK K456 Concentration Year Field Instruction I and II: Child and Family Policy (1 credit hours each)

Concentration Year Field Instruction I and II are designed to be taken by students during their final year of the master’s program and who have already completed their generalist year field instruction, or students who are enrolled with advanced standing. Students enrolled in Concentration Year Field Instruction I and II will also be enrolled in Concentration Year Supervision Seminar I and II concurrently. Students will have the opportunity to deepen their knowledge and experience in their chosen area of concentration through opportunities to apply and explore their classroom-based knowledge of social work theory, skills, values, and ethics to a deeper level of experience in the field. Students will have the opportunity to develop specialist practice skills while also learning about the realities and demands of professional practice in their chosen concentration area. Throughout their second placement, they will also be given the opportunity to develop their professional identity as practitioners in a concentrated area of social work.

SOWK K457 and SOWK K458 Concentration Year Field Instruction I and II: Infant/Early Childhood Mental Health (1 credit hours each)

Concentration Year Field Instruction I and II are designed to be taken by students during their final year of the master’s program and who have already completed their generalist year field instruction, or students who are enrolled with advanced standing. Students enrolled in Concentration Year Field Instruction I and II will also be enrolled in Concentration Year Supervision Seminar I and II concurrently. Students will have the opportunity to deepen their knowledge and experience in their chosen area of concentration through opportunities to apply and explore their classroom-based knowledge of social work theory, skills, values, and ethics to a deeper level of experience in the field. Students will have the opportunity to develop specialist practice skills while also learning about the realities and demands of professional practice in their chosen concentration area. Throughout their second placement, they will also be given the opportunity to develop their professional identity as practitioners in a concentrated area of social work.

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, Development of Cognition, Language, and Play I and II, and Family and Culture. Group study sessions are open to all students.

W009 Academic Writing Group Study Session (0 credit hours)

Each semester, the Academic Success Center facilitates group study sessions that focus on academic writing. These sessions provide an opportunity for students to practice their writing and to learn new writing skills. The content of these sessions will change depending on student-led inquiries about academic writing and assignments. Writing group sessions are open to all students.

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 and collective 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 (2nd edition, 2008). Student failure to practice academic integrity in course work 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. Student failure to practice academic integrity in culminating graduation requirements (i.e., comprehensive examinations and

capstone projects) will, depending upon the seriousness of the misconduct, result in a sanction ranging from repeating the graduation requirement to expulsion from the Institute.

Informal resolution of concerns regarding academic dishonesty

Suspected cases of academic dishonesty should be reported to the course instructor, Program Director, 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, repeating culminating graduation requirement, 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 Director of Student Affairs/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 Director of Student Affairs/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 their 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.

Assignment Resubmission Policy

Policy for re-using an assignment when repeating a class.

During their degree program, students may be required to retake a previously attempted Erikson course. The reasons for retaking a course are varied and are decided on an individual basis. In some cases where it is appropriate, the student may wish to resubmit or reuse previously submitted assignments either partially or in their entirety. It may be possible to resubmit previous work for the same course, however, only under certain circumstances. Reuse of assignments is not acceptable at any other time. Recycling a previously submitted paper or other work for a course as though it were new work constitutes plagiarism. The following guidelines apply to Erikson's Reuse Policy:

- The course instructor must be informed in advance of the submission and must give the student written permission for reusing the assignment.
- Proper citation of the prior submission should be included on the resubmitted assignment. Citation Example: This assignment was originally submitted on [Give the date] for [Give the course and the instructor].
- When part of a prior submission is used, the student must use proper citations for the resubmitted section, for example: This section of the assignment (pp-to...) was originally submitted on [Give the date] for [Give the course and the instructor].
- The reused assignment will be graded like an original submission.
- The student is responsible for ensuring that the reused assignment meets current course grading criteria and outcomes.
- All other aspects of the work should adhere to the Academic Integrity Policy.

Policy for repurposing a previously used assignment or part of an assignment in a different course. Students may

be asked to write on similar topics throughout their major coursework, and there may be times when it is appropriate to build on previous coursework. In these cases, it is important to follow proper procedures to ensure proper citation and acknowledgements. When repurposing an assignment, the following requirements apply:

- The student must request in writing permission from the current instructor if the student wishes to use any part of previously submitted coursework for a current course. This applies equally to courses taken at Erikson and courses taken at another institution.
- Once permission is granted, the student is responsible for revising and refining the coursework as necessary to fit current course requirements. These revisions should be substantial and will likely contain new research and other significant refinements.
- The student may also be required to submit the previous assignment for comparison purposes as per the Academic Integrity Policy.
- The student should also be sure to adhere to APA Self-Citation guidelines.

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 Director of Student Affairs/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 Director of Student Affairs. Once such a complaint or concern reaches the Director of Student Affairs, 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 Director of Student Affairs/Dean of Students 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 Director of Student Affairs/Dean of Students for formal investigation, the procedure undertaken shall be as follows. The Director of Student Affairs/Dean of Students may conduct the investigation or designate another representative of the Institute to conduct such investigation, as the Director of Student Affairs/Dean of Students deems appropriate. The Director of Student Affairs/Dean of Students 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 Director of Student Affairs/Dean of Students or designee and provide written material or documents considered relevant to resolution of the complaint. The investigating Director 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 Director of Student Affairs/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 Director or designee also has the discretion to confer with the Director 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 Director of Student Affairs/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 Director of Student Affairs/Dean of Students or designee should first confer with the appropriate faculty member about the proposed sanction. If an affected

faculty member and the Director of Student Affairs/Dean of Students (or designee) cannot agree on an appropriate sanction, the Director of Student Affairs/Dean of Students (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 Director of Student Affairs/Dean of Students within 10 business days after the issue for complaint has occurred. The Director of Student Affairs/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 Director of Student Affairs/Dean of Students or designee determines that the grievance lacks merit, and this written decision is final.

If the Director of Student Affairs/Dean of Students or designee concludes upon initial review of the grievance that continued consideration is warranted, the Director of Student Affairs/Dean of Students (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 Director of Student Affairs/

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 Director of Student Affairs.

Upon conclusion of such an investigation without a negotiated resolution, the Director of Student Affairs/Dean of Students or designee shall determine whether the grievance has merit and whether any relief is warranted. If the Director of Student Affairs/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 Director of Student Affairs/Dean of Students or designee shall 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 Director of Student Affairs/Dean of Students (or designee) shall be final.

If the Director of Student Affairs/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 Director of Student Affairs/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 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 Director of Student Affairs/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 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. Students who fail to maintain at least a 3.0 grade point average or who receive a D will be placed on academic probation.
3. Students placed on academic probation and their advisers will be notified by the Registration and Student Records Office. Each student on probation is required to meet

with her/his adviser 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 Director 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.

4. 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 55 for policies regarding the comprehensive examination. Students on academic probation may not begin their field placement until they have regained good academic standing.
5. 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.
6. 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 5 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 arrange for whatever make-up work the instructor may require you to do, and ask someone to take notes for you.

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 and arrange with the instructor for any make-up work as necessary.

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 and make arrangements with the instructor to complete any missing work.

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 Director 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 81.

Comprehensive examination

The comprehensive examination, a five-hour, written examination that covers major content areas in social work and applied child development, is one of the culminating requirements of the on-campus master's degree programs.

You must have satisfactorily completed all of your Erikson course requirements excluding your final semester of internship, tutorial, and seminar before you will be allowed to take the comprehensive exam. 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 Director of Student Affairs/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, 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 Director of Disability Services to discuss your request.

Comprehensive examination results shall be reported as pass or fail. If students fail the exam, they meet with their adviser to devise a plan for preparing to retake it. Advisers must give the approval for a second attempt, when they deem students ready. If students fail a second time, they will be required to work with a writing tutor at their own expense to prepare for another attempt. If students fail on the third attempt, they may petition to take the comprehensive exam for a fourth time by submitting a formal written request to the Director of Student

Affairs. Students repeating the exam must do so within one year of the previous attempt. If they fail to do so, they must petition their faculty adviser to be allowed to retake the exam.

For more information on the comprehensive examination, see page 33.

Conditional admission: new students

In some cases, the program director may conditionally admit a student on the basis of academic or other concerns. After weighing factors such as GPA and/or readiness for graduate school, the program director may decide that it is in the student's best interests to be given an opportunity to meet certain conditions in order to ensure success in their graduate program. These conditions may include a reduced course load or completion of experience hours to meet the requirements of a particular degree program. In cases where there are academic concerns, the program director may recommend that the student contact and meet with the director of the Academic Success Center, Stripe Gandara at sgandara@erikson.edu to discuss the range of academic supports we have in place.

For any student admitted on a conditional basis, a letter outlining the conditions of their admission, along with an individualized program plan, will be created and forwarded to them by their program director and the Director of Enrollment Management.

Conferral of degrees and certificates

Erikson has four official degree/certificate conferral dates each year. Dates for 2021-22 are September 17, December 17, May 13, June 24. Master's degree students who plan to graduate must complete and submit an application for master's degree conferral, along with the \$175 application processing fee, no later than February 14, 2022. Applications for master's degree conferral are available from the Registration and Student Records Office on my.erikson.edu.

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 their program by the Registration and Student Records Office. She or he will be subject to the readmission policy (see page 74). 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/) and Erikson's Intellectual Property Policy, available on the Academics homepage on 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 their 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.

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.

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.

Field placements

Field instruction is a pivotal component of social work education at Erikson Institute and is designed to support student's emerging identity as developmentally-informed social workers. Beginning in their first year in the program, two-year students will be given the opportunity to engage in two year-long, supervised field placements, during which they will be expected and encouraged to integrate the knowledge and theory gained through course work with practice in the field. For three-year students, their field work opportunities will begin in their second year.

Erikson has connections with a wide range of available field instruction sites, and students are matched individually with a site that best fulfills their educational, experiential, and developmental needs. Field sites are expected to have ample and clearly defined learning opportunities, an experienced master's level social work field instructor with a Master's Degree from a CSWE-accredited school of social work, a commitment to meeting the requirements of the program, and demonstrated values compatible with those of Erikson Institute. The MSW program reinforces a social work

perspective through the Supervision Seminar and consultation with the field liaison on the rare occasion when a field instructor has a Master's Degree other than in social work and is otherwise qualified. Over the years Erikson has developed relationships with a broad network of private and public agencies, schools, hospitals, organizations, and programs that provide rich and varied field education experiences. These agencies and organizations serve a diverse range of clients within a large metropolitan setting. It is expected, that as part of their preparation as social workers, students will develop a capacity for and commitment to working competently with a range of populations, and develop also a commitment to equity and social justice in the interests of serving all children and families in our communities.

Organizations serving as field instruction sites make a significant investment in Erikson students. In return, students and the Institute both have an obligation to fulfill the terms of the field placement agreement. Students 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, students 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 78.

Prior to beginning a field placement, each student will be required to undergo and successfully complete a name-based student 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. 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. Students must have, at minimum, a 3.0 grade point average to enter field. If a student is on academic probation, a decision about entering field is made by the MSW program director, the Director of Student Affairs, and the field director.

In assigning both generalist year and concentration year level field placements, Erikson considers the student's interests, long-term professional goals, previous experiences, and area of concentration in the context of the Institute's broad knowledge of agency resources. Students submit an updated resume and an application expressing their interests and educational goals to the Field Director. The Field Director will then match students individually with

a site that best fulfills their educational, experiential, and developmental needs, and facilitates the process for securing a placement. An orientation to field will be provided to students prior to their generalist year field placement. A similar placement process occurs for the concentration year field placement.

Throughout their field placements, Erikson's MSW students are expected to exemplify the Institute's mission by demonstrating their knowledge of both social work and child development at increasingly complex levels. Students will be guided toward demonstrating their increasing ability to implement appropriate and effective methods and strategies in a variety of social work settings in order to provide optimal environments for children and their families.

See the *Field Manual for Students: Master of Social Work (MSW) Program* for the definitive policies and procedures regarding the field instruction program.

Admission to field instruction

Generalist year—2-year program

All students who meet criteria for admission to Erikson Institute's MSW program and who have completed the *Generalist Year Field Application* form are eligible to engage in a generalist year level field placement. The field placement is arranged by the Field Director in conjunction with the student and field instructor of the designated field site. Some field placements require screening interviews. An orientation to field, Field 101, will be provided by Erikson to students prior to beginning their field placement. This orientation will include workshops on professionalism and ethics, safety, DCFS mandated reporting responsibilities, working with diverse populations, basic interviewing skills, and crisis intervention. Students are expected to successfully complete 480 hours in the field in the generalist year and to take the Generalist Year Supervision Seminar I and II (K441 and K443) concurrently.

Generalist year—3-year program

Students in the 3-year program are expected to have successfully completed coursework from the first academic year of the 3-year MSW program in order to be eligible for a generalist year level field placement in the 2nd year of their studies. Three-year students are expected to follow the same eligibility process as students in the 2-year program as described above.

Concentration year

Once students have successfully completed their generalist year level field placement and course work with passing grades, they will attend a mandatory orientation to Concentration Year Field where they will learn about concentration options and the application process for an concentration year field placement. Students submit the *Concentration Year Field Application* and a current resume to the Field Director. (See Field Manual for more detail.) Concentration level field placements are competitive and require student interviews prior to placement. Students in the concentration year are typically in field placements three full days per week throughout the academic year for a total of 720 hours. As in the generalist year, students participate in a supervision seminar focused on their area of concentration.

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 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 74. 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.*

General campus policies and procedures

Building access information

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

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

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 their 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 Director 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 CO₂. 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:

Student Assistance Program	1-800-292-2780
Download The App at: MyLifeExpert.com	
Institution Code: eistudent	

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

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

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:

Title IX Coordinator	
Patricia Lawson	plawson@erikson.edu, 312-893-7120
Director of Student Affairs	
Maggie Brett	mbrett@erikson.edu, 312-893-7221
Chief Human Resources Officer	
David Wilson	dwilson@erikson.edu, 312-893-7200

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 or go to 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 52.

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 at ext. 7202 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. For additional information, see "Campus safety and security," page 91.

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 emergency response 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	(312) 755-2250
Chief HR and Facilities Officer	3rd floor, Office 325	(312) 893-7200
Director of Student Affairs	3rd floor, Office 321	(312) 893-7221
VP for Finance and Operations/CFO	4th floor, Office 410	(312) 893-7120
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, voicemail, computer network, workstations, laptops, servers, software, printers, mobile devices, and collaboration tools, are intended for authorized business 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, and community engagement. The guidelines below are meant to help us avoid compromising Erikson’s mission as well as resources.

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. 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 s.

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.

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 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

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 the Registration and Student Records Office, 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 Change of Registration 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 89). 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 Change of Registration 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 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

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 adviser regarding your interest in the new program.
4. Make an appointment with the director of the program you are interested in changing to 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 adviser'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 adviser.

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 adviser 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 their 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 10
For spring term courses	May 16
For summer term courses	August 29

All incomplete requests must be approved in writing by your instructor(s) and the form must be turned in to the Associate 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 Associate 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:

Two-year master’s degree program	
First year	2
Second year	0
<hr/>	
Three-year master’s degree program	
First and second year	1
Third year	0
<hr/>	
Certificate programs	
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 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 adviser 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 adviser 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 Associate Director of Financial Aid 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 adviser'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 89). 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 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 Associate Director of Financial Aid 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 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 their 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

Preferred/chosen name

The Institute recognizes that many members of its community use names other than their legal or official names first provided to the Institute (official/legal name) to identify themselves. For some students, a chosen or preferred name may be an important component of their identity. Therefore, the Institute has established guidelines that allow students to indicate their chosen or preferred first names to the Institute community even if they have not changed their official/legal names.

Preferred name guidelines

Erikson Institute students may choose to identify themselves within the Institute community using a preferred first name that differs from their official/legal name. A student preferred name will appear instead of the person’s official/legal name in select Institute-related systems and documents, provided that the preferred first name is not being used for the purpose of misrepresentation. The official/legal name will continue to be used in all Institute-related systems and documents that require a verified legal name.

Preferred names will be used in the following systems and records:

- Student ID Card
- Official Student Email Display Name
- Class and Grade Rosters
- Blackboard
- My.Erikson

Official/Legal names will continue to be used for official Institute records, including but not limited to the following:

- Legal Documents and Reports Produced by the Institute
- Student Account Statement (Bills)

- Financial Aid and Scholarship Documents
- Transcripts
- Enrollment Verifications
- Student Employment Document Service Navigation Panes

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 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.

Canvas platform Online Learning Orientation requirement

All Students that are admitted into an Erikson program, regardless of delivery format, must complete the Online Learning Orientation course within Canvas prior to the start of their first semester.

Course leveling

Students should be aware that course leveling may occur through the registration periods to ensure even distribution of sections that meet on the same day and time, or for courses that have multiple asynchronous sections. The Institute reserves the right to level courses as needed. When leveling occurs, impacted students will be notified and accommodated as needed.

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 their 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 Director 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 their 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. 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/graduate-education/registration-student-records. 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

Notwithstanding the Advanced Standing Policy, it is expected that all work for the MSW program will be completed at Erikson. However, a student can transfer up to 50% of credits from an accredited program. The following is required for transfer credit consideration: 1) The credit must be at the master's degree level, 2) the student needs to have a B or better for the courses to be transferred, and 3) the student must submit a letter of support from the institute where the courses were taken. Two Erikson faculty member will review the syllabi and conduct an interview with the student. Approved transfer credits are recorded on the student's official Erikson transcript, but are not calculated in the cumulative grade point average.

Erikson alumni who have completed the MS in Child Development or MS in Early Childhood Education will be granted full waivers for the courses that are common to all three master's degree programs at Erikson, for a maximum of 18 credit hours. In order for students to be waived out of any of the courses they must have successfully completed the course within five years of entering the MSW program and have earned a grade of B or better in the respective course. Alumni who enroll in the MSW program and who earned a grade of B or better in the waived courses will be considered by Erikson to have achieved generalist year level competency in the practice behaviors associated with those courses. The six courses that may be considered for waivers are the following:

1. CHLD C421 Social and Emotional Development I (3 credit hours)
2. CHLD C422 Social and Emotional Development II (3 credit hours)
3. CHLD C420 Research Methods (3 credit hours)
4. CHLD C432 Family and Culture (3 credit hours)
5. CHLD C426 Cognitive Development (3 credit hours)
6. CHLD C427 Language Development (3 credit hours)

This policy ensures that alumni returning for the MSW will not be repeating course content they have already mastered. We set a five-year time frame because course content has evolved significantly over time and will continue to evolve in the future as faculty review and update these courses.

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 Associate Director of Financial Aid 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 and 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.

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 70). The date of your official withdrawal will also determine the amount of tuition that may be refunded to you. (See Erikson's Refund Policy, page 89).

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.

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 problem with one or more student services offices, should contact the Director 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 Director of Student Affairs, 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, sample schedules, and by consulting your adviser. These materials contain most of the information needed to facilitate smooth planning.
2. Register for classes during the published registration period.
3. Complete the Online Learning Orientation course within Canvas prior to the start of first semester.
4. Complete drops, adds, and changes of class by the published deadlines.
5. For exceptions, make an appointment to see your adviser. 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 Director of Student Affairs/Dean of Students and/or the Director of Enrollment Management. The Director of Student Affairs/Dean of Students and Director 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 Director of Student Affairs/Dean of Students and/or Director 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 their alleged involvement. On the basis of this interview and any other initial investigation considered appropriate by the Institute, the Director of Student Affairs/Dean of Students and/or Director of Enrollment Management shall make an initial determination whether the Institute's disciplinary standards appear to have been violated. If the Director of Student Affairs/Dean of Students and/or Director of Enrollment Management determines at any time that no misconduct appears to have occurred, the matter shall be closed.

If the Director of Student Affairs/Dean of Students and/or Director of Enrollment Management believes after initial investigation that misconduct has occurred, the Director of Student Affairs/Dean of Students 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 Director of Student Affairs/Dean of Students 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 Director of Student Affairs/Dean of Students and/or Director of Enrollment Management believes after initial investigation that misconduct has occurred but the student disagrees with either this conclusion or the proposed sanction, the Director of Student Affairs/Dean of Students and/or Director 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 Director of Student Affairs/Dean of Students and/or Director 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 Director of Student Affairs/Dean of Students and/or Director 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 Director of Student Affairs/Dean of Students and/or Director 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 for students completing a Masters in Social Work

The Erikson Institute MSW program adheres to the CSWE competency-based approach to social work education. Such an approach refers to identifying and assessing what students demonstrate in the classroom and in field practice. This approach also informs the technical standards for admission and retention in the MSW program. Technical standards in the MSW program at Erikson Institute encompass three main competencies: Knowledge/Scholastic Performance; Practice Skills; and Self Knowledge and Reflection.

Throughout their program, students are expected to progress with increasing independence, particularly during their field experience, 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.

Knowledge/scholastic performance

1. Demonstrate clarity of thinking to process information and appropriately apply it to situations in the classroom and field placement.
2. Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

3. Maintain an academic GPA of 3.0. Students will be placed on academic probation if their GPA drops below a 3.0. No student may continue on academic probation for more than one semester (including the summer). Failure to exit academic probation will result in dismissal from the program.
4. 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).
5. Demonstrate good attendance, integrity, honesty, and conscientiousness in classes and when engaged in any professional- field placement work/ encounters.

Self-Knowledge and Reflection

6. Exhibit knowledge of how one's values, attitudes, beliefs, emotional and past experiences affect thinking, behavior and relationships. Accurately assess one's own strengths, limitations, and suitability for professional practice.
7. Demonstrate ability to deal with current life stressors through the use of appropriate coping mechanisms. Handle stress effectively by using appropriate self-care and developing supportive relationship with colleagues, peers, and others.
8. Seek and effectively use help for medical or emotional concerns that interfere with scholastic and professional performance.
9. Exhibit willingness and an ability to listen to others.
10. Take responsibility for own actions and consider the impact of these actions on others.

Practice Skills

11. Work collegially and professionally with others, including colleagues, faculty and staff.
12. Work collaboratively and respectfully with clients and client constituents.
13. Demonstrate sufficient written and oral skills to comprehend information and communicate ideas and feelings, in the classroom and in field work.
14. Demonstrate interpersonal skills to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations to the profession.
15. Demonstrate initiative in relation to solving problems.

16. Seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of work from faculty, staff, field supervisor, and field liaison.
17. Commit to adhering to the NASW Code of Ethics www.socialworkers.org/About/Ethics/Code-of-Ethics
18. Demonstrate attitudes of integrity, responsibility and tolerance.
19. Conduct oneself professionally consistent with NASW Code of Ethics and professional responsibility.
20. Maintain confidentiality as it relates to human service, classroom activities, and field placement.
21. When using technology to deliver services to clients, maintain confidentiality policies and procedures consistent with relevant statutes, regulations, rules, and ethical standards www.socialworkers.org/includes/new/Includes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf.

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 Stripe Gandara, Director of Disability Services at sgandara@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 director of disability services may be held to determine the best course of action. The director 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 director 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 student loans. Students must meet the Department of Education's eligibility requirements in order to receive student loans. Erikson also offers scholarships, 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 of the following:

- 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
- 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, students are required to complete the Free Application for Federal Student Aid (FAFSA). Erikson's school code is **G35103**.

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
- Erikson Merit Scholarship and Need-Based Grants

The respective certificate program faculty awards scholarships for the certificate programs. To be considered for the loan programs, students are required to complete the Free Application for Federal Student Aid (FAFSA). Erikson's school code is **G35103**.

To be considered for Erikson Merit Scholarship and/ or Need Based Grants, students must complete the Scholarship/Need Based Grant Application. Please review the Financial Aid page on the www.erikson.edu website for additional information and to access the application.

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, 2021–June 30, 2022 is fixed at 5.28%.

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, 2021–June 30, 2022 is a fixed 6.28%.

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
- 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 letter 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. Fall term is considered the first term of the academic year for financial aid purposes; therefore, students who wish to receive financial aid for the fall term must complete financial aid application materials for the following academic year (i.e. forms for 2021–22 to receive aid for fall 2021).

Disbursement of financial aid

Scholarships are applied directly to tuition accounts at the beginning of each term. Scholarships 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.

If you are taking courses at Loyola University you are responsible for paying that balance.

If you are using financial aid, you can use your refund to cover those cost but Erikson will not make a payment to Loyola University on your behalf.

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.

Compliance with 38 USC 3679(e) VA Pending Payment Compliance

Beginning August 1, 2019, and despite any policy to the contrary, the educational institution named at the bottom of this form will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.

Return of Erikson fellowships, scholarships and need-based grants

Funding for Erikson’s fellowships and scholarships are provided by the generous gifts of donors and Erikson supporters. The Institute takes seriously its responsibility to conscientiously award and monitor its limited fellowship and scholarship 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 or scholarship 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
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
Certificate	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
2-year student	30	60	na	na
3-year student	18	36	60	na
4-year student	12	22	37	60

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 their academic progress, a written appeal may be submitted to the Director 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. For the 2021–22 financial aid award year, tuition for the Master of Social Work is \$1,090 per semester credit hour. Tuition for all other master’s and doctoral programs and the Infant Specialist Certificate program is \$1,135 per semester credit hour. Tuition for all certificates programs, with exception to the Infant Specialist program is \$775 per semester credit hour.

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
<i>Due with enrollment into the program</i>	

Application for degree conferral fee

Master’s	\$175
<i>Due with graduation application</i>	

Recurring fee

Student services billed in the Fall and Spring semesters at \$300 per semester	\$600
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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*. 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*. 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 adviser 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);
2. An online support option via asc@erikson.edu; and
3. The Pick Writing Program, which provides individual and group support to students, including tutor-led peer study groups; and
4. A Summer Writing Course, offered both on-campus and online.

All students are encouraged to review the Learning Tools site on 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.

All incoming students will be asked to complete a writing assessment once their application and decision-making process is completed. This will 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. This free, four-week, eight-session course meets twice a week in August.

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, sessions typically last one hour, and occur once per week.

All writing tutors are equipped to support students with the ideal 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 48 for course descriptions.

Advising

Academic and professional advising are central to the MSW students' educational experiences at Erikson. Consistent with Erikson's current relationship-based advising model, academic and professional advising for MSW students is integrated into the weekly Supervision Seminar that takes place concurrently with the generalist and concentration field placements. The MSW faculty member assigned to facilitate each seminar will typically also serve as the official faculty advisor for the students in the respective seminar. Students may schedule individual appointments with their advisor as needed.

Three-year students have a monthly group advising meeting in the first year when they are not in the field which is facilitated by an MSW faculty member. The group advising serves as a place to explore the students' growing identities as developmentally-informed social workers, respond to students concerns, and engage students in thinking about ways to tap into their interests and participate with the larger Erikson community.

Professional advising for MSW students will be further supported through the Field Education and Career Services Office. Field liaisons, all of whom will have an earned MSW and professional experience in the field, will be assigned to each student. The liaison will visit each student's field site in order to ensure that the field experience meets the student's, the field site's and Erikson's expectations.

Additionally, other MSW faculty, the Enrollment Management team, and the Director of Student Affairs/Dean of Students are available to consult with to ensure students' academic and professional concerns are addressed. Students with personal concerns may meet with their advisor, MSW faculty, or the Director of Student Affairs/Dean of Students as needed to facilitate connection with resources outside of Erikson.

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 (click on “Campus Safety and Security”) and on the Erikson website (see “Consumer Information,” 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, 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 computer training room (adjacent to the Edward Neisser Library on the second floor) are also available to students, provided there are no special instruction sessions taking place. There are also more computer workstations available to students for regular use in the library during normal 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.

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 eligible 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.

Lost or stolen U-Pass card: You may apply for a replacement U-Pass by contacting the Assistant Director, Registrar and Student Records who 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 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

Digital resources

Erikson provides the following digital resources to students: Erikson Library, Erikson email, My.Erikson, EriksonOnline, and Microsoft Office 365. 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 portal.office.com.

Expiration of Accounts: Individuals may leave the Institute for a variety of reasons, which gives rise to differing situations regarding the length of email privileges or expiration of accounts. The policy governing those privileges are set forth below. Notwithstanding the guidelines below, the Institute reserves the right to revoke email privileges at any time.

Students who leave before graduation: Students who leave the Institute without completion of their degree or other program may keep their email privileges for one academic year from the last term when they were registered.

Dismissed students: If a student is dismissed from the Institute, email privileges will be terminated immediately upon the directive of the registration and student records Office.

Alumni: students who have graduated from the Institute will be permitted to retain their email privileges if their account remains active for one year after their conferral date. All email accounts that are inactive for a period of one year will be removed.

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 provides students with remote access to course materials, online research and library resources, as well as collaborative and communication tools for each course at Erikson. Within each course area students are able to view, save and print course syllabi and course readings. Discussion areas and live chat functionality allows students to communicate with the course instructor and other students enrolled in the respective course. In addition, all Erikson students (on-campus and online) have access to the Academic Resources pages through EriksonOnline. The Academic Resources site includes information, resources, links, and contact information related to library services, writing resources, writing support, and student 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.

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.

As of 2019 the individual mandate has been repealed by an Act of Congress. With that, students are still encouraged to obtain health insurance, but are no longer required to do so on a State or Federal Level.

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 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. 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. 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 the Director 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
- 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
- To find a Healthcare Navigator who can assist you in the enrollment process: www.getcoveredillinois.gov/get-help
- To find specific fact sheets for young adults, women, veterans, and Medicaid recipients: 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 Director of Enrollment Management serves as the international student adviser 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 adviser regularly. Typical issues that require consultation or authorization from the international student adviser 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.

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

Library hours are posted in the Erikson building and on the library website. Unanticipated closures are announced through campus email. Please visit the library website at library.erikson.edu. Library staff are available to assist you via Chat from the library website, by phone at 312-893-7210, or through email at 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.

Parking and transportation

Discounted parking is available. Please visit www.erikson.edu for most up-to-date listing of locations, directions, and accommodations.

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 El 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.

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.

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. 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 Associate Director of Admission and Multicultural Student Affairs 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.

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 registration and student records office 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 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 Stripe Gandara, Director of Disabilities Services, room 216, 312-893-7184, or sgandara@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 Director of Disability Services 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 Director of Disability Services at the

time they make the accommodation request. Referrals to diagnosticians may be obtained from the Director of Disability Services.

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 their 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 Director of Student Affairs/Dean of Students 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 Director of Student Affairs/Dean of Students 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 Director of Disability Services 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 director 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 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 Director of Disability Services 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 director. 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

Academic Success Center, Room 216

Stripe Gandara
sgandara@erikson.edu
(312) 893-7184

Admission Office, Room 312 / 313 / 314

Karla Martinez
kmartinez@erikson.edu
(312) 893-7149

David Arron Saenz
dsaenz@erikson.edu
(312) 893-7141

Zachary Trail
ztrail@erikson.edu
(312) 893-7144

Valerie Williams
vwilliams@erikson.edu
(312) 893-7142

Computer Lab, Room 303

Terrence Little
techhelp@erikson.edu
(312) 893-7196

Interim Director of Student Affairs, Room 321

Maggie Brett
mbrett@erikson.edu
(312) 893-7221

Field Education and Career Services, Room 321 / 323

Erika Avila
eavila@erikson.edu
(312) 893-7223

Maggie Brett
mbrett@erikson.edu
(312) 893-7221

Financial Aid, Room 313

Monique Foster
mfoster@erikson.edu
(312) 893-7154

David Arron Saenz
dsaenz@erikson.edu
(312) 893-7141

International Student Services, Room 310

(312) 893-7141

IT Help

techhelp@erikson.edu

Library, Room 210

Karen Janke
library@erikson.edu
(312) 893-7210

Brittany Poku
library@erikson.edu
(312) 893-7210

Lindsey Sturch
library@erikson.edu
(312) 893-7210

Multicultural Student Affairs, Room 314

Valerie Williams
vwilliams@erikson.edu
(312) 893-7142

Registration and Student Records, Room 310 / 311

Stacy Branch
sbranch@erikson.edu
(312) 893-7153

David Arron Saenz
dsaenz@erikson.edu
(312) 893-7141

Student Accounts, Room 330

Bruce Myers
bmyers@erikson.edu
(312) 893-7122

Students with Disabilities, Room 216

Stripe Gandara
sgandara@erikson.edu
(312) 893-7184

Faculty and staff

Faculty

Pamela Epley, PhD, Interim Senior Vice President for Academic Affairs/Dean of Faculty

Tonya Bibbs, PhD

Barbara T. Bowman, MA

Jie-Qi Chen, PhD

Ashley Curry, PhD

Linda Gilkerson, PhD

Samina Hadi-Tabassum, EdD

Florence Kimondo, PhD

Alexis Lauricella, PhD

Cassandra McKay-Jackson, PhD, LCSW

Gillian Dowley McNamee, PhD

Luisiana Melendez, PhD

Amanda Moreno, PhD

Rhoda Smith, PhD, MSW

Crystasany Turner, PhD

Senior Instructors

Jeanette Banashak, EdD, PhD

Mary Hynes-Berry, PhD

Rebeca Itzkowich, MA

Sarah Martinez, MEd, MA, LCPC

Mary Quest, MA

Elizabeth Tertell, MEd

Jennifer Rosinia, PhD

Instructors

Theresa Atchley, MEd

Erika Avila, MSW

Thomas Barrett, PhD

Jennifer Kemp Berchtold, MS, CCLS, DT

Margaret Brett, AM, LCSW

Jeanine Brownell, MS

Nicole Cesario, MEd

Altheresa Clark, MSW, LCSW

Lori Crowder, PhD, MSW

Chandi Edmonds, PhD

John Fallon, MSSW

Mary Frese, MA

Ilana Friedman, PhD

Melissa Grosvenor, PhD

Sabrina Hallongren, PhD

Colleen Harris, MS

Enid Hopkins, MSED

Linda Horwitz, MSED

Sherry Kaufman, JD

Jeffrey Keiser, MA

Clare Killy, MS

Margaret Lane, MEd

Allison Lowe-Fotos, MSW, LCSW

Isabela Marchi, MEd, MS

Mary Marovich, MEd

Teri McKean, MSW, LCSW

Rebecca Mermelstein, PhD

Amelia Miller, MS

Shira Miller, MS

Catherine Murray, MSW, LCSW

Megan O'Connell, MS

Cindy Osorto, PhD

Jennie Ott, MS

Sara Robles, MEd

Alec Ross, MA, LCSW, RDDP

Angela Searcy, EdD

Margo Sipes, MA

Kate Varey, MSED

Danielle Weaver, MEd

Joanne Wilken, MEd

Yinna Zhang, PhD

Staff

Office of the President

Mariana Souto-Manning, PhD, President

Academic Programs

Pamela Epley, PhD, Interim Senior Vice President for Academic Affairs/Dean of Faculty

Rhonda Gillis, MA, Manager of Academic Affairs

Chris Simons, BA, Faculty Coordinator

Distance Learning

Karishma Bhatt, MS, Instructional Designer
Jason Elewski, BS, Manager of Video and Digital Media

Kristina Hansen, MS, Instructional Designer

Dorothy Jagonase, MA, Associate Director, Distance Learning

Enrollment Management

Stacy Branch, BS, Associate Director, Registration and Student Records

Margaret Brett, AM, LCSW, Interim Director of Student Affairs

Monique Foster, BS, Senior Associate Director, Financial Aid and Enrollment

David Arron Saenz, MPA, Senior Director, Enrollment Management

Zachary Trail, MS, Associate Director, Admission and Enrollment Services

Valerie Williams, MEd, Senior Associate Director, Admission and Multicultural Student Affairs

Field Education and Career Services

Margaret Brett, AM, LCSW, Director of Field Education and Career Services

Erika Avila, MSW, Assistant Field Director and Career Services

Alyssa Maestre, MSW, Assistant Field Director

Finance

Jonathan Cabildo, MS, Senior Grants & Contracts Accountant

David Dawodu, BS, Director of Financial Compliance

Christine Frankhauser, BComm, Controller

Karolina Kolodziej, BS, Senior Accountant

Patricia Lawson, BS, Vice President for Finance and Operations/CFO

Sarah Matz, MFA, Accounts Payable Coordinator

Bruce Myers, Financial Analyst/Student Billing Coordinator

Human Resources

David Wilson, BS, Chief Human Resources and Facilities Officer

Infant Studies

Jennifer Kemp, MS, Program Manager, Infant Studies Certificate Program

Sarah Martinez, MEd, MA, LCPC, Master's Infant Concentration Coordinator and IMH Field Educator

Information Technology

Ed Baker, MCP, MCTS, IT Manager

Institutional Advancement

Rebecca Beno, BA, Grant Writer and

Prospect Research Coordinator

Maura Daly, BA, Chief External Affairs
Officer

Samantha Decker, MA, Manager of
Institutional Advancement

Madeleine Holdsworth, MBA, Associate
Director, Data Systems & Analysis

Patricia Offer, BS, Director of
Development

Allison Rickard, MS, Associate Director of
Development

Michelle Smith, Development Associate

Anne Volz, BA, Director, Corporate
and Foundation Relations and Grant
Management

Institutional Research

Leanne Beaudoin-Ryan, PhD, Associate
Director of Research

Juliet Bromer, PhD, Research Scientist

Charles Chang, MA, Chief Research and
Strategy Officer

Margaret Reardon, BS, Assistant Director
of Research Operations

Library

Karen Janke, MSLIS, Director, Edward
Neisser Library

Lindsey Sturch, MLIS, Public Services
Librarian

Marketing and Communications

Maura Daly, BA, Chief External Affairs
Officer

Catherine-Esther Cowie, MBA, Assistant
Director of Marketing

Sheila Haennicke, MA, LSW, Director of
Marketing and Communications

Amy E. Mikel, MBA, Director of Marketing

Writing tutors

Stripe Gandara, PhD, Director of Academic
Support, Advising & Disability Services

Cristina Barkowski, MSW

Sarah Berlin, Certificate IMH

Diane Carasig, MS

Elizabeth Carrick, MS

Yesenia Carrillo, MS

Christy Cashman, MSW

Karen Davidson, MSW

Amberle Dekker, MS

Natalie Dowdell, MS

Diandra Entler, MSW

Fernando Gonzalez, MSW

Cristina Gonzalez del Riego, MS

Tricia Figueroa, MS

Meghan Harkins, MSW

Missi Jacobson, MSW

Grazyna Jakubowska, MS

Rachel Johnson, MS

Vanessa Lee, MS

Shira Miller, MS

Stacy Niemiec, MS

Christen Park, MS

Alison Place, MS

Jessica Steele, MS

Talin Tokat, MS

Madelyn Warner, MSW

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.

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

451 North LaSalle Street
Chicago, Illinois 60654-4510
(312) 755-2250
www.erikson.edu