

Erikson Institute

On-Campus Master's Degree Programs
2017-18 Academic Year



Tracy Vega
M.S.W., 2016
Caregiver Support Team Clinician
Association House of Chicago



Earning your master's degree at Erikson Institute is the best preparation you can get for the career that lies ahead of you.

The work you've chosen—ensuring that the children of today grow up to be the healthy, happy, responsible, and productive adults of tomorrow—is not easy, and it couldn't be more important. You owe it to yourself to choose an education that's equal to the task.

An education that enables you to

- Develop the skills to be a leader in a variety of social service and early childhood fields.
- Gain a deep, research-based understanding of child development and family functioning.
- Challenge yourself as you examine your knowledge, actions, and assumptions.
- Join a close-knit community of professionals passionate about children and families, just like you are.
- Have the greatest impact you can on the lives of the children and families you serve.

An Erikson education is all of this and more.



Brian Puerling
M.S. in Early Childhood Education, 2011
Director of Education Technology
Catherine Cook School, Chicago

Learn how children develop and why it matters

At Erikson, whether you choose our master's degree program in child development, social work, or early childhood education, you'll learn how children develop and the complex contextual factors that shape development. You'll learn about specific developmental domains, including physical/motor, cognitive, social, emotional, and communicative/language, and how developmental processes weave these domains together. And you'll develop the complex set of practice and critical thinking skills needed to work effectively with today's children and their families.

You'll also learn how to integrate the knowledge you gain in order to form a picture of the whole child in the context of his or her family, community, and the critical factors that increasingly play a role in children's lives: social welfare services, schools, healthcare systems, technology, and child care programs. And when you can see the whole child, you're much more able to make and execute strategies that support that child's optimal development.



And develop yourself as a professional

There's a second characteristic that sets Erikson apart from other master's programs, and that's its focus on you as a developing professional. This isn't flattery. It's recognizing that when you work with children and families, you enter into a relationship with them. You affect and are affected by the child, the family, and the contexts in which you and they develop. You yourself—your history, your assumptions, your expectations, your personality—become part of the shifting equation. To understand these complex sets of interdependencies enriches your experience. It also enables you to be a more effective and more skilled professional.

Developing yourself as a professional in this way requires deep knowledge of developmental processes, skills honed through practice, and critical self-awareness. An Erikson education helps you deal with complexity, ambiguity, and diversity—conditions that a skilled professional grapples with daily in working effectively with culturally diverse families, children with varying abilities, and the variety of services designed to serve them.

At the heart of the Erikson experience is critical self-reflection, which begins when you enter an Erikson master's program and continues through your professional life. To develop it, you need both the opportunity for professional interaction and a mirror to help you see yourself and identify who you are professionally.

The opportunity is a two-semester (four-semester for social work students), closely supervised field experience in a setting that complements your professional interests, draws on your knowledge, challenges your growth, and sharpens your skills.

The mirror is a concurrent, small-group seminar led by experienced faculty members. Integrative seminars serve as the setting where you will be asked to move beyond technique, to question, reflect on, fine tune, and develop yourself and your practice in a community of learners that you have come to know and that has come to know you.



Andria Goss
M.S. in Child Development, 2002
Director, Early Childhood Project
Illinois Department of Children and Family Services

Maryse Deslauriers
M.S. in Child Development, Child Life Specialization, 2016
Child Life Specialist
Children's Hospital of Eastern Ontario, Canada



Of course, there are any number of reasons to come to Erikson.

There is the stellar record of enrolling, supporting, and graduating practitioners

who are shaping the fields that serve children and families, with close to 3,000 alumni who work with and on behalf of an estimated 250,000 individuals and families and 6,000 organizations in a given year. Our alumni overwhelmingly credit their Erikson preparation with improving the quality of their work with children and families, and 97% agree or strongly agree that their Erikson degree was worth the investment.

There are the inspired faculty, researchers, and scholars whose names crop up whenever the subject is children and families. Their expertise is broad, encompassing children with special needs, social work, infancy, assessment, schools and teaching, family support, and technology and young children. Regardless of the focus, all of their work responds directly to the needs of children and their families and the people who serve them. This commitment to applied research is a true Erikson hallmark. Take a moment to read through their profiles on our website at www.erikson.edu/faculty.

There is the tradition of diversity, of supporting a community of students and faculty from many backgrounds and inclinations, united in their service to children and families who reflect the complexities and differences in American society.

There is the commitment to reflective professional growth; small classes and close relationships among faculty and students; the supportive professional network that includes many hundreds of contacts in early childhood, social service, public education, legal, and medical communities nationwide and close to our campus in the heart of Chicago, a hub for early childhood and social work policy and advocacy.

All of these distinguish Erikson—and its graduates—from others in the field.



Robin Rios
M.S. in Child Development, Infancy Specialization, 2009
M.S.W., Loyola University Chicago, 2010
Independent Home-Based Play Therapist and Social Worker

We're confident that you will like what you see when you learn more about Erikson.

You'll find detailed information about our master's programs in the pages of this brochure, along with a glimpse at the wide range of career options available to you after graduation and information about the fundamentals of how to apply for admission and financial aid. More information—course descriptions, detailed faculty profiles, tuition and cost of attendance data, interviews with students and alumni—is on our website at www.erikson.edu/gradschool.

A word about careers

When you complete what is widely considered the premier graduate program for the child and family professional, your career options are wide open. What's more, a graduate degree from Erikson can place you among a small and highly sought-after group: practitioners who have both the depth of knowledge and the range of skills to change the way we educate and serve children.

Below is a partial list of positions our alumni currently hold. As you scan it, you'll notice only two common threads: service to children and families and leadership. The majority of our alumni occupy positions of leadership or influence in their chosen area of practice.

Child Development

- Developmental Therapist, Small Wonders, Big Ideas
- Vice President of Programs, Kohl Children's Museum
- Director, Lead.Learn.Excel, Ounce of Prevention Fund
- Child Life Specialist, St. Jude Children's Research Hospital
- Child Life Director, North Shore University Health System
- President, National Association for Education of Young Children
- Infant Development Specialist, La Rabida Children's Hospital
- Deputy Director of Children's Services, Casa Central
- Senior Vice President of Learning and Evaluation, YMCA of Metro Chicago
- Program Manager, Canadian Mental Health Association
- Child Development Director, One Hope United
- Faculty, San Joaquin Delta College
- Director of Child Care, Project Org + Design
- Art and Education Program Manager, The Magic House, St. Louis Children's Museum
- Child Abuse/Neglect Hotline Investigator, Missouri Children's Division
- Mental Health and Disabilities Coordinator, Family Start Montessori
- Pre-K Master Teacher, Christopher House
- Early Childhood Mental Health Consultant, Illinois Action for Children
- Doula/Mom & Baby Group Leader, Ohana of Evanston
- Early Learning Specialist, DuPage Children's Museum

- Vice President of Programs at Carole Robertson Center for Learning
- Education Director, El Valor
- Director, The Brazelton Center United Kingdom
- Research Specialist/Bilingual Curriculum Developer at Thirty Million Words at the University of Chicago
- Healthy Steps Specialist, University of Illinois at Chicago
- Preschool Program Supervisor, City of Evanston

Early Childhood Education

- Executive Director, Mary Meyer School
- Social Protection Policy Specialist, Office of the Vice President of Indonesia
- Director, Heartland Community College Child Development Lab
- First/Second Grade Bilingual Teacher at Virginia Lake School—Community Consolidated District 15
- Early Childhood Resource Specialist, Illinois STARNET
- State Pre-Kindergarten Teacher, Prescott Magnet Cluster School
- CEO, Experience Early Learning Company
- Third Grade Teacher and Literacy Coach, The International School of Uganda
- Acting Vice President, U.S. Programs at Save the Children
- Early Childhood Faculty, The American School of The Hague
- Kindergarten Teacher in the Dual Language Program, Erie Elementary Charter School



- Early Childhood and Family Programs Coordinator, Garfield Park Conservatory
- Director, Program and Curricula, Ounce of Prevention Fund
- Vice President of Teacher Excellence, Porter-Leath, Memphis
- Preschool Teacher, Santa Fe School for the Arts and Sciences
- Assistant Professor of Early Childhood Education, Pierce College
- Program Director, St. Christopher-Ottolie Family of Services
- Master Teacher, Educare of West DuPage
- Director, Child Care/Preschool, Winnetka Public School Nursery
- Early Childhood Specialist, Joseph Sears School
- Director of Peer Abuse Prevention, Prevent Child Abuse America
- Third Grade Teacher at Ebinger Elementary
- First/Second Grade Bilingual Teacher, Virginia Lake School
- Quality Improvement Specialist, Great Start to Quality and Oakland County Childcare Council

Social Work

- Assistant Director, Virginia Frank Child Development Center
- Clinical Therapist, Los Angeles County Department of Mental Health
- Child Welfare Specialist, Kaleidoscope
- School Social Worker-Early Childhood Assessment Program, Chicago Public Schools
- Executive Director, JAS Family Support Services, Inc.
- Early Childhood Mental Health Consultant, Jewish Family & Children's Services
- Investigations Case Manager, Forsyth County DFCS
- Outpatient Therapist, Leyden Family Services
- Behavior Specialist, Rady Children's Hospital
- Social Worker, Pima County Department of Institutional Health
- Early Childhood Developmental Screener, DCFS Early Childhood Project
- Coordinator of Prevention Services, Juvenile Protection Association
- Family Therapist, The Family Institute at Northwestern University
- Assistant Director & Child Development Coordinator, Minnesota Indian Women's Resource Center
- Child Therapist/Social Worker, Infant Welfare Society of Chicago
- Early Childhood Specialist/Home Visitor, Catholic Charities of America
- Infant Mental Health Coordinator, Hegira Programs, Inc.
- Therapist, Pillars
- Clinical Social Worker, University of Michigan Health System
- School Social Worker/Therapist at South Central Community Services-Therapeutic Day School
- Program Director, Chrysalis Program at the Monarch School
- Forensic Interviewer, Nationwide Children's Hospital
- Therapist, Care and Counseling Center of Georgia
- Mental Health Therapist, Mental Health Authority of Harris County
- Child and Family Therapist, Juvenile Protection Association
- Home Hospice Social Worker, Midwest Palliative & Hospice CareCenter
- Social Worker, North Shore Pediatric Therapy



Erikson offers three on-campus master's degree programs.

Master of Science in Child Development
(including dual degree M.S. in Child Development/M.J. in Children's Law and Policy)

Master of Social Work

Master of Science in Early Childhood Education leading to initial
early childhood teaching license

Structure

All on-campus master's programs share three critical components: core course work, internship or fieldwork, and seminars that allow you to integrate your experience and reflect on your role as a professional.

Course work

Erikson's curriculum gives you the most comprehensive, interdisciplinary understanding of child development, social work, and early childhood education of any program in the country. Core courses include relevant aspects of developmental psychology, social work, education, psychiatry, anthropology, neurobiology, sociology, and health. Adding a special focus of study—whether administration, children with special needs, children's law and policy, early childhood special education, infancy, bilingual/ESL, or child life—requires additional courses.

Small group seminars

Small group seminars, also known as integrative or supervision seminars, are the bridge between theory and practice. In weekly seminars with fellow students, you will have time to discuss your internship/field placement experiences and develop strategies and interventions to improve your professional skills.

Equally important, you will have a time and place for developing the habit of self-reflection, a critical tool that every Erikson student is asked to master.

Comprehensive examination

At the end of your program, you sit for a written comprehensive examination covering major content areas in your chosen degree program. The exam gives you an opportunity to synthesize and integrate all you have learned in your course work and internship/field experience.

A cohort program

To give you the advantages that come from belonging to a small community of learners, all Erikson master's programs use the cohort system. As a member of a day or evening cohort, you take most of your courses with the same group of students. Classes are offered year round in a regular sequence. All specialization and degree program specific courses are offered during the evening.

Length of study

You can enroll in the master's program as a two- or a three-year student, unless otherwise indicated. You must complete all your degree requirements within five years of matriculation.



Internship/field instruction

It's no surprise that an institution founded for practitioners should require its students to practice. Depending on your chosen degree program, you will be expected to successfully complete the requisite internship, student teaching, or field instruction components for your respective program.

Child Development: You will spend approximately 15 hours a week during the fall and spring terms of your final year in an internship tailored to your career goals. You may be placed in a social agency, Head Start program, community college, public or private school, hospital, therapeutic program, city or regional governmental organization, child care center, or children's museum.

Early Childhood Education: Teacher candidates spend 10 weeks during the spring term in the final year of the program student teaching full-time in a primary classroom, completing a total of 300 hours. During the fall term and the remaining 5 weeks of the spring term, you will be placed in the same classroom for an additional 225 hours of internship.

Social Work: You will complete a total of 1,200 hours of supervised field instruction over two years. You will typically spend two days per week in an approved social work field placement during the foundation year (first year of field placement) for a total of 480 hours. Students in the advanced year (final year of the M.S.W. program) are typically in field placements three full days per week throughout the academic year for a total of 720 hours.

Recent internship placements include

Brookfield Zoo
Casa Central
Chicago Children's Advocacy Center
Chicago Children's Theatre
Chicago Park District
Children's Learning Place
Childcare Network of Evanston
Department of Children and Family Services
Erie Elementary Charter School
Family Focus
Girls in the Game
Hayt Elementary School
Hephzibah Children's Association
Horizon Hospice
Institute for Psychoanalysis
Lurie Children's Hospital
Metropolitan Family Services
The Nettlehorst School
Office of the Public Guardian
Orthogenic School
Prescott Elementary School
Project All Stars
Reinberg Elementary School
Shedd Aquarium
St. Vincent DePaul Center
Taller de Jose
University of Illinois Chicago, Neonatal Intensive Care Unit
University of Chicago Lab School

Master's degree program and specialization options

For the most complete and up-to-date description of the degree requirements for each master's program and complete course descriptions, visit www.erikson.edu/gradschool.

M.S. in Child Development

38 credit hours

This program offers a comprehensive curriculum in early childhood development, the fundamentals that everyone needs to be effective working with or for children and families. It is excellent preparation for professional or leadership roles in the full range of disciplines and systems that serve children and families, including care and education, social service, mental health, policy-making and analysis, healthcare, and the arts.

You can complete the child development program in two or three years. Earning one of the seven specializations Erikson offers in this program requires additional course work.

Course work

- C410 Social and Historical Perspectives on Early Care and Education (3 credit hours)
- C413 Adult Education and Supervision (2 credit hours)
- C421 Human Development I: Psychosocial Development in Infancy and Childhood (3 credit hours)
- C422 Human Development II: Psychosocial Development from Early Adolescence through Adulthood (3 credit hours)
- C425 Physical Growth and Development (3 credit hours)
- C426 Development of Cognition, Language, and Play I: Cognitive Development (3 credit hours)
- C427 Development of Cognition, Language, and Play II: Language Development (3 credit hours)
- C432 Family and Culture (3 credit hours)
- C490 Research Methods (3 credit hours)
- Assessment elective course (2 credit hours)

Internship and seminar

- C440 Internship I (3 credit hours)
- C441 Internship II (3 credit hours)
- C450 Integrative Seminar I (2 credit hours)
- C451 Integrative Seminar II (2 credit hours)

Specialization in administration

42 credit hours

Intended for administrators and supervisors of early childhood programs, this specialization explores planning and implementing administrative systems that effectively carry out an organization's mission. You will examine effective organizational development, become familiar with an administrator's ethical and legal responsibilities, draft a grant proposal, and learn methods of implementation, supervision, budgeting, program evaluation, time management, and conflict resolution. Negotiation techniques, conflict resolution and restorative justice practices are explored. The specialization prepares students to seek the Illinois Gateways Director Credential.

To earn the administration specialization, you complete the core child development curriculum, an internship in an administrative setting, and the following two additional courses.

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



Specialization in child life

44 credit hours

Child life specialists, as members of an interdisciplinary team, focus on the psychosocial needs of children predominantly within hospital settings, but increasingly also in a variety of alternative pediatric settings such as outpatient healthcare facilities, doctor's offices, hospice, special camps, and funeral homes. With a strong foundation in child development and knowledge base of working with families of diverse cultures and backgrounds, child life specialists advocate for children, parents, siblings and other family members, provide information, education and emotional support, and promote effective coping through play, procedural preparation, and specialized activities.

Erikson's child life specialization will prepare you to seek the child life specialist certification through focused course work, reflective practice and an internship at one of Chicago area's medical facilities. As a child life student, you will take five courses taught by a child life specialist in addition to the core child development curriculum and complete a child life internship while enrolled in an integrative seminar.

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

Note: Applicants to the child life specialization must submit the following at the time of application to the program:

- written verification of 100 hours of volunteer time with children and families completed in a hospital setting under the supervision of a certified child life specialist; and
- evidence of 100 hours of supervised experience with children outside of a medical setting (e.g. child care, after school programs, summer camps)

Additionally, we strongly recommend that all applicants to the child life specialization have completed a child life practicum prior to their interview for admission or have secured a practicum prior to the start of the master's degree program.

Specialization in children with special needs

46 credit hours

Child development professionals work with an increasingly diverse population of young children and families, including children with diverse developmental and learning abilities and special needs. The specialization in children with special needs provides students with expertise in working with young children with developmental delay/disabilities and their families in early educational, community, and home environments. Specifically, students will gain knowledge and experience (a) identifying possible developmental delays/disabilities, (b) providing family-centered support and strategies to families and caregivers of young children with developmental delays/disabilities, and (c) working with other disability-related professionals (e.g., therapists, paraprofessionals, medical professionals, school personnel).

To earn your master's in child development with a specialization in children with special needs, you complete the child development program and take four additional courses focused on working with young children with special needs and diverse abilities and their families. The specialization includes an internship focusing on developing the practice and reflection skills necessary to work with young children, including those with diverse abilities and their families.

T438	Children with Special Needs and Diverse Abilities (2 credit hours)
S411	Family and Professional Collaboration in Early Childhood Special Education (2 credit hours)
S413	Communication and Language Development in Young Children with Development Delay/Disability (2 credit hours)
S412	Assessment of Infants and Preschool-Age Children with Developmental Delay/Disability (2 credit hours; taken instead of Assessment elective)
	Elective course (2 credit hours)

You may also take an optional additional course in instructional methods in early childhood education during your internship year, although this is not a requirement for completing the specialization.

Specialization in children's law and policy

46 credit hours

Increasingly, professionals who work with children and families find that they need to be better informed about the law and how it intersects with and impacts their work. Offered in conjunction with Loyola University Chicago School of Law's Civitas ChildLaw Center, the specialization prepares students to examine the critical issues and considerations in marrying child development knowledge and the law.

To specialize in children's law and policy, you complete all the courses in the child development core curriculum and take the following courses. You also complete an internship that gives you experience in an aspect of child/family law or policy.

- LAW 663 Children's Summer Institute (2 credit hours)
- LAW 665 Introduction to the Study of Law and Legal Systems (2 credit hours, online)
- LAW 667 Children's Law Policy and Practice (2 credit hours, online)
- LAW 670 Child Welfare Law and Policy (2 credit hours, online)

Note: Applicants to the children's law and policy specialization must also submit an application to Loyola University Chicago School of Law's Civitas ChildLaw Center. For more information about the program and the admission process, please visit www.luc.edu/childlaw.

Specialization in infancy

45 credit hours

In the past two decades, research and new theoretical frameworks have greatly expanded our knowledge and understanding of infancy and its importance. Recent legislation and policy initiatives have created an enormous demand for services for infants and their families.

The Irving B. Harris Infant Studies Program at Erikson prepares professionals for the complex role of infant/family specialist, working with infants and families in the context of their community. Students may select a methods track of either prevention/early intervention or child care. The course work in the prevention/early intervention track and an early intervention internship prepare you to apply for the State of Illinois's early intervention credential.

To earn your master's in child development with a specialization in infancy, you complete all the courses in the child development core curriculum, excluding C413 Adult Education and Supervision, and complete an internship in a setting that serves infants and their families. In addition, you take the following five specialization courses:

- I499 Infant and Family Service Systems (1 credit hour)
- I492 Infant/Toddler Screening and Assessment (2 credit hours; taken instead of Assessment elective)
- I496 Emerging Developmental Differences (2 credit hours)
- I497 Prevention/Early Intervention Methods I (2 credit hours)
- I498 Prevention/Early Intervention Methods II (2 credit hours)
- Elective course (2 credit hours)



Specialization in infancy and administration

49 credit hours

To specialize in both infancy and administration, you complete all the courses in the child development core curriculum, excluding C413 Adult Education and Supervision, and take the following courses. You also complete an internship in a setting that serves infants and their families in both a direct service and administrative role.

- I499 Infant and Family Service Systems (1 credit hour)
- I492 Infant/Toddler Screening and Assessment (2 credit hours; taken instead of Assessment elective)
- I496 Emerging Developmental Differences (2 credit hours)
- I497 Prevention/Early Intervention Methods I (2 credit hours)
- I498 Prevention/Early Intervention Methods II (2 credit hours)
- A408 Administration of Early Childhood Programs I: Leadership, Management and Community Relations (2 credit hours)
- A409 Administration of Early Childhood Programs II: Legal and Financial Aspects (2 credit hours)
- Elective course (2 credit hours)

Specialization in infancy and new language learners

48 credit hours

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

To earn your master's in child development with a specialization in infancy and new language learners you complete all the courses in the child development core curriculum, excluding C413 Adult Education and Supervision and C410 Social and Historical Perspectives on Early Care and Education, and complete an internship in a setting that serves infants and their families. In addition, you take the specialization courses:

- I499 Infant and Family Service Systems (1 credit hour)
- I492 Infant/Toddler Screening and Assessment (2 credit hours; taken instead of Assessment elective)
- I496 Emerging Developmental Differences (2 credit hours)
- I497 Prevention/Early Intervention Methods I (2 credit hours)
- I498 Prevention/Early Intervention Methods II (2 credit hours)
- T408 Foundations of American Schooling and Bilingual Education (3 credit hours)
- B402 Language Development in New Language Learners (3 credit hours)
- Elective course (2 credit hours)



Dual degree program: M.S. in Child Development and Master of Jurisprudence in Children's Law and Policy

56 credit hours

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

As an M.S./M.J. dual degree student, you will complete three years of course work, including a two-semester internship in a child/family law and policy focused setting during the final year of the program. Upon completing the 56-credit hours of required course work, you will receive the M.S. in Child Development from Erikson Institute and the M.J. in Children's Law and Policy from Loyola University Chicago.

The M.J. is a graduate degree similar to a traditional master's degree and does not qualify graduates to sit for the bar or practice law. All M.J. courses, with the exception of LAW 663 Children's Summer Institute, are offered in an asynchronous online format. Child law courses are taught by law professors, practicing attorneys, and child welfare professionals who have first-hand experience with legal issues that impact children and families. Applicants to the dual degree program must also apply for admission to the M.J. program. For more information about the program and the admission process, please visit www.luc.edu/childlaw.

M.S. in Child Development requirements

38 credit hours

Course work

- C410 Social and Historical Perspectives on Early Care and Education (3 credit hours)
- C413 Adult Education and Supervision (2 credit hours)

- C421 Human Development I: Psychosocial Development in Infancy and Childhood (3 credit hours)
- C422 Human Development II: Psychosocial Development from Early Adolescence through Adulthood (3 credit hours)
- C425 Physical Growth and Development (3 credit hours)
- C426 Development of Cognition, Language, and Play I: Cognitive Development (3 credit hours)
- C427 Development of Cognition, Language, and Play II: Language Development (3 credit hours)
- C432 Family and Culture (3 credit hours)
- C490 Research Methods (3 credit hours)
- Assessment elective course (2 credit hours)

Internship and seminar

- C440 Internship I (3 credit hours)
- C441 Internship II (3 credit hours)
- C450 Integrative Seminar I (2 credit hours)
- C451 Integrative Seminar II (2 credit hours)

M.J. in Children's Law and Policy requirements

18 credit hours

Required course work

- LAW 663 Children's Summer Institute (2 credit hours)
- LAW 665 Introduction to the Study of Law and Legal Systems (2 credit hours, online)
- LAW 667 Children's Law Policy and Practice (2 credit hours, online)
- LAW 669 Leadership Development (4 credit hours, online)

Elective course work

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

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

Master of Social Work

60 credit hours

Innovative in its integration of child development with social work theory and practice, this M.S.W. program prepares advanced social workers to address the needs of children and families and the communities in which they live. Erikson's unique focus on children and families teaches students to apply multiple concepts of development and social work knowledge, values and practice to promote human rights, social and economic justice, and community well-being.

The M.S.W. program prepares social work professionals with the competencies they need to become change agents and leaders in a variety of practice settings including, but not limited to:

- child welfare
- educational
- courts
- child and family mental health
- family support
- hospitals and healthcare
- early intervention
- community development

M.S.W. students take a combination of social work and child development courses, and complete two years of field work coupled with a concurrent reflective seminar sequence. Upon completing the program, graduates will be uniquely prepared to address the complexity, diversity, and ambiguity that are inherent in advanced social work practice with children, families, and communities. The program can be completed in two or three years.

Course work

- K410 Introduction to Developmentally-Informed Social Work (1 credit hours)
- K420 Research Methods (3 credit hours)
- K421 Human Development I (3 credit hours)
- K422 Human Development II (3 credit hours)
- K426 Development of Cognition, Language, and Play I: Cognitive Development (3 credit hours)
- K427 Development of Cognition, Language, and Play II: Language Development (3 credit hours)

- K430 Working with Individuals, Families, and Groups I (3 credit hours)
- K431 Collective Action for Social Justice (3 credit hours)
- K432 Family and Culture (3 credit hours)
- K433 Working with Individuals, Families, and Groups II (3 credit hours)
- K434 Children, Families, and the Law (3 credit hours)
- K435 Biopsychosocial Problems (2 credit hours)
- K436 Advanced Treatment with Parents and Children (3 credit hours)
- K437 Trauma-Informed Social Work Practice (3 credit hours)
- K438 Working with Families and Children with Diverse Abilities (3 credit hours)
- K439 Social Policy and Advocacy (2 credit hours)

Concentration course work

Children and Families concentration

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

Field instruction and seminars

- K440 Foundation Field Instruction I (1 credit hour)
- K441 Foundation Supervision Seminar I (2 credit hours)
- K442 Foundation Field Instruction II (1 credit hour)
- K443 Foundation Supervision Seminar II (2 credit hours)

Children and Families concentration

- K450 Advanced Field Instruction I: Children and Families (1.5 credit hours)
- K451 Advanced Supervision Seminar I: Children and Families (2 credit hours)
- K452 Advanced Field Instruction II: Children and Families (1.5 credit hours)
- K453 Advanced Supervision Seminar II: Children and Families (2 credit hours)

M.S. in Early Childhood Education leading to initial early childhood teaching license

44 credit hours

Erikson's teacher licensure program prepares you to teach young children from birth through third grade and receive the Illinois initial professional educator license with early childhood endorsement. The program sets a high standard, presenting the latest findings and theories in child development while engaging teacher candidates in critical and reflective thinking about their role and impact on the lives of young children and their families in schools.

Teacher candidates take a combination of courses in child development and early childhood education, plus teacher preparation courses and methods seminars that meet the state's teacher licensure requirements. The program can be completed over two or three years.

Prerequisites

T414 Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (2 credit hours; prerequisite for admission to teacher candidacy)

Course work

T408 Foundations of American Schooling and Bilingual Education (3 credit hours)
C421 Human Development I: Psychosocial Development in Infancy and Childhood (3 credit hours)
C425 Physical Growth and Development (3 credit hours)
C426 Development of Cognition, Language, and Play I: Cognitive Development (3 credit hours)
C427 Development of Cognition, Language, and Play II: Language Development (3 credit hours)
C432 Family and Culture (3 credit hours)
T461 Assessment for Classroom Teachers (2 credit hours)
T438 Children with Special Needs and Diverse Abilities (2 credit hours)

Internship, tutorial, and seminar

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

Teacher candidates must be available for daytime study and student teaching during their internship year. Student teaching is a full-time, 10-week commitment during spring semester. When not student teaching, candidates spend nine hours per week in the internship and have a biweekly tutorial.

You must also complete 150 clock hours of field experience and participation in early childhood programs, as follows:

Infants/Toddlers	25 hours
Special Education	25 hours
Preschool/Kindergarten	50 hours
Primary Level	50 hours

Teacher candidates generally complete these hours in conjunction with course assignments.

There are several additional requirements set by the Illinois State Board of Education to qualify for the initial professional educator license with early childhood endorsement. These include the Illinois Test of Academic Proficiency, a prerequisite for admission to teacher candidacy; the Illinois Test for

Early Childhood, which teacher candidates must pass prior to their yearlong student teaching placement; the Illinois Assessment of Professional Teaching Standards, which candidates take during the final year of the degree program; and Illinois edTPA: Teacher Performance Assessment, which teacher candidates complete during their student teaching semester. In addition, Erikson's licensure officer reviews transcripts of all prior undergraduate and graduate course work, along with previous professional experiences, to verify that candidates have the requisite content knowledge in math, science, U.S. history, and U.S. government. Competence in other content areas, including English language arts, social sciences, physical growth and development, and the fine arts, are assessed based on candidates' performance in Erikson course work.

Specialization in bilingual/ESL

51 credit hours

The demand for early childhood teachers with bilingual and/or English as a second language expertise has never been higher, and it continues to grow. This program, unique in Illinois, responds to the urgent need for more early childhood teachers who can effectively meet the needs of children growing up with more than one language in a culturally, linguistically, and developmentally appropriate manner.

This specialization adds two courses to the core curriculum for the teacher certification program, while the internship and tutorials focus on teaching in bilingual or multilingual preschools and classrooms.

The specialization will enable teacher candidates to add the bilingual and/or ESL endorsement through the Illinois State Board of Education.

- B402 Language Development in New Language Learners I (3 credit hours)
- T409 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing for Bilingual and English Language Learners (3 credit hours; taken instead of T405)
- B416 Methods and Materials For Teaching Young English Learners (2 credit hours)
- T462 Assessment of New Language Learners (3 credit hours; taken instead of T461)

Specialization in early childhood special education

50 credit hours

The large majority of early childhood teachers work in inclusive learning environments and must effectively meet the needs of an increasingly diverse group of students, including those with and at risk for developmental delays and disabilities.

Erikson's specialization in early childhood special education prepares early childhood teachers to meet the needs of diverse learners and receive a letter of approval from the Illinois State Board of Education to teach young children (birth through age five) who qualify for special education services.

To complete the specialization and earn the letter of approval, you will take two courses in addition to the core curriculum for the teacher licensure program. This includes a course on language and communication delays and disabilities as well as a course on collaborating with parents and professionals. Each course includes field experience working with children with developmental delays and/or disabilities and their families.

- S410 Curricular and Instructional Methods in Early Childhood Special Education (2 credit hours)
- S411 Family and Professional Collaboration in Early Childhood Special Education (2 credit hours)
- S412 Assessment of Infants and Preschool-aged Children with Disabilities/Developmental Delay (2 credit hours)
- S413 Communication and Language Development and Disabilities (2 credit hours)

Specialization in bilingual/ESL and early childhood special education

57 credit hours

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

- Master of Science in Early Childhood Education
- Illinois Professional Educator License
- Early childhood teaching endorsement
- Bilingual and/or ESL teaching endorsement; and
- Early Childhood Special Education Letter of Approval to teach young children (birth through age 5) who qualify for special education services

To complete the specialization and earn the bilingual and/or ESL endorsement and the early childhood special education letter of approval, you will take the following six courses in addition to the core curriculum for the teacher licensure program, along with two substitute courses. Each early childhood special education course (S410, S411, S412 and S413) includes field experience working with children with developmental delays and/or disabilities and their families, while the internship and tutorials focus on teaching in bilingual or multilingual preschools and classrooms.

- B402 Language Development in New Language Learners I (3 credit hours)
- B416 Methods and Materials for Teaching Young English Learners (2 credit hours)
- S410 Curricular and Instructional Methods in Early Childhood Special Education (2 credit hours)
- S411 Family and Professional Collaboration in Early Childhood Special Education (2 credit hours)
- S412 Assessment of Infants and Preschool-aged Children with Disabilities/Developmental Delay (2 credit hours)
- S413 Communication and Language Development and Disabilities (2 credit hours)
- T462 Assessment of New Language Learners (3 credit hours; taken instead of T461)
- T409 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing for Bilingual and English Language Learners (3 credit hours; taken instead of T405)



Dionne Johnson

M.S. in Child Development

Infancy and Administration Specialization, 2017

Sunaya Washington

M.S. in Early Childhood Education leading to initial teacher licensure

Bilingual/ESL and Early Childhood Special Education Specializations, 2017



Now that you've looked at our programs, it's time to get a sense of our community, as well as our admission and financial aid programs. And as you read about our admission process, you may be surprised at how hard we work to make sure we're looking at the whole picture.

If you think about it, it just makes sense. We expect you to consider the whole child. How could we do anything less than look at the whole person?

Our community

Each year, we welcome students who show strong academic ability and leadership potential. They come to us with a variety of experiences and represent different cultural, ethnic, racial, and social identity groups. One of our primary objectives is to provide an educational setting where people learn to recognize, accept, and respect differences in values, attitudes, and learning styles in themselves and in others.

Each year we enroll approximately 210 master's degree students, 15 doctoral students, and 70 graduate certificate students. Together, they present the following profile:

Women	95%
Students of color	41%
Average age	32
Age range	22–60
States represented	23
Countries represented (outside U.S.)	5

Accurate as of August 2016.



Applying to Erikson

**Admission | admission@erikson.edu
www.erikson.edu/admission**

Admission criteria

The admission committee reviews each candidate as a whole. Admission criteria include, but are not limited to, the following:

- A bachelor's degree from an accredited institution of higher education with a GPA of at least 2.75 on a 4-point scale;
- A minimum of one year of work and/or volunteer experience in a supervised setting with children and families. Two years is preferred;
- Demonstrated suitability for working with children and families.

Your experience may be gained over several years through part-time volunteer and/or paid work. Candidates who do not meet the experience requirement may be asked to work in the field while pursuing their degrees.

While most entering students have worked directly with children and families, no one professional background predominates. Age and cultural backgrounds are similarly varied. Successful applicants have included child care workers and teachers, therapists and social workers, healthcare professionals, and a good number of "none of the above."

Application deadlines

Child life specialization

January 15 (postmark deadline)

Applicants interested in being considered for admission to the child life specialization must submit a complete application, including all supporting documents, by the deadline. Candidates with completed applications will be interviewed in the month of February. Admission decisions will be mailed in early March.

All other master's degree programs

To start in August 2017:

Apply by	Receive admission decision by
January 15, 2017	February 15, 2017
March 15, 2017	April 15, 2017
June 15, 2017	July 15, 2017

To start in January 2018:

Apply by	Receive admission decision by
July 15, 2017	August 15, 2017
September 15, 2017	October 15, 2017
November 1, 2017	December 1, 2017

We will continue to accept applications after the above deadlines until all spaces are filled.

Application process

To be considered for admission to a master's degree program, you must submit the following:

- A completed application form;
- Applicant self-disclosure form;
- Official sealed academic transcripts;
- Two short essays;
- Three letters of recommendation.

An interview with a faculty member is an important and required component of the admission process.

International applicants

In addition to the application materials described above, international applicants must submit official translations of their academic transcripts and records, if the originals are not in English, as well as a course-by-course official credential evaluation by a recognized credential evaluation firm.

Applicants whose native language is not English and/or whose previous education was conducted in a language other than English must take 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. Scores from the IELTS General Training exam cannot be accepted.

Financing your master's degree

**Financial aid | finaid@erikson.edu
www.erikson.edu/finaid**

Erikson awards financial aid in the form of federal loans, need-based grants, and competitive scholarships to approximately three-fourths of its master's students. Eligibility for financial aid is based primarily on demonstrated financial need. The priority financial aid application deadline is March 1, 2017 for Fall 2017 and October 1, 2017 for Spring 2018, although we will continue to award financial aid after that date contingent upon availability of funding.

To apply for financial aid, you must

- File the Free Application for Federal Student Aid (FAFSA) at fafsa.ed.gov, and
- Complete the Erikson financial aid application, available at www.erikson.edu/finaid.

We encourage you to begin the financial aid process as soon as possible after October 1, 2016.

Competitive scholarships

Erikson offers a limited number of competitive, named scholarships to incoming students with demonstrated financial need, proven commitment to serving children

and families through their chosen field of study, and strong academic credentials. Scholarships range in value from \$7,000 to \$38,000. The number of scholarships awarded each year varies depending on the availability of funds for the respective scholarship awards.

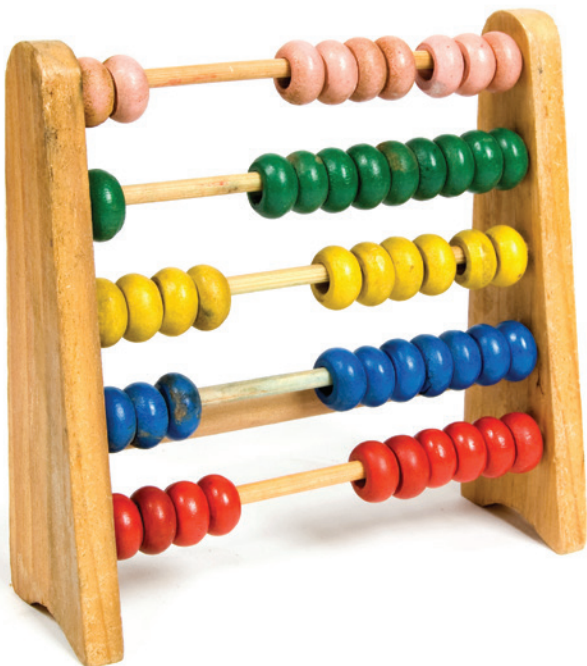
The following are the competitive scholarships available for entering on-campus master's degree students:

- Cari B. Sacks Scholarship (\$38,000 total value)
- Pelino Family Scholarship (\$18,000–\$22,000 total value)
- Barbara Bowman Fellowship in Early Education and Social Justice (\$12,000 total value)
- Barbara T. Bowman Scholarship (\$12,000 total value)
- Edward Neisser Scholarship (\$8,000–\$12,000 total value)
- Partnership for Quality Child Care Scholarship (\$8,000–\$12,000 total value)
- Anne Bent Searle Scholarship (\$7,000–\$10,000 total value)

Students are recommended for consideration by the admission committee. The scholarship committee reviews the recommended students and awards the scholarships beginning in mid-March. You must submit a completed FAFSA and Erikson financial aid application in order to be considered for all scholarships.

Erikson grants

Need-based grants, valued at \$1,500–\$5,000, are awarded annually to on-campus master's degree students who demonstrate financial need. Erikson grant awards are awarded on a first-come, first-served basis and are limited by the availability of funds. To be considered for an Erikson grant, you must submit the FAFSA and the Erikson financial aid application.



Stafford and Graduate PLUS Direct Loans

Erikson participates in the William D. Ford Direct Loan program. Eligible students may borrow under two different loan programs: Stafford unsubsidized loans and Graduate PLUS loans. In order to receive federal student loans, a student must meet all of the following criteria:

- Be a U.S. citizen or eligible non-citizen;
- Be accepted to, or continuing in, a degree or certificate program at Erikson Institute;
- Not be in default on a student loan or owe a refund on any federal Title IV financial aid;
- Submit all required federal and/or institutional documentation;
- Maintain satisfactory academic progress as outlined in the Erikson Institute Student Handbook.

Teacher Education Assistance for College and Higher Education (TEACH) Grant

The TEACH grant program provides up to \$4,000 per year for up to two years (maximum \$8,000) in grants to teacher candidates who

- Are enrolled in the M.S. in early childhood education leading to initial early childhood teaching license and bilingual/ESL endorsement;
- Plan to teach full time in high-need subject areas; and
- Plan to teach at schools that serve students from low-income families.

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.

For more information about the TEACH grant program, visit www.teach-ats.ed.gov.



Questions?

Ready for the next steps?

Head to www.erikson.edu/apply.

Call us at 855-ERIKSON.

Come to an information session, or schedule a visit.

We look forward to meeting you.

Degree/Certificate Granting Authority

Erikson Institute is authorized by the Illinois Board of Higher Education to grant the M.S. in Child Development, the M.S. in Early Childhood Education, the Master of Social Work, and the Early Childhood Bilingual/ESL, Infant Mental Health, and Infant Specialist graduate certificates.

Program Accreditations and Approvals

Erikson Institute is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, (800) 621-7440, www.hlcommission.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 Master of Social Work program is accredited by the Council on Social Work Education.

Erikson's M.S. 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.

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. Any alleged violations of this policy should be directed to the Senior Vice President for Academic Affairs and Dean of Faculty.

Right to change

Erikson Institute reserves the right to change, without notice, any statement in this publication concerning, but not limited to rules, policies, tuition, fees, curricula, and courses.

Erikson Institute

**Because nothing matters more
than a child's early years.**

Erikson Institute

451 North LaSalle Street
Chicago, Illinois 60654-4510
T: 855.ERIKSON (374.5766)
F: 312.893.7168
admission@erikson.edu
www.erikson.edu/apply

On the cover: Professor Mark Nagasawa, Ph.D.