

Erikson Institute

Graduate School in Child Development

2017–18 Student Handbook
PhD Program

Contents

Click on a section to navigate.

| | | | |
|---|-----------|---|-----------|
| Academic calendar 2017–18 | 2 | Registration/student records policies and procedures | 33 |
| Welcome to Erikson Institute | 3 | Academic records | 33 |
| Our mission and values | 4 | Add/drop procedures | 33 |
| Admission requirements | 6 | Audited courses | 33 |
| Degree requirements | 8 | Change of address | 34 |
| PhD course descriptions | 12 | Change of name | 34 |
| Academic policies and procedures | 14 | Extension of time | 34 |
| Academic integrity | 14 | Holds on registration | 35 |
| Academic grievance procedure | 16 | Immunization records | 35 |
| Attendance and classroom decorum | 17 | Incomplete policy | 35 |
| Conferral of degrees at Loyola | 18 | Independent study | 36 |
| Copyright protection for work created by others | 18 | Leave of absence | 36 |
| Copyright protection for work created by students | 18 | Official communications | 37 |
| Course and end-of-year evaluations | 19 | Readmission | 37 |
| Credit hour policy | 19 | Registration | 37 |
| English-language requirement | 20 | Repeated courses | 38 |
| Final examinations | 21 | Review of records — Erikson Institute | 38 |
| Freedom of inquiry | 21 | Review of records — Loyola University Chicago | 39 |
| Good academic standing | 21 | Transcript requests | 42 |
| Grading system at Loyola | 21 | Transfer credit | 42 |
| Internships | 21 | Withdrawing from the doctoral program | 43 |
| Probation | 22 | Erikson student rights and responsibilities | 44 |
| Erikson campus policies and procedures | 23 | General | 44 |
| Building access information | 23 | Finance | 44 |
| Concealed carry policy | 23 | Registration | 44 |
| Discrimination and harassment, including sexual harassment | 24 | Student conduct | 44 |
| Emergency procedures | 27 | Student disciplinary process | 45 |
| Gender neutral restrooms | 28 | Financial aid | 47 |
| Information technology telecommunication networks and information resources | 28 | Erikson student financial accounts | 50 |
| Peer-to-peer file-sharing policy | 30 | Student resources at Erikson | 52 |
| Privacy statement for Erikson websites | 30 | Student resources at Loyola | 57 |
| Smoking policy | 32 | Erikson Institute doctoral faculty | 68 |
| | | Erikson Institute teaching affiliates | 69 |
| | | Erikson student services directory | 70 |
| | | Loyola Graduate School directory | 71 |
| | | Erikson faculty and staff | 72 |

Academic calendar 2017–18

This calendar is subject to change without notice.

| | | |
|-----------------------------------|--------------------------------------|--|
| Fall 2017 | Thursday, August 24, 6–8 p.m. | Internship orientation (Concentration year MSW Students) |
| | Friday, August 25, 9 a.m.–5 p.m. | New master's student orientation |
| | Friday, August 25 | Fall semester online classes begin |
| | Monday, August 28 | Fall semester on-campus classes begin |
| | Tuesday, August 29, 9 a.m.–5 p.m. | Orientation and Field Prep (MSCD and Generalist Year MSW students) |
| | Thursday, August 31, 9 a.m.–5 p.m. | Orientation and Field Prep (MSCD and Generalist Year MSW students) |
| | Friday, September 1 | Add/drop period ends |
| | Friday, September 1 | Fall semester tuition due |
| | Monday, September 4 | Labor Day holiday |
| | Tuesday, September 5, 9 a.m.–5 p.m. | Orientation and Field Prep (Generalist Year MSW students) |
| | Saturday, September 9, 9 a.m.–3 p.m. | Comprehensive exam |
| | Monday, September 18 | Constitution Day observed |
| | Friday, September 29 | Last day to submit approved rewrites of papers or to complete requirements for Summer 2017 courses if a grade of "I" or "NG" was submitted |
| | Friday, November 3 | Last day to withdraw from a class with a "W" grade |
| | Monday, November 6 | Priority registration for Spring 2018 begins |
| | Thursday–Friday, November 23–24 | Thanksgiving holiday |
| | Thursday, December 7 | Fall semester online classes end |
| Thursday, December 14 | Fall semester on-campus classes end | |
| December 15, 2017–January 7, 2018 | Winter break | |
| <hr/> | | |
| Spring 2018 | Friday, January 5 | Spring semester online classes begin |
| | Monday, January 8 | Spring semester on-campus classes begin |
| | Friday, January 12 | Add/drop period ends |
| | Friday, January 12 | Spring semester tuition due |
| | Saturday, January 13, 1–3 p.m. | Comprehensive exam orientation |
| | Monday, January 15 | Martin Luther King, Jr. holiday |
| | Tuesday, January 30 | Last day to submit approved rewrites of papers or to complete requirements for Fall 2017 courses if a grade of "I" or "NG" was submitted |
| | Saturday, February 3, 1–3 p.m. | Internship orientation (MSCD and ECE Students) |
| | Friday, March 2–Thursday, March 8 | Spring break for online courses |
| | Monday, March 5–Friday, March 9 | Spring break for on-campus courses |
| | Monday, March 19 | Priority registration for Summer and Fall 2018 begins |
| | Friday, March 23 | Last day to withdraw from a class with a "W" grade |
| | Saturday, April 7 | Comprehensive examination |
| | Thursday, April 26 | Spring semester online classes end |
| | Monday, April 30 | Spring semester on-campus classes end |
| | Monday, May 7 | Master's commencement ceremony |
| | <hr/> | |
| Summer 2018 | Friday, May 11 | Summer Term B 12-week online classes begin |
| | Monday, May 14 | Summer Term A 10-week and 12-week on-campus classes begin |
| | Friday, May 18 | Summer term tuition due |
| | Friday, May 18 | Add/drop period ends |
| | Monday, May 29 | Memorial Day holiday |
| | Saturday, June 9 | Comprehensive examination |
| | Friday, June 22 | Last day to withdraw from a class with a "W" grade |
| | Friday, June 29 | Last day to submit approved rewrites of papers or to complete requirements for Spring 2018 courses if a grade of "I" or "NG" was submitted |
| | Wednesday, July 4 | Independence Day holiday |
| | Wednesday, July 25 | Summer Term A 10-week on-campus classes end |
| | Thursday, August 2 | Summer Term B 12-week online classes end |
| | Wednesday, August 8 | Summer Term B 12-week on-campus classes end |

Welcome to Erikson Institute

Each year Erikson brings together the most promising group of doctoral students who show leadership potential and a deep interest in the fields serving children and their families. The doctoral program engages students in a rigorous course of study in applied child development research that emphasizes cultural and historical perspectives, human relationships, teaching and learning, and advocacy and public policy.

You are now among a remarkable, collegial community of students, faculty, and staff deeply committed to expanding the boundaries of child development knowl-edge and understanding. Erikson and Loyola faculty will be deeply involved in your program and have a wide range of practical, academic and methodological expertise. Among them you will find some of the leading scholars in our profession who are committed to producing leaders who are passionate about improving the lives of children and their families. We hope that you will take the time to become familiar with them and their academic and research interests.

Over the course of your enrollment in the doctoral program, you will find that:

- The program is intellectually demanding, yet allows students the freedom and flexibility to pursue their own interests while working collaboratively with faculty and students in a supportive environment.
- You will take courses in child development at Erikson, as well as graduate level courses at Loyola University Chicago. This collaboration with Loyola allows you to explore other disciplines and approaches to research, as well as learn from faculty in other fields.
- Faculty adviser and student relationships are collegial, based on mutual respect and a shared commitment to excellence. Faculty advisers are scholars in fields that include mental health, social work, policy analysis, social and emotional development, school reform, infancy, literacy development, technology in early education, and early math education.
- You are encouraged to get involved and contribute to the larger Erikson community. You have opportunities to conduct research with faculty, participate in projects at the institute, teach at the graduate level, and participate in activities organized by the Doctoral Student Association.

We hope that the time you spend in our program will challenge you intellectually to deepen your thinking as emerging scholar leaders in our chosen profession.

Jon Korfmacher, PhD
Professor and Director of PhD Program

Michel Frendian
Dean of Enrollment Management

Our mission and values

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

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

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

Our vision

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

Our values

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

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

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

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

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

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

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

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

Admission requirements

Candidates interested in applying to the PhD program in child development are required to submit separate applications to both Erikson Institute and the Loyola University Chicago's Graduate School. Please visit Loyola's website for specific information about application procedures for the Graduate School.

All applicants must have a master's degree from an accredited institution of higher education in a field related to child development, such as education, social work or psychology, with a minimum cumulative grade point average of 3.0 on a 4.0 scale. Applicants will be selected on the basis of their prior academic performance, acceptable results on the Graduate Record Examination and evidence of intellectual curiosity.

Candidates complete the Erikson doctoral program application for admission, submit an Applicant Self-Disclosure Form, submit a research paper or academic writing sample, write three short essays in response to questions, provide three letters of recommendation, and submit official, sealed transcripts from all colleges and universities attended. Applicants must also request to have official score reports from the Graduate Record Exam sent to Erikson Institute. The GRE must have been taken within the previous five years. All applicants to the doctoral program are interviewed by a member of the doctoral faculty.

Admission review process

An admission committee carefully reviews all materials submitted by applicants. The admission committee will review the applicant's credentials and make a decision, and an interview is required.

The admission committees for the PhD program begins review of all applications immediately after the application deadline. From there, the committee determines which qualified applicants will be asked to interview for the program. Applicants are admitted to the program based on an evaluation of their interview and qualifications. Applicants will be notified of the target dates for admission decisions during the interview process.

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

Application deadline

The following is a firm deadline for postmark of application materials.

PhD in Child Development

February 1

Admission of international students

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

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

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

Applicant self-disclosure statement

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

Nondiscrimination policy

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

Degree requirements

Erikson Institute offers the PhD in Child Development in conjunction with The Graduate School of Loyola University Chicago. The degree is awarded by Loyola. The doctoral program focuses on applied child development research and examines the dynamics of and sociocultural influences on human development from infancy through early and middle childhood.

The program emphasizes the impact of culture, social class, and social relationships on young children's learning and development. Applied research includes studying the effects of educational institutions, intervention programs, policies and other contextual factors (such as poverty and language differences) on children's development, achievement and well-being. Internships supported by a student-mentor relationship provide opportunities for students to learn the crafts of research and college teaching.

The doctoral program prepares academics, applied researchers, and program developers to assume intellectual leadership in a variety of professional settings that study and/or serve young children. Graduates pursue careers in college teaching and research, program design and evaluation, program administration, and policy analysis. Completion of the doctoral program does not result in any type of licensure.

The doctoral program has close ties to Loyola's graduate programs in psychology, particularly with developmental psychology. Students in the program are enrolled in The Graduate School of Loyola University Chicago and must conform to all graduate school policies. Students are advised to consult the Graduate School's academic policies and procedures which can be found through Loyola's website at www.luc.edu.

Timeframe

Students must finish all requirements for the doctorate within six years of admission to the program. Students register each semester (excluding summer sessions) until they complete all program requirements.

After completing the program course work and while preparing for admission to candidacy, students typically register for Doctoral Study (ERIK E497) for up to two semesters. After being admitted to doctoral candidacy, students register for a minimum of two semesters of Dissertation Supervision (ERIK E499) and continue to register until the oral defense is successfully completed.

| Requirements | Recommended timeframe |
|-------------------------------|-----------------------------------|
| Course work (36 credit hours) | Complete within the first 3 years |
| Internship (6 credit hours) | Complete within the first 3 years |
| Qualifying paper | Complete in the 4th or 5th year |
| Dissertation proposal | Complete in the 5th year |
| Dissertation defense | Complete in the 6th year |

Specific degree requirements

Doctor of Philosophy

42 credit hours

Doctoral students must generally complete 42 semester hours beyond the master's degree. Students take courses at both Erikson Institute and The Loyola Graduate School.

For registration purposes, all Erikson requirements need to be registered for at both Erikson and Loyola, even though the courses are taken at Erikson's campus. All Loyola requirements are registered for and taken at Loyola's campus only.

Students who received their Master's degree from Erikson only need 33 credit hours to complete the PhD and are exempt from ERIK E421, the Loyola Cognitive Development course, and one of the two required Internship courses.

Erikson Requirements (24 credits)

| | |
|---------------------|---|
| ERIK E421 | Human Development I: Psychosocial Development in Infancy and Childhood (3) |
| 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) |
| ERIK E482 | Designing, Developing, and Evaluating Early Childhood Intervention Programs (3) |
| ERIK E489 | Special Topics (3) |
| ERIK E485 | Research Internship (3) |
| ERIK E497 | Doctoral Study (0) |
| ERIK E499 | Dissertation Supervision (0) |
| Internship elective | (3) |

Loyola Requirements (18 credits)

| | |
|--|---|
| UNIV 370 | Responsible Conduct in Research and Scholarship (0) |
| Research Design course | (3) |
| Statistics course | (3) |
| Research Design or Statistics elective | (3) |
| Cognitive Development course | (3) |
| Loyola doctoral-level course elective | (3) |
| Loyola doctoral-level course elective | (3) |

Qualifying Paper

Dissertation

Qualifying paper

Doctoral students are required to submit a qualifying paper. The qualifying paper is designed to test the student's scholarly ability to identify problems or issues in the field, analyze relevant literature critically and succinctly, generate research questions, work independently, and ultimately undertake a dissertation. It is recommended that its subject relate to the literature review of the dissertation.

The qualifying paper will be read and evaluated by the student's advisor plus one other member of Erikson's doctoral faculty, selected by the advisor in consultation with the student. It is usually completed at end of the student's fourth year.

It will be listed on your official academic record at Loyola as a comprehensive examination.

Doctoral candidacy

The status of doctoral candidacy indicates that the student has completed all requirements but the dissertation. She/he is ready to begin conducting dissertation research and write the dissertation. The student becomes a doctoral candidate after successfully completing the following steps:

Steps toward candidacy

1. Completion of all required courses
2. Completion of qualifying paper
3. Establishment of an approved dissertation committee
4. Approval of the dissertation proposal by the dissertation committee, Loyola's Institutional Review Board, and The Graduate School

It is expected that a student complete requirements to become a doctoral candidate five years after admission. Students are notified via letter by the Graduate School when they have achieved doctoral candidacy. It will also be noted on the student's official academic transcript at Loyola.

Dissertation

The dissertation is a substantial original piece of research undertaken by the student with the guidance of his/her committee with the prime objective being the advancement of knowledge in the field of child development.

Dissertation committee

The dissertation committee is usually formed after completing the Erikson qualifying paper. A committee consists of a minimum of three faculty members; two must be Loyola approved doctoral faculty members. See page 68 and 69 for a full list of Loyola approved doctoral faculty and teaching affiliates who can serve on dissertation committees. If the number of committee members exceeds the minimum, at least half of the members of the committee must be Loyola approved doctoral faculty members or full or associate members of Loyola Graduate School faculty.

If a dissertation chair's status changes due to retirement or leaving the university, for example, he or she may still serve as the chair of the dissertation for one year with approval of the Graduate School. After one year, either a new chair will need to be picked, or a co-chair, who is still a full member of the faculty, may be named to serve along the original dissertation chair.

The student will need to submit the Ballot for the Approval of a Dissertation Committee, which can be found on the Graduate Student Progress System (GSPS) at gsps.luc.edu. The director will need to be picked from the drop down menu option, but all other members may be entered as external faculty for ease of the approval process. The committee must be fully approved by the chair, graduate program director, and the Graduate School before the student is allowed to enter their dissertation proposal in GSPS. See page 62 for more information on GSPS.

Dissertation proposal

The proposal contains a statement of the problem being investigated, an overview of the relevant research literature, a statement of hypotheses and/or research questions, and a description of the methodology, including subjects, sampling procedures, intervention or data collection process, and a description of the proposed data analysis.

The faculty member serving as dissertation chair will decide with the student when it is appropriate to call a dissertation committee meeting to discuss the proposal.

Erikson holds an oral hearing on the dissertation proposal as part of the process for admission to doctoral candidacy. The proposal must have unanimous approval in order to be approved.

If the student is using human subjects, they will need to secure approval for this research with the Loyola Institutional Review Board (IRB) for the Protection of Human Subjects before a proposal will be fully approved by the Graduate School.

The student must submit the Ballot for the Approval of the Dissertation Proposal through GSPS at gsp.s.luc.edu after a successful oral hearing. All members of the committee, the graduate program director, and the Graduate School, must approve the proposal before a student will be considered a doctoral candidate.

Upon completion of the candidacy requirements and acceptance of the dissertation proposal with IRB approval, a student is admitted to candidacy and is considered a doctoral candidate.

The dissertation and its title will be listed on the student's official Loyola transcript as "in progress" once approved.

Human subjects review procedures

Before collecting data for the dissertation, the student must receive approval from the Loyola Institutional Review Board for the Protection of Human Subjects if the research will involve live human investigation and not a pre-existing data set.

All students will be required to take UNIV 370—Responsible Conduct in Research and Scholarship as part of the Loyola course requirements for the PhD program.

If the student requires IRB approval, this must be obtained before research begins on the dissertation and before writing any of the dissertation text. IRB approval must also be secured before the Graduate School can approve the dissertation proposal.

The student will need to log into the Compliance Approval Portal (CAP) system at www.luc.edu/irb to enter their research proposal for IRB approval. It is recommended that this be done at the same time that the proposal is entered in GSPS to avoid delays in the approval process.

Text and oral defense

Once the text has been fully written, the student and the dissertation chair will decide when to schedule an oral defense. An oral defense is required of all dissertations. The entire text of the dissertation must be approved by the dissertation committee before the defense date can be established. No oral defense can take place without committee agreement that the text is substantially in its final state, with no major revisions necessary.

Students must complete an Oral Defense Announcement at least one month before the scheduled defense in order for it to be posted to the appropriate offices. An example can be found on the Forms page at www.luc.edu/gradschool.

It is recommended that the student schedule the defense at least three weeks before the final copies deadline so that there is substantial time to make any necessary last minute changes to the dissertation as directed by the committee after the defense. See the Format Check and Final Copies section for appropriate deadlines.

All members of the dissertation committee must attend the oral defense. With the approval of the dissertation chair, a reader may attend via phone or video conference under exceptional circumstances only. The dissertation chair is required to attend in all circumstances. All committee members must participate in the defense or it will not be accepted by the Graduate School.

If the dissertation committee is three members, the approval of the oral defense must be unanimous. There can be one dissenting vote allowed if the committee is four or more members.

The committee may also elect to award the dissertation a mark of "Distinction" if the work is an outstanding example. This is a rare designation that marks only truly exceptional work. This will be noted on the student's official Loyola transcript if granted.

The student will need to take the Approval Ballot for Text and Oral Defense to the scheduled defense. All members of the committee will be required to sign it at the defense. The form is then given to the graduate program director to be uploaded into GSPS for Graduate School approval. The form can be found on the Forms page at www.luc.edu/gradschool.

Upon successful defense of the dissertation, the official Loyola transcript will update the dissertation to "complete."

Format check and final copies

All students are required to submit a copy of the dissertation for format check and final copies by the Graduate School.

The following deadlines apply for every year:

| | Format check | Final copies |
|--------------------|--------------|--------------|
| May graduates | March 1 | April 1 |
| August graduates | June 1 | July 1 |
| December graduates | October 1 | November 1 |

Questions about dissertation formatting should be directed toward formathelp@luc.edu.

Format check

The format check is a required part of the dissertation process. The Graduate School must check to make sure that the dissertation has been formatted correctly, so this deadline gives ample time to receive feedback and make corrections. If the student misses this deadline, they will be denied graduation by the Graduate School.

The formatting guide can be found on the Dissertation/Thesis Formatting page on www.luc.edu/gradschool. It is recommended that the student read through all the information on this page before beginning to write the dissertation.

The student should submit the entire dissertation to meet this requirement. However, if this is not possible, it is an option to turn in all front material, a minimum of two chapters, and all back material in to meet the requirement. Also, it is not required to defend before submitting for format check. The format check is submitted electronically. All information about the submission process can be found on the Graduate School's website.

Final copies

The final copies of the dissertation may be submitted only after the oral defense has been approved and all formatting errors have been corrected with the Graduate School. The dissertation must have one copy submitted electronically and one hard copy must be either dropped off with or mailed to the Graduate School. The hard copy is sent to Loyola's library as an archive copy. It is recommended that another hard copy be submitted to Erikson's Library as well for archival purposes.

The Graduate School may still return the final copies to the student if there are errors, and the student will be contacted if that is the case. Any delay in final copy submission could result in denial of graduation.

Once the final copy is fully accepted by the Graduate School, the student will be notified of completion of their PhD degree.

PhD course descriptions

Child development core

Required: 18 semester hours

Students are required to take the following six courses at Erikson.

ERIK E421 Human Development I: Psychosocial Development in Infancy and Childhood (3 semester 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.

ERIK E477 Children at Risk (3 semester hours)

This course examines the concept of risk and how it impacts child development. We will use multiple frameworks to examine risk, including public health, developmental psychopathology, and education. Attention will be focused on biological/genetic (such as prematurity and temperament), family (such as parent mental health and child maltreatment), and environmental (such as poverty and neighborhood violence) factors. The consequences of growing up in the context of chronic adversity will be explored, as well as the factors that lead some children to cope with and show resilience in these circumstances. The challenges of understanding risk in current research, as well as the implications of this research for programs and policy will also be discussed.

ERIK E479 Learning and Teaching: Linking Theory and Research to Practice (3 semester hours)

An understanding of the two domains of learning and teaching is fundamental to the field of child development and education. This course examines these issues through investigating and analyzing exemplary models of recent and influential theory and research. A dialogue-based approach

to learning will be used throughout the course to encourage personal involvement in exploring and explaining the science of learning and teaching. Students will also engage in fieldwork, such as on-site observations, conversations with practitioners, and a research project, to gain first-hand experience of these issues.

ERIK E481 Social and Cultural Contexts (3 semester hours)

Through an examination of current theory and multidisciplinary social science research, this course explores the influence of contextual factors on the development of children.

Socially and culturally constructed factors (such as gender, race, ethnicity and social class) and institutions (such as family, schools, and organized child care) will be discussed in terms of their influence on child rearing and child development. Through course lectures, discussion, and assignments, students will gain an understanding of the variability of child rearing strategies and outcomes across cultural communities; the role of historical and ecological factors in child rearing and family functioning; identity development in complex societies; and sources of possible tensions between different cultural communities and societal institutions (such as schools, social service providers, and child care programs).

ERIK E482 Designing, Developing, and Evaluating Early Childhood Intervention Programs (3 semester hours)

This course examines the variety of early childhood supports and interventions that have evolved to serve low-income children and their families. These include: parenting and family support interventions, preschool, child care, kindergarten (and other supports around the transition to school), and more broadly, public aid (welfare), parental leave, and maternal and child health.

ERIK E489 Special Topics (3 semester hours)

This course allows doctoral students to select from a range of applied child development courses at Erikson Institute that are taught by a member of the doctoral program faculty. The course must be taken with a Loyola approved doctoral faculty member (see pages 68-69). Examples include Physical Growth and Development; Development of Cognition Language and Play II: Language Development; Working with Adults; and an Independent Study arranged with an approved doctoral faculty member.

Research design and statistics

Required: 9 semester hours

Students are required to take three courses in research design and statistics at Loyola for a total of nine semester hours. At least one course must be in research design, e.g., PSYCH 514 Research Methods in Developmental Psychology, and one must be in statistics, e.g., PSYCH 480 Advanced Statistics I. The third course may be in either area.

Additional Loyola courses

Required: 9 semester hours

Doctoral students are required to take three additional doctoral-level courses at Loyola University, one of which must be a course in cognitive development. (Doctoral students who have graduated from Erikson's master's degree program and have already taken CHLD C426 Development of Cognition, Language, and Play I are not required to take an additional course on cognitive development.)

See The Loyola Graduate School Catalog for a listing of Loyola courses and faculty.

Internships

Required: 6 semester hours

The internship consists of two semesters of supervised fieldwork and is supervised by the student's Erikson advisor. One semester must be a research internship and the other is planned to meet the professional needs of each student. For detailed information about internship requirements, refer to pages 21-22.

ERIK E485 Research Internship (3 semester hours)

The student will work either with an Erikson faculty member, research scientist, or research associate, or on a research project at another institution.

ERIK E486 Teaching Internship (3 semester hours)

The student will teach or assist in teaching a college course in child development or a related topic.

Academic policies and procedures

The following policies at both Erikson Institute and Loyola University Chicago apply to all PhD students. It is each student's responsibility to become familiar with and abide by these policies while enrolled as a student at Erikson.

PhD students are subject to all of Loyola's Academic Policies and Procedures, which can be found in greater detail at www.luc.edu/gradschool.

Academic integrity

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

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

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

Informal resolution of concerns regarding academic dishonesty

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

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

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

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

Other concerns about academic dishonesty

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

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

Investigation and resolution of formal academic dishonesty complaint

Where a complaint is referred by a faculty member to the Dean of Students for formal investigation, the procedure undertaken shall be as follows. The Dean of Students may conduct the investigation or designate another representative of the Institute to conduct such investigation, as the Dean deems appropriate. The Dean or designee shall then review the facts of the alleged incident, including statements made by the reporting individual, the accused individual, and supporting material. The accused individual and reporting individual shall both have the opportunity to meet separately with the investigating Dean or designee and provide written material or documents considered relevant to resolution of the complaint. The investigating Dean or designee may, but need not, conduct interviews or undertake other investigation as suggested by the parties

or as deemed appropriate, including seeking information from individuals outside the Institute about appropriate academic conduct or anything else relevant to investigation of the complaint. The investigating Dean of Students or designee has the discretion to limit or expand the scope of the investigation as deemed appropriate to dispose fully and fairly of the complaint. The investigating Dean or designee also has the discretion to confer with the Dean of Enrollment Management or any other Erikson Institute representative, as appropriate, in the course of such investigation or when considering a range of possible sanctions.

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

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

Appeal of academic dishonesty determination

A student may appeal to the Institute a finding of academic dishonesty and/or the particular sanction assessed upon such finding by filing a written notice of appeal with the Senior Vice President for Academic Affairs/Dean of Faculty of Erikson Institute within 10 business days of the date that the student receives the written notification of resolution described above. The student's written notice of appeal must state whether the student is appealing the finding of

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

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

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

Academic grievance procedure

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

Where a student has questions or concerns about any requirement relating to a course or to any grading issue,

the student should first attempt to resolve the problem directly with the instructor. If the issue is resolved informally between student and instructor, the matter ends and no formal record need be maintained.

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

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

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

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

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

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

General grievance procedure applicable to other student grievances

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

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

Handbook grievance and appeal procedures

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

Attendance and classroom decorum

Class participation is an important part of your academic program, and attendance is expected for all classes. Most class work is designed to extend or complement the readings, not duplicate them. An attendance sheet is kept for each class.

Each instructor will set the attendance and participation guidelines for her/his respective course. You are responsible for reviewing your course syllabi for the attendance policy for each of your classes, and if you must miss a class, you should notify the instructor in advance. Failure to comply with the published attendance and participation expectations for a course can result in a lowered grade for class participation, additional readings or assignments to make up for the missed class, or a lower/non-passing final grade for the course.

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

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.

Conferral of degrees at Loyola

All PhD degrees are awarded by Loyola University Chicago. Loyola has three official degree conferral dates each year in December, May, and August. PhD students who plan to graduate must complete and submit an application for degree conferral, must do so in LOCUS by the following deadlines:

August 1 for December graduation

December 1 for May graduation

February 1 for August graduation

The deadlines remain the same for any given year.

To receive your degree, you must have fulfilled all program requirements, including completion of the qualifying paper and dissertation. All tuition and fees must be paid and all library materials returned before a student can be approved for graduation. Diplomas will be mailed by Loyola's Registration and Records Office.

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 his or her rights, the infringer of a work may also be liable for the attorney's fees as well as court costs. Finally, criminal penalties may also be assessed against the infringer and could include jail time depending upon the nature of the violation. For more information on penalties for violation of federal copyright laws, see www.copyright.gov/title17/92chap5.html.

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 at Erikson

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 doctoral level internships, one credit is awarded for a minimum of 8-10 hours of work per week in a supervised setting over the course of the term for doctoral program courses.

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.

English-language requirement

The Loyola Graduate School's English-language requirement applies to degree-seeking students who have not received a bachelor's degree from an institution where English is the language of instruction. It is intended to further students' academic success and allow them to attain a level of proficiency expected of students completing a graduate program at a U.S. university. As stated in letters of admission, the requirement includes assessment of students' English skills and, depending on the results of the assessment, course work. The English-language requirement is a degree requirement; students who have not fulfilled the requirement will not receive a degree. In addition, students must complete the requirement in their first term in order to be eligible for continued enrollment in the Graduate School and for renewal of merit awards.

The Graduate School may grant a student an exemption from the English-language requirement if the student has written and orally defended a thesis or dissertation as part of completing a graduate program at an institution where English is the language of instruction. All requests for exemption must be in writing and include appropriate supporting documentation. Requests must be sent first to the student's graduate program director, who sends it to the Graduate School with a written recommendation regarding the request. The Graduate School will not grant an exemption without receiving a positive recommendation from the graduate program director. Requests for exemption must be received by the Graduate School: at least one week before the placement test preceding the student's first semester as a degree-seeking student. The Graduate School will determine whether the student qualifies for an exemption and will notify the student and the graduate program director of its decision.

Assessment

As indicated above, the English-language requirement includes a placement test to assess students' English skills. This placement test is administered by Loyola University Chicago's Department of English as a Second Language (ESL) and is not the same as either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), taken before admission.

Students entering a Graduate School program as a degree-seeking student during the Summer or Fall

semesters must take the placement test scheduled prior to the beginning of their first Fall semester. Students entering a Graduate School program as a degree-seeking student during the Spring semester must take the placement test scheduled prior to the beginning of their first Spring semester.

The ESL department will notify students of the results of the test. Students whose score on the placement test indicates they have attained acceptable English proficiency will have fulfilled the English-language requirement. Students whose scores indicate they are in need of additional English instruction will be required to complete course work. Students who take the placement test will not subsequently be eligible for an exemption from the English-language requirement.

Course work

As noted above, students whose score on the placement test indicates they are in need of additional English instruction will be required to complete course work in Loyola's ESL department to improve their English reading, writing and speaking skills. This course work will be in addition to the courses required in the student's graduate program and must be taken immediately following the placement test.

Students are expected to attend all classes and complete all assignments. Students must receive a grade of CR (credit) for each required course; courses for which students receive a grade of NC (no credit) will not apply toward fulfillment of the English language requirement.

If extraordinary circumstances prevent one from taking required course work in the first semester, the student may request to defer course work for one semester. Requests for deferrals must be in writing and sent first to the student's graduate program director, who is to then send it to the Graduate School with a written recommendation regarding the request. Requests for deferrals must be received by the Graduate School within one week of notification of placement test results. The Graduate School will notify the student and the graduate program director of its decision.

Additional information

Students with questions regarding the Graduate School's English-language policies should contact their graduate program director or the Graduate School. Students with questions regarding the nature of the placement test or course work should visit the ESL department's Website.

Final examinations

Courses taken at Loyola University Chicago will require a final examination. Final exams are given during the scheduled exam period in each session. Students are expected to take no more than three final examinations in one day. Tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Students who miss a final examination should contact their instructor.

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+, or C may be counted towards PhD requirements. No grade of grade of C- or lower may be counted toward the degree or certificate requirements, nor does a C- or lower grade fulfill a course requirement. Such grades, however, will be calculated in the GPA. No student will be awarded a diploma with less than a cumulative 3.0 grade point average for all Erikson and Loyola courses. Also, students with a GPA below 3.00 may be subject to dismissal.

Grading system at Loyola

All PhD courses are graded based on Loyola University Chicago's grading scale. Loyola 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 | 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+ | 1.33 | Unacceptable |
| D | 1.00 | Unacceptable |
| F | 0.00 | Fail |
| WF | 0.00 | Withdrawal, fail |

Grades not included in GPA

| Grade | Definition |
|-------|-------------|
| AU | Audited |
| I | Incomplete* |
| W | Withdrawal |
| P | Credit |
| F | No credit |

**Grades of I (Incomplete) will be permanently changed to a grade of F (Fail) if course requirements are not met by the deadline published in Loyola's academic calendar.*

Internships

All doctoral students are required to complete two internship experiences. The first internship must be a research internship. Depending on the professional needs of individual student, the second internship can be either teaching or research internship. Doctoral students with an Erikson master's degree will complete only one internship. Each internship is approximately 8-10 hours per week for 15 weeks. Students receive a pass or fail grade for either internship.

The research internship typically involves participation in a research project directed by a seasoned researcher

at Erikson or another educational institution. Research activities might include, but are not limited to, assisting with literature reviews, data collection, data analysis, instrument development, and report writing. The student is required to have a plan with goals, activities, and specific competencies she or he wants to develop through the internship. The student's faculty advisor must approve it and monitor progress. Students are expected to meet their supervisor, usually the director of the research project, on a regular basis to receive guidance and support.

The teaching internship involves either independent teaching at a collegiate level or a teaching assistantship for one of Erikson's graduate courses. When teaching at a college, the department chair will serve as the internship supervisor. When assistant-teaching at Erikson, the course instructor will serve as the internship supervisor.

Probation

Students are subject to Erikson Institute and Loyola University Chicago's academic policies regarding probation. Students who fail to maintain a grade-point average of at least a 3.00 will be placed on academic probation. In such cases, if the student does not raise the grade-point average to at least 3.00 during the next two consecutive terms in which the student registers, the student may be dismissed for poor scholarship.

Students who are near the end of their programs must raise their cumulative GPAs to 3.00 in order to receive a degree. Students will not be permitted to continue taking courses after they have completed all of their degree course requirements in the hope of raising their cumulative GPAs.

A student who earns more than two grades of C or lower, or who otherwise fails to maintain good academic standing as described above, is subject to academic standing review and possible dismissal from the program.

Erikson 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 his or her employment, the firearm or weapon is carried by an enforcement officer from an external agency conducting official business at Erikson or any other exception that is deemed necessary as determined by the Chief Facilities Officer. The exceptions to the prohibitions of concealed carry do not apply to off-duty law enforcement officers on campus including off-duty law enforcement officers attending classes as students.

Enforcement

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

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

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

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

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

Definitions

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

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

B. “weapon” is defined as: Any device, whether loaded or unloaded, that shoots a bullet, pellet, flare or any other projectile including those powered by 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 | 1-888-628-4824 |
|-----------------------------------|----------------|

(Please mention Erikson Institute/Group Number 5065872)

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 |

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

| | |
|--------------------------------------|-----------------------------------|
| 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 16.

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

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

Emergency procedures

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

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

More extensive emergency procedures are posted on my.erikson.edu. For additional information, see "Campus safety and security," page 52.

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

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

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

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

Gender neutral restrooms

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

Information technology telecommunication networks and information resources

Purpose

Erikson provides its staff, students, and guests with a wide array of information technology and resources. As with all Institute assets, our campus-wide telecommunications, including phones, 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. If you receive “spam” or unsolicited email, you can forward it to SPAM REPORTING so that it can be blocked in future.

To report suspected misuse of Erikson’s computer telecommunications resources, users should follow the procedures outlined in the Whistleblower Policy.

Consequences of misuse of information resources

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

Peer-to-peer file-sharing policy

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

Erikson expects that any use of its network and IT resources will be consistent with Erikson’s policies and compliant with applicable laws. Be aware that Erikson is required by the Department of Education and the 2008 Higher Education Opportunity Act to use a variety of technology-based methods to monitor and combat unauthorized use of its network and IT resources to

distribute copyrighted materials in violation of the copyright owner’s rights. Erikson is under no obligation to protect a user from a complaint or action arising from any violation, or alleged violation, of the law, including infringement of any intellectual property rights due to use of peer-to-peer, or any other type of “file-sharing,” software applications. Users should understand that the fact that material is accessible through the Internet does not mean that accessing and distributing such material is authorized by copyright-holders. Even when users pay for that access, they do not necessarily acquire the right to distribute the material to others.

Privacy statement for Erikson websites

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 websites following the posting of any amendment shall indicate your acceptance of the revised Privacy Statement.

1. Information we collect

Anonymous information: Our websites automatically capture limited, non-personally identifiable information that your browser makes available. This information may include your Internet protocol (IP) address, browser type and 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 include 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.

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; 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 available at tools.google.com/dlpage/gaoptout/. You can also opt-out of Google Analytics for Display Advertising and customize Google Display Network ads using the Ads Settings at www.google.com/settings/u/0/ads/.

2. What we do with the personal information we collect

Some of our websites have 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 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 FERPA, we will not post personally identifiable information about students or graduates without prior permission or as otherwise set out herein. Students who wish to withhold the disclosure of some or all directory information should notify the Registration and Student Records Office by October 1 of the academic year concerned.

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

Emails 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 websites 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 Registration and Student Records Office at registration@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 records for doctoral students are housed at Loyola University Chicago in the Graduate School office and Loyola's Registration and Records office. The Graduate School maintains the documents pertaining to a student's admission, course work, financial documents, change of status, and dissertation materials, among other items. Loyola's Registration and Records Office maintains anything pertaining to the official academic record, such as the transcript, name documentation, and diplomas, among other items. While Erikson's Registration and Student Records Office maintains academic records pertaining to your admission, course work, and dissertation, Loyola is the official record bearer for the doctoral program.

Add/drop procedures

The following add/drop procedures applies to Erikson courses only. For information on Loyola add/drop procedures, go to the Graduate School's website at www.luc.edu/gradschool.

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 from, 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. 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 from, 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 from 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 51). 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 an Erikson 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 or progress toward degree 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

Students need to change their address at both Erikson and Loyola. Erikson Institute can be notified of a change of address once students submit the change through my.erikson.edu. Loyola can be notified by changing the address in LOCUS. Be sure to include any change in phone number and external email. Students are responsible for notifying Erikson and Loyola of any change in contact information. Returned mail because of incorrect address, including billing, is the responsibility of the student.

Change of name

Students are responsible for notifying both the Registration and Student Records Office of Erikson and the Registration and Records Office at Loyola of any changes to their name.

For Loyola, students must submit the Name Change Request form found on the Registration and Records website at www.luc.edu/regrec. The form requires copies of accompanying legal documentation, such as a driver's license, state ID, passport, court order, or similar legal documentation, with the new name. The form and all accompanying documentation must be notarized. The form may be sent by mail, fax, or in person. PDFs will be accepted if electronically signed and certified.

For Erikson, students must complete the Change of Name form. Copies of supporting documentation must also be submitted, including but not limited to driver's license, marriage license, passport, or divorce decree. The form and supporting documentation must be notarized if mailed or faxed to Erikson. If the form and originals of supporting documentation are brought in person to the Registration and Student Records Office, we will make photocopies of the originals without the notary requirement.

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.

Extension of time

If doctoral students exceed six years to complete their degree requirements, a Dean's Time Limit block will be placed on their account by the Graduate School barring them from registering for classes. Students must request an extension of the time limit for completion of degree requirements due to special circumstances (e.g., medical, personal, professional, or research related reasons) in order to remove this hold. A student requesting an extension shall complete an Extension of Time Limit for Completion of Degree Requirements form located in GSPS, attach required information, and must be approved by the dissertation/thesis chair (if applicable) and the graduate program director. These faculty members make a recommendation on the student's behalf to the Graduate School. Decisions regarding the approval of extensions rest with the Graduate School. When reviewing extension requests, the Graduate School may require additional documentation from the student or the graduate program. In cases where the graduate program recommends that the extension not be granted, the student may petition the Graduate School to consider her/his request.

Extensions are ordinarily limited in duration to one full academic year. If a student has not completed all degree requirements by the extended deadline, the student may request an additional extension for a period of up to one year. In such cases, the graduate program and the Graduate School will review the student's record and future plans to determine whether an additional extension is in the best interests of the student, the program and the Graduate School. Students who do not complete all degree requirements within the required time limit are subject to dismissal from the program.

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 at either Loyola or Erikson
- Failure to submit complete immunization record to Loyola
- Incompletes from prior term course work
- Unpaid library fines at either Loyola or Erikson
- Surpassing the time limit of six years to complete the degree requirements at Loyola

Students who have a hold on registration:

- Will not be allowed to attend classes at institution where hold is placed
- Cannot access course materials on Erikson Online at Erikson or Sakai at Loyola
- Cannot use library resources at Erikson or Loyola
- Cannot register for future semesters
- Will not have current year financial aid (loans and scholarships) disbursed to them at either Loyola or Erikson
- Will not be eligible to receive an official transcript, or the diploma if applicable, from Loyola

A hold may be placed at Erikson and Loyola either concurrently or separately. However, it is the student's responsibility to take immediate steps to resolve any holds on their registration at either institution. Students who fail to do so by the end of the published add/drop period will incur a late registration fee. 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 doctoral students are required by the State of Illinois to submit immunization records proving immunity to measles, mumps, rubella, tetanus, and diphtheria. This information must be submitted to, and will be housed by, the Wellness Center of Loyola University Chicago.

Proof of immunity is to be entered in LOCUS first. Proof must contain month, day, and year that vaccinations or boosters were administered. Students then must submit originals of the immunization records to the Wellness Center by fax at (773) 508-2505, by mail, or in person at the Granada Center on the Lake Shore campus or the Terry Student Center on the Water Tower campus. No emailed or scanned copies are accepted.

If immunization records are not submitted in a timely manner, a hold will be placed on the students' account barring them from registering in future semesters.

Students that have medical conditions, have religious objections, were born before January 1, 1957, are registered off-campus, or are enrolled half-time or below are exempt from this requirement. Documentation may still be required for this exemption, subject to the Wellness Center's discretion.

Incomplete policy

All doctoral students are subject to the incomplete policy of both Erikson Institute and Loyola University Chicago. The applicable policy is dependent on the location in which the course was taken.

Erikson Institute

For all courses taken at Erikson Institute, 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 most of the course requirements, including regular attendance, in order to be approved for an incomplete. Incompletes are faculty prerogative and are not guaranteed. An incomplete is considered an exception, not a rule.

To request an incomplete, students submit an Incomplete Request form, which is available from my.erikson.edu. You and your instructor will establish a deadline for the completion of your course requirements. Faculty 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 following:

| | |
|-------------------------|--------------|
| For fall term courses | January 30 |
| For spring term courses | June 30 |
| For summer term courses | September 30 |

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

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 completed the course requirements by the deadlines established in the academic calendar.

Doctoral students are allowed a maximum of one incomplete to carry in any one year.

Once you have reached the maximum number of incompletes in a given year, you must complete one of the courses for which you have an incomplete before requesting another incomplete for that academic year. The Registration and Student Records Office will not approve an additional request without serious extenuating circumstances.

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.

Loyola University Chicago

For all courses taken solely at Loyola, The Graduate School expects students to complete all course work by the end of the term during which the course was taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of "I" (Incomplete) at the end of the term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following Graduate School policies.

For all incompletes assigned, the student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the "I" grade was assigned. For example, if a student has an incomplete from a Fall term, they will have until the final day of the subsequent Spring term to complete requirements for the incomplete. For purposes of incomplete grades, the summer sessions are counted together as one term. If the student does not turn in the work by the deadline, the "I" will automatically become an "F." The Graduate School will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an "I" grade.

Independent study

It is possible that you 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 as an independent study course through the Special Topics elective course requirement. All independent study projects must be arranged with a doctoral faculty member and approved by the program director before registering. An independent study should be used as a substantive literature review or research study into a topic closely related to the dissertation.

Leave of absence

Doctoral students looking to take a leave of absence must do so with Loyola. An official leave of absence is intended for students who wish to discontinue temporarily their graduate studies due to special circumstances (e.g., medical, personal or professional reasons). A leave of absence postpones all deadlines concerning completion of degree requirements and blocks the student from using University resources, including faculty time, for the duration of the approved leave.

The Leave of Absence form is available through GSPS at gsps.luc.edu. Decisions regarding the approval of leaves of absence rest with Loyola's Graduate School. If approved, students must also notify the Registration and Student Records Office, that they are on leave after receiving an approval correspondence from the Graduate School.

The Graduate School may require additional information or documentation from the student and the graduate program director when reviewing requests for a leave of absence. If the graduate program director recommends that the leave of absence not be granted, the student may petition the Graduate School to consider her/his request. International students admitted to the United States on temporary visas must also receive approval from the university's Office of International Programs for information regarding eligibility for a leave of absence.

Leaves of absence are limited to a period of one full academic year. In rare cases, the student may request a renewal of the leave of absence for an additional academic year. For renewals, the graduate program director and the

Graduate School will review the student's record and future plans to determine whether an additional leave is in the best interests of the student, the program and the Graduate School.

In order to be reinstated to active status, the student must notify the Graduate School in writing upon returning from a leave of absence. The student must return to active status in the semester following the expiration of a leave of absence. Failure to do so may result in dismissal from the program. If a student does not return from a leave of absence after two consecutive years, s/he must complete an *Application for Re-Admission* to the program.

Official communication

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

Loyola has a similar policy in regards to their official communication. Students will be expected to check both Loyola and Erikson accounts for any official correspondence from the respective institution. Loyola does offer the option of re-routing their official email correspondence to another account. It is suggested, but not required, that doctoral students route their Loyola email to their Erikson email account. For more information of this process, contact Loyola's IT Help Desk at (773) 508-4ITS.

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

Information concerning Erikson 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

Loyola's Loyola Alert system is available to students for notification of any emergencies or closings on Loyola's Lake Shore campus. Students can register at www.luc.edu/alert and receive voice messages, text messages, and email alerts.

Readmission

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

Registration

New and continuing students are required to register for courses during the priority registration period before the beginning of each term in which they are taking courses, doing an internship, doctoral study, dissertation supervision or otherwise engaging in graduate study. All doctoral students are required by Loyola policy to maintain continuous enrollment until the dissertation has been defended. Failure to maintain continuous enrollment may result in dismissal from the program. Only registered students have access to Institute resources, including electronic course materials and syllabi.

For registration purposes, all Erikson requirements need to be registered for at both Erikson and Loyola, even though the courses are taken at Erikson's campus. All Loyola requirements are registered for and taken at Loyola's campus only.

Students are responsible for registering in a timely manner. Registration information will be provided to students well in advance of registration deadlines.

Repeated courses

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

Students who are required to repeat a course must pay the full cost of tuition for the course. Students will not receive Erikson or Loyola fellowship 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 — Erikson Institute

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

A student's rights under FERPA include:

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

Directory Information

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

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

- School officials who has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;

- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- To military recruiters under the Solomon Act;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

Allowing Access

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

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

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

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

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

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

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

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

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

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

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

Complaints regarding alleged FERPA violations should be addressed to:

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

Review of records – Loyola University Chicago

The Family Educational Rights and Privacy Act of 1974, as amended, (FERPA), as amended, specifically addresses the rights of students as they pertain to their education records. Education records are those records which directly relate to the individual student currently or formerly in attendance and are maintained by Loyola University Chicago (Loyola). The following information serves as Loyola's annual notification of the students' rights and provides links to valuable resources to help members of the Loyola community better understand their responsibilities under FERPA. Important Notice: As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security

promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

1. Loyola students have the right to inspect and review their education records within 45 days from the day the University receives a request for access.

Students of Loyola University Chicago have the right to inspect and review their education records within 45 days from the day the Loyola receives the student's request for access. If a student wishes to review parts of their education record that are not directly available to them through LOCUS (the student portal in to the student information system), the following procedures should be followed:

1. submit a written, signed request to the director of the department maintaining the record being requested
2. identify the record(s) to be inspected
3. state to whom the record is to be released, and
4. indicate the purpose of the request

The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed.

The academic and administrative offices of the university maintain records that are unique to their relationship with individual students. These offices and records maintained by these offices include, but are not necessarily limited to the following:

- **Bursar's Office:** Student account files and Perkins loan information.
- **Departments and Colleges:** Academic advising records, admission files, including ACT, SAT and TOEFL scores, and high school and college transcripts and other scholastic records.

- **Financial Assistance:** Financial assistance application files, student federal work-study information, scholarships and Stafford loan information.
- **Intercollegiate Athletics:** Injury reports, scholarship contacts, performance records, height and weight information.
- **Registration and Records:** Permanent record of academic performance (grades, transcript, including supporting documents), course schedules, transfer credit articulation.
- **Residence Life:** Residential life and housing services files.
- **Student Life:** Student activity files, student disciplinary files, multi-cultural programs and services files, and intramural sports files
- **Student Services:** Career planning and placement files, international program files, services files, and learning assistance services files.
- **Undergraduate Admission and other admission offices:** Admission files on prospective students.
- **University Library:** Circulation records.

Please note that the Stritch School of Medicine and the School of Law maintain their own admissions, registrar, financial, and student affairs offices and keep records similar to those listed for the same central university offices.

2. Loyola students have right to request the amendment of their education records that they believe are inaccurate or misleading.

A student may request, in writing, that Loyola amend a record that he or she believes is inaccurate, misleading, or otherwise in violation of the student's privacy under FERPA. The student should write the university official responsible for the record (see above), clearly identify the part of the record the student wants changed, and specify why the record should be changed. If the University decides not to amend the record the student will be notified in writing of the decision. The student will be advised of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing.

3. Loyola students have the right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent.

Consent to disclose personally identifiable information must contain the following information:

1. the specific information to be released;
2. The purpose for the release;
3. The Identity of the person to whom the information is being released; and
4. Signed and dated by the student.

Permission to release may also be granted electronically through LOCUS in the form of a transcript or verification of education request.

One exception which permits disclosure of personally identifiable information contained in your education records without your consent is disclosure to school officials with legitimate educational interests. A school official is a:

- Person employed by the university in an administrative, supervisory, academic or research, or support staff position (including campus police and security personnel and health staff), acting in the student's educational interest within the limitations of their "need to know."
- Person or company with whom the university has contracted as its agent to provide a service in lieu of using university employees or officials (such as an attorney, auditor, or collection agent, temporary staffing agencies and outsourced vendors)
- Person serving on the Board of Trustees.
- Student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Outsourced vendors are those parties helping the university provide students access to services relating to their education. For example, the bookstore will be provided with course schedules to assist students with procuring textbooks and other course materials.

The university may disclose a Loyola University student's education records, without consent, to officials of another postsecondary education institution in which the student has applied or seeks to enroll.

4. Loyola students have the right to refuse to permit Loyola University from disclosing "Directory Information." Directory Information is information contained in an education record that would not generally be considered harmful or an invasion of privacy if disclosed. Loyola has designated the following personally identifiable information as public ("directory") information; the student's:

- Name
- Address(es)
- Telephone number(s)
- e-mail address(es)
- Photograph
- Major and minor field(s) of study, including the college, division, department, institute or program in which the student is enrolled
- Dates of attendance
- Grade level, e.g., freshman, sophomore, junior, senior or graduate level
- Enrollment status, e.g., undergraduate or graduate, full-time or part-time
- Date of graduation
- Degree(s) received
- Honors or awards received, including selection to a dean's list or honorary organization
- Participation in officially recognized activities and sports
- Weight and height where the student is a member of athletic teams

Directory Information will never include the following:

- Race
- Gender
- Social Security Number (or a part thereof)
- Grades
- GPA
- Country of Citizenship
- Religion

Loyola students have the right to have the release of their Directory Information blocked. Students may apply and remove a block by simply going through their student page in LOCUS. The *Directory Information Non-Disclosure Form* (PDF) is also available to make this request of the Office of Registration and Records. A FERPA Block remains

in effect until the student removes it or notifies the Office of Registration and Records, in writing, that the Directory Information block is to be removed.

Please note the following impact of placing a Directory Information Hold on your record:

- Loyola receives many inquiries for Directory Information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, the news media and honor societies. Having a Directory Information Block on one's student record will preclude release of such information, even to those people.
- Loyola officials must inform the enquiring third party that, "Loyola University Chicago has no record of the named individual being a student at our institution."
- A non-disclosure block applies to all elements of directory information. Loyola does not selectively apply non-disclosure blocks to directory information items.
- The University assumes no liability as a result of honoring your request. Loyola assumes no responsibility to contact you for subsequent permission to release the hold.

5. Loyola students have right to file a complaint with the U.S. Department of Education, Family Policy Compliance Office, concerning alleged failures by the university to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Inquiries about the use of directory information or any other FERPA related matter should be directed to Eric C. Pittenger, Associate Registrar, Office of Registration and Records, Loyola University Chicago, by phone (312-915-7234) or by e-mail (FERPA@luc.edu).

Transcript requests

Transcript requests are made with Loyola's Registration and Records office. An official academic transcript is issued only upon written approval of the student. All students will be required to make the request through LOCUS. Current students can log into LOCUS and choose Request Official Transcript on the main page. Former students will also be required to order through LOCUS, but must first be re-routed to it through a link at Registration and Record's website, www.luc.edu/regrec. No fee is charged for transcripts sent by regular mail. There are fees charged for expedited mailing services. Allow one to two business days for transcript to be processed and mailed.

Please note that Loyola will not issue transcripts for students who have a financial or other type of "hold" on their accounts. The hold must be removed by the office applying the hold before a request will be processed.

Transfer credit

It is expected that all work for the doctoral program will be completed at Erikson and Loyola. Transfer credit is not accepted for previous graduate level work, as is standard to programs at a doctoral level. The only exception to this policy is if a student earned his or her master's degree at Erikson Institute. This would do away with the following requirements for the program: Human Development I at Erikson, Cognitive Development at Loyola, and one of the internship requirements.

Withdrawing from the doctoral program

An enrolled student who wishes to withdraw from the doctoral program during any semester must notify the Interim Dean, Dr. Mooney-Melvin, of the Graduate School as well as the program director, Dr. Korfmacher, in writing. An email is sufficient. A student is considered to be in attendance until such notice has been received by the Graduate School and the program director. It is the student's obligation to inform the Graduate School promptly of the intention to withdraw. Telephone messages or non-attendance in class are not considered official notification.

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements, degree requirements and/or regulations for conduct or failure to meet financial obligations to the university.

For courses at Erikson, you will receive a grade of WF or "Withdrawal, Fail" in the courses you failed to complete if you stop attending classes and do not complete courses

without officially withdrawing from the doctoral program or requesting a leave of absence. This may jeopardize your chance at readmission at a later date, if you wish to resume your studies.

All financial refunds or obligations are dated from the date of formal notice of withdrawal and not from the date of the last class attended. For Loyola's refund policy, go to www.luc.edu/bursar for more information.

Erikson refund policy

It is in your best interest to notify Erikson of your decision to withdraw as soon as possible. The date of your official withdrawal will determine the amount of tuition that may be refunded to you. See Erikson's Refund Policy on page 51.

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 the student is officially withdrawn.

Erikson 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 grievance with one or more student services offices, should contact the Dean of Enrollment Management, who will act as a facilitator in resolving the problem.
3. Students who believe they have followed directions, have met deadlines, and who still have a grievance with one or more instructors, should contact the Dean of Students, who will act as a facilitator in resolving the problem.

4. Keep copies of all transactions, records, and receipts. These copies will verify transactions in the event a document has been misplaced or if there is a disagreement.
5. Each student is responsible for checking her/his mailbox and the Institute email at regular intervals.

Finance

1. If applying for financial aid, follow the written procedures issued by the Financial Aid Office and submit the necessary materials as early as possible.
2. Pay tuition and fees in full by the end of the add/drop period or develop a payment plan before the beginning of the academic year. If you have made no financial arrangements, you will be asked to withdraw from class(es).
3. Meet all payment deadlines. If you do not, you incur substantial finance charges until a satisfactory payment plan is arranged and maintained. Further payment delay will result in being asked to withdraw from current class(es) and being unable to obtain transcripts, diplomas, or certificates as well as incurring legal fees.

Registration

1. Confirm your degree requirements and schedule by reviewing this Handbook, degree planning worksheets, and by consulting your advisor. These materials contain most of the information needed to facilitate smooth planning.
2. Register for classes during the published priority registration period.
3. Complete drops, adds, and changes of class by the published deadlines.
4. For exceptions, make an appointment to see your advisor. Students unsure about who advises them should contact the Registration and Student Records Office.

Student conduct

1. Erikson's anti-bias commitment applies to all areas of discrimination, including those based on race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, age, disability, or veteran status. Respect is expected to be shown toward persons in all categories, both generally, and as individuals. It is each student's responsibility to approach interactions and diversity openly, and to act from one's centered, adult compassionate self.

2. Students are expected to conduct themselves in a manner compatible with the Institute's function as an educational institution. Behavior that is disruptive and/or interferes with the educational process is disrespectful of the rights of others and is not acceptable and, if continued, may result in discipline as summarized in paragraph 4 below, up to and including dismissal from the program.
3. Erikson Institute adheres to the laws of the State of Illinois and the federal government with respect to its substance abuse policy. The use, possession, or distribution of illegal drugs by students or employees is prohibited. The consumption or possession of alcoholic beverages for all students and employees under the age of 21 is strictly forbidden. Alcohol is prohibited from being on-campus at any time except during special events and in such instances is only to be consumed by those over the age of 21 in designated areas.
4. Erikson Institute reserves the right to address the following student conduct as disciplinary matters: failure to attend classes regularly, make satisfactory progress toward a degree, or neglect of academic work or requirements; violation of the rules of Erikson Institute; lying to an officer of the Institute; cheating, plagiarism, forgery, or other forms of academic dishonesty; theft of or damage to property of the Institute or others; violation of Erikson Institute computer policy; possession of stolen goods; physical violence (including assault and sexual assault), discrimination, intimidation, harassment or disorderly conduct; violation of law (including unlawful use or possession of controlled substances, firearms, or hazardous materials); and other conduct that departs from generally accepted standards of integrity, professional conduct, and ethical behavior, whether committed on or off campus. Depending upon the circumstances of the offense, discipline can include, but is not limited to, some or all of the following actions: admonition, probation, requirement of adherence to a conduct contract, requirement to take a leave of absence or withdraw, dismissal, and expulsion.

Student disciplinary process

Complaints relating to potential student misconduct, other than in situations raising issues of academic integrity and discrimination on the basis of sex under Title IX of the Education Amendment of 1972, shall generally be handled using the procedures set forth below. Where circumstances raise a combination of issues that might be addressed under one or more procedures, or where the unique facts of a dispute warrant, the Institute reserves the right to modify or combine procedures, or fashion a new procedure, to address a particular case fully and fairly.

Reports or complaints about alleged student misconduct or violation of Institute rules should be made in the first instance to the Dean of Students and/or the Dean of Enrollment Management. The Dean of Students and Dean of Enrollment Management shall make a threshold determination whether the circumstances warrant investigation. Criminal misconduct may also be reported to the appropriate civil authorities. In such circumstances, the Institute may proceed with its own disciplinary process or, in its discretion, stay internal proceedings pending outside investigation.

If the Dean of Students and/or Dean of Enrollment Management threshold evaluation indicates that a violation of Institute rules or standards may have occurred, the accused student will be interviewed, at which time he or she is informed of the investigation, questioned regarding the allegations, and asked to discuss his or her alleged involvement. On the basis of this interview and any other initial investigation considered appropriate by the Institute, the Dean of Students and/or Dean of Enrollment Management shall make an initial determination whether the Institute's disciplinary standards appear to have been violated. If the Dean of Students and/or Dean of Enrollment Management determines at any time that no misconduct appears to have occurred, the matter shall be closed.

If the Dean of Students and/or Dean of Enrollment Management believes after initial investigation that misconduct has occurred, the Deans will discuss this initial conclusion with the student. If there is no disagreement as to the facts or the appropriate sanction, the matter shall be

resolved by a written agreement, signed by both the Deans and student, stating the agreed facts and sanction, with a copy of the agreement to be maintained by the Institute. Such an agreement shall constitute the final decision upon the misconduct allegation.

If the Dean of Students and/or Dean of Enrollment Management believes after initial investigation that misconduct has occurred but the student disagrees with either this conclusion or the proposed sanction, the Dean of Students and/or Dean of Enrollment Management shall prepare a memorandum summarizing the results of the initial investigation, discussions to date with the student, and sanction being proposed. This memorandum shall be delivered to the Senior Vice President for Academic Affairs/Dean of Faculty or delegate for further proceedings. Depending upon the circumstances of the allegation, the Senior Vice President for Academic Affairs/Dean of Faculty or delegate shall implement either an administrative or committee review process, the choice of which shall be made at the discretion of the Senior Vice President for Academic Affairs/Dean of Faculty or delegate.

If an administrative review is chosen, that review shall be delegated to a member of the Institute administration (other than the Dean of Students and/or Dean of Enrollment Management) or to an outside investigator chosen by the Institute. The administrative investigator shall investigate the circumstances of the complaint by interviewing the student, the complainant (if any), and witnesses, as well as by reviewing documents and conducting other investigation deemed appropriate. The student shall be afforded an opportunity to meet with the administrative investigator and supply written materials and documents justifying the student's position. This administrative review is a fact-finding and dispute resolution process, not an evidentiary hearing, and no witness or party to the complaint has the right to personally confront other witnesses/parties or to question them directly. Attorney involvement in interviews or in the administrative investigative process may, but need not, be permitted at the discretion of the Institute. After concluding the administrative investigation, the administrative investigator shall prepare a written recommendation discussing the alleged misconduct and

sanction proposed by the Dean of Students and/or Dean of Enrollment Management and the facts that the investigator has found. This recommendation shall be made to the Senior Vice President for Academic Affairs/Dean of Faculty or delegate for final resolution of the matter. The decision of the Senior Vice President for Academic Affairs/Dean of Faculty or delegate is final.

If a committee review is chosen, the Institute, through its Senior Vice President for Academic Affairs/Dean of Faculty or delegate, shall appoint an *ad hoc* committee of three members to investigate the complaint. The committee members should include Institute faculty members or administrators and may, but need not, include a current student; one of the committee members should be designated by the Institute as chair. The committee should investigate the circumstances of the complaint by interviewing the student, any complainant, and witnesses, as well as by reviewing documents and conducting other investigation deemed appropriate. The accused student shall be afforded an opportunity to meet with the committee and supply written materials and documents justifying the student's position. The committee review contemplated is a fact-finding and dispute resolution process, not an evidentiary hearing, and no witness or party to the complaint has the right to personally confront other witnesses/parties or to question them directly. Attorney involvement in committee interviews or the investigative process may, but need not, be permitted at the discretion of the Institute. After concluding the investigation, the committee shall prepare a written recommendation discussing the alleged misconduct and sanction originally proposed by the Dean of Students and/or Dean of Enrollment Management and the facts that the committee has found; this recommendation shall be made to the Senior Vice President for Academic Affairs/Dean of Faculty or delegate for final resolution of the matter. The decision of the Senior Vice President for Academic Affairs/Dean of Faculty is final.

At any point during the disciplinary process, the process may be ended by agreement of the student and Institute, with any such resolution to be memorialized in a written agreement signed by the student and Institute.

Financial Aid

Financial assistance and funding from Erikson Institute

Students entering the Erikson-Loyola PhD program in Child Development are automatically considered for Erikson doctoral funding awards at the time of admission. The doctoral admission committee determines the recipients of all doctoral awards.

Erikson awards a limited number of competitive fellowships and assistantships each year. These are awarded to entering students at the time of admission to the program on the basis of academic promise, experience, and research interest. The value and length of the awards vary, and no separate application is needed for consideration.

Doctoral fellowships

Depending on funding available during each doctoral admission cycle, Erikson awards a limited number of doctoral fellowships to students admitted to the PhD in Child Development program. Doctoral fellowships provide tuition scholarships for up to 24 credit hours, the number of credits required for the Erikson courses in the doctoral program. Doctoral fellowships do not have a service requirement on the part of the student s receiving the awards. Continued funding for subsequent years beyond the first year is contingent upon maintaining a positive academic standing in the program.

Doctoral assistantships

Doctoral assistantships are awarded to doctoral students contingent upon available funding through faculty research and community engagement projects. Assistantships provide for a stipend in exchange for research assistance or performance of duties relevant to the respective project. Assistantship duties are meant to provide doctoral students with educational and professional benefits while enhancing their pedagogical, research, and/or administrative skills. Assistantship duties cannot exceed 20 hours per week and typically pay between \$15,000–22,000 per appointment year. Doctoral assistantship appointment periods may range from 9–12 months and are renewable contingent upon available funding and satisfactory work performance.

Financial assistance and from Loyola University Chicago

Assistantships

Graduate assistantships are awarded to students with excellent academic records and scholarly promise. The awards ordinarily include a stipend, tuition scholarship, and health insurance coverage and are renewable. Stipend amounts for PhD students ranged from \$14,000 to a maximum of \$25,000.

Assistantships are divided into teaching assistantships, research assistantships and program assistantships. Accordingly, a student who accepts an assistantship is required to provide teaching or research assistance, or to engage in other duties relevant to the discipline and program. Assistantship duties should provide students with educational and professional benefits while enhancing their pedagogical, research, and/or administrative skills. Assistantship duties cannot exceed 20 hours per week and students are not allowed to hold additional employment while holding an assistantship. Students should contact their graduate program director for details regarding eligibility, application procedures and deadlines, stipend levels, and specific expectations required of recipients.

Applying for Loyola University Chicago assistantships

Awardees are chosen from among applicants for admission and no additional application material is required. Indicate your desire to be considered for a merit award by marking the appropriate box on the application for admission. Admission does not guarantee funding.

Unless otherwise noted, the deadline for consideration for merit awards is February 1 or earlier if the department requires. The application for admission as well as all supporting documents (e.g., transcripts and letters of recommendation) must be on file by the award deadline.

Fellowships

Fellowships are similar to assistantships in that they provide stipends, tuition scholarships, and health insurance however most fellowships do not require service on the part of the student. Recipients of fellowships administered through Loyola University Chicago must adhere to the merit award policies in addition to the requirements of the fellowship.

Applying for Loyola University Chicago fellowships

Each fellowship has unique application requirements so it is important to carefully read the guidelines and deadlines for each award. Please visit www.luc.edu/gradschool/FundingGrad.Education.shtml for the most recent information about each of the fellowship awards. Fellowships are open only to current students. Below is a partial list of Loyola University fellowships.

- Schmitt Dissertation Fellowship
- Pre-Doctoral Teaching Fellowship
- Advanced Doctoral Fellowship
- Research Experience for Master's Programs Project
- Child and Family Research Assistantships
- Community and Global Stewards Fellowship

Diversifying Higher Education Faculty in Illinois (DFI)

The purpose of DFI is to increase the number of underrepresented faculty and staff in Illinois institutions of higher education and higher education governing boards. DFI is a statutorily authorized program that directly addresses educational disparities. A DFI Fellow must be an Illinois resident and U.S. citizen or lawful permanent resident alien who is a member of a traditionally underrepresented minority group: Black/African American, Hispanic American, Asian American, American Indian, or Alaskan Native. "Traditionally underrepresented minority group" means any of the minority groups designated in the Public Act which are represented in Illinois post-baccalaureate enrollment at a percentage rate less than the minority group's representation in the total Illinois population. The Public Act further specifies that to be classified as an Illinois resident, an applicant must possess a high school diploma or postsecondary degree from an accredited Illinois educational institution or have lived in Illinois for at least three years.

To apply:

- **Step 1** Contact the Institutional Representative for the institution you plan to attend to receive a special access code to be entered into the intent to apply/eligibility determination online screen. Loyola's DFI Institutional Representative is Marcela Gallegos, MEd
- **Step 2** Complete the DFI Eligibility Section to see if you are an eligible applicant.

Applicants who have not passed the online eligibility requirement and received an application number will not be accepted. Please do not send in hardcopy applications without completing the online eligibility process.

Loyola University Chicago merit award policies

Merit awards (i.e., assistantships, fellowships, and tuition scholarships) are guided by policies set forth by each specific award, general merit award rules and regulations, and the academic policies found on the Graduate School website at www.luc.edu/gradschool/FundingGrad.Education.shtml.

- **Deadline for acceptance of an award:** Each merit award letter includes a deadline by which the student is to formally notify the Graduate School of his/her decision regarding the acceptance of the award. The award acceptance deadline for incoming students admitted for fall is April 15, which conforms to the notification deadline set forth in the "Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants" published by the Council of Graduate Schools.
- **Formal notification of acceptance:** In order to notify the Graduate School formally regarding acceptance of the award, the student must complete and return the notification form to the Graduate School by the appropriate deadline.
- **Eligibility to hold a merit award:** To be eligible to receive and continue to hold a merit award, the student must: (a) be in good academic standing and maintain a cumulative GPA of 3.0 (b) comply with the Graduate School's standards of academic honesty and the university code of conduct, and (c) perform satisfactorily assigned assistantship duties. Additionally, assistantships, Advanced Doctoral Fellowships, Crown Fellowships, Dean's Fellowships, Pre-Doctoral Scholars Award, and the Schmitt Fellowships are all considered full-time. Accordingly, recipients cannot hold outside employment during the academic year or, in the case of students holding a 12-month appointment, during the calendar year. Students holding an academic year appointment are free to pursue employment opportunities during the summer months. Failure to fulfill these requirements may result in the immediate termination of the merit award.

- **Assistantship responsibilities:** Assistantship duties are assigned by departmental, college, or school administrators. Assistantships are to provide students with educational and professional benefits, enhancing their pedagogical, research, and/or administrative skills. All assistantship activities must be supervised by appropriate faculty or staff. Assistantship duties cannot exceed 20 hours per week.
- **12-Month appointments:** Students on 12-month assistantship appointments must register for an appropriate course during the first summer session. Without summer enrollment, the stipends become pay and are no longer protected from FICA deductions.
- **Restriction on multiple awards:** The Graduate School does not permit students to hold simultaneously more than one full assistantship or fellowship.
- **Renewal of merit awards:** Merit awards are for one academic year only. Contact your graduate program director for detail information regarding renewal of awards.

RamblerLink job and assistantship postings

Many departments at Loyola University Chicago hire graduate students on a part-time basis. Listings for these opportunities can be found on RamblerLink. Please visit Loyola's Career Development Center website for more information about RamblerLink in addition to other job search services the Center offers.

Federal Student Loans

Stafford Loans

The maximum Federal Stafford Loan amount per academic year (Loyola's academic year begins Fall Term, ends after the following Summer Term) is \$20,500 for a graduate student.

To be considered for a Stafford Loan, you must file a Free Application for Federal Student Aid (FAFSA) each year with the U.S. Department of Education. For timely processing, file your FAFSA early (between January 1 and March 1) and be sure to include Loyola University Chicago's school code: 001710. You can complete a FAFSA application online at www.fafsa.ed.gov. Keep a copy for your records!

Eligibility: To receive a Federal Stafford Loan, a student must:

- Be a U.S. citizen or eligible non-citizen
- Not be in default on existing Federal Student Loans
- Be at least a half-time student in an eligible degree-seeking program

The U.S. Department of Education will process your FAFSA and mail you a Student Aid Report (SAR), normally within 4-6 weeks of receipt. Read the SAR cover letter to find out if you must make corrections. Review your SAR for errors. Submit corrections to the U.S. Department of Education or contact the Office of Student Financial Assistance to inquire if the school can make corrections.

Graduate PLUS Loans

Some graduate students need additional loan funding to finance their Loyola University Chicago educations, beyond the annual maximums permitted through the Federal Stafford Loan program. Students may also borrow funds through the Federal PLUS Loan Program. Graduate PLUS Loans, like alternative student loans, may be borrowed to the cost of attendance less any financial aid (e.g., assistantships, fellowships or Federal Stafford Loans).

When comparing Graduate PLUS Loans to alternative loans, consider these key points:

- **Qualifications:** If a student has limited or no credit history, he/she may find it difficult to qualify for an alternative student loan. Graduate PLUS Loans accept borrowers with limited or no credit history.
- **Interest Rate:** The interest rates for many alternative loans may be lower than the Graduate PLUS Loan fixed interest rate of 6.31%. Rates on alternative loans are not fixed rates and generally do not have maximums. The prime rate or LIBOR rates on which alternative loans are typically based may go higher or lower than the fixed rate. Fixed rate loans can be easier to pay at repayment.
- **Fees:** Graduate PLUS Loans charge 4.272% of the original loan amount in fees. Alternative loans can have lower fees, based on the borrower's credit history and income.

For more information about graduate student federal loans offered through Loyola University Chicago, contact a graduate financial assistance counselor at (773) 508-2984 or via e-mail at gradfinaid@luc.edu.

Erikson student financial accounts

Tuition

Erikson degree students are charged by the credit hour. The credit hour cost is \$1,030 for Summer 2017, Fall 2017, and Spring 2018.

Please note that for all courses designated as ERIK courses, the tuition will be paid to Erikson Institute. The following information is specific to ERIK designated courses taken at Erikson.

Any courses specific to Loyola University Chicago must be paid with their Bursar's Office. More information about cost and payment schedules can be found at their website at www.luc.edu/bursar.

Fees

PhD students are responsible for the following fees.

One time fee

| | |
|-------------------|-------|
| Matriculation fee | \$200 |
|-------------------|-------|

Recurring fee

| | |
|----------------------|-------|
| Student services fee | \$600 |
|----------------------|-------|

The student services fee covers library, technology, and activity costs. Students are assessed this fee in equal amounts in fall and spring semesters.

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 the tuition payment lock box:

Erikson Institute
3755 Paysphere Circle
Chicago, IL 60674

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 advisor does not constitute meeting with the Registration and Student Records Office. Refunds will be calculated according to the following schedule:

| Effective Date of Withdrawal | Percentage of Refund |
|------------------------------|----------------------|
| End of add/drop period | 100% |
| Second week of term | 75% |
| Third week of term | 50% |
| Fourth week of term | 25% |
| Fifth week of term or later | 0% |

If a student withdraws and is on a payment plan, the balance of the tuition becomes due immediately. The Institute will not grant a refund if a student withdraws or is forced to withdraw from a course for disciplinary reasons, including violation of the Institute's academic dishonesty policy.

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.

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 to revoke the permission as soon as possible but may require until the end of the academic year to do so.

Student resources at Erikson

Advising

Faculty advising

All students work closely with a faculty member for individual advising throughout their course of study. The program director is also available to advise students in their progress to completion.

Enrollment management support

The Enrollment Management office also works closely with students to ensure that their needs are met.

Campus safety and security

Erikson Institute is committed to promoting the safety of all members of its campus community, including staff, students, and visitors. Toward this end, we post information related to campus safety and security on the campus portal, my.erikson (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 several aspects of career services including resume/CV review, interviewing skill development, and part- or full-time employment search assistance. Erikson maintains an electronic job board and employment search resources, as well as resources on resume writing and interviewing, on my.erikson.edu. In addition, Erikson has an extensive network of alumni and professional contacts, whom students can contact as they seek jobs. Alumni networking events are held at various times during the academic year.

Computer and internet access

The computer lab is located on the 3rd floor near the student lounge, seminar rooms and classrooms. During regular term, lab hours are 8:30 a.m. until 8:00 p.m. Staff members are available to assist students during the hours of 8:30 a.m. until 6:00 p.m. Most computers are Windows based and students have access to network printers.

In addition to the computer lab, workstations in the Edward Neisser Library are available to students during the Library’s operating hours.

Network resources include full access to the Internet via a secure network, as well as online library services, printing, career resources, and online course areas.

Students requiring tutoring in computer skills and online resources should refer to the section on the library.

User IDs and passwords are obtained from the Network Administrator.

Doctoral Student Association

The Doctoral Student Association (DSA) is a student group working to promote intellectual and social community for Erikson doctoral students. Closely working with the program director, the co-chairs of the Association organize the Applied Child Development seminar series and host meetings to build a supportive learning community among all doctoral students.

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

Regular hours

| | |
|-----------------|------------------|
| Monday–Thursday | 8 a.m.–9:30 p.m. |
| Friday | 10 a.m.–4 p.m. |
| Saturday | Hours vary |

When classes are not in session

| | |
|-----------------|---------------|
| Monday–Thursday | 9 a.m.–5 p.m. |
| Friday | 9 a.m.–4 p.m. |

For information or assistance, please contact the library staff 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.

Online resources

Erikson has four important online services for student use: Erikson Library, Erikson webmail, My.Erikson and EriksonOnline. Each of these resources is available to students from any location with Internet access.

Erikson Library: The Edward Neisser Library subscribes to many resources that are available online through its website: library.erikson.edu. These include online subscriptions to scholarly journals, databases of journal articles, interlibrary loan, and electronic books. Students may access most of these resources from off-campus by using the same username and password used for Erikson webmail.

Erikson webmail: Students can access their Erikson email accounts at mail.erikson.edu.

My.Erikson: My.Erikson is the web-based campus portal that provides students access to their course schedule, academic records (grades, unofficial transcripts, degree audit worksheets, etc.), and a wide range of academic and student services such as online bill-payment, student discussion boards and career services information. My.Erikson can be accessed at my.erikson.edu.

EriksonOnline: EriksonOnline is the environment for online teaching and learning at Erikson. It provides students with remote access to course materials, online research and library resources, as well as communication and collaboration tools for each course at Erikson. Within each course site students are able to view, save and print course syllabi, assignments, readings, presentations and resources, view video clips, and listen to narrated presentations. Discussion areas allow students to communicate with the course instructor and other students enrolled in the respective course. Journals, blogs, wikis, course mail and online meetings are other tools for online teaching and learning in EriksonOnline. In addition, all Erikson students (on-campus and online) have access to the Academic Success Center, the Library and links to Student Services through EriksonOnline. The Academic Success Center includes information, resources, links, and contact information related to writing resources, writing support, and library services. EriksonOnline also provides a wide range of technical assistance resources and support services to online learners to encourage and enable successful online learning experiences and positive outcomes at Erikson. EriksonOnline can be accessed at courses.erikson.edu.

Parking and transportation

Discounted parking is available at three locations.

Greenway Self-Park, 60 W. Kinzie St., entrance on Kinzie. 2 blocks from Erikson. Rates: \$18 if you park before 3 p.m. and \$5 after 3 p.m., Monday through Saturday (no discount on Sunday). All rates are for up to 12 hours.

MartParc Orleans, 437 N. Orleans St., entrances on Orleans and Hubbard. 3.5 blocks from Erikson. Rates: \$14 if you enter before 3 p.m. (blue ticket) and \$10 after 3 p.m. and on weekends (green ticket), for up to 12 hours.

MartParc Wells (only weekdays after 3 p.m.), 401 N. Wells St., entrances on Kinzie and Wells. 2.5 blocks from Erikson. Rates: \$10 after 3 p.m. Discounted parking is available only after 3 p.m., Monday through Friday. No discount is available on weekends.

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. For more information, 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. Each printer will have instructions on how to use the printer/copiers. Money for copies can be added to your account on my.erikson. Each machine has the ability to photocopy, print, collate, staple, hole-punch, and more.

Student ID cards

Erikson Institute provides each student with a photo ID card. This card will also serve as your library card and building access card. Photos for ID cards are taken during your program orientation. PhD students can take their picture at any time with the Security desk once they have begun classes. Students will be emailed when the card is available.

Student mailboxes

Mailboxes are provided for all students enrolled in one of the on-campus degree 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, 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 Colette Davison, Dean of students, fourth floor, Room 414, (312) 893-7173 or cdavison@erikson.edu.

ADA compliance committee

The ADA compliance committee works to meet the needs of our students and staff with disabilities, inform the Institute of disability issues, and acquaint our faculty and staff with the available services and process for receiving services. This committee has two student-related goals: 1) to ensure that students with disabilities enjoy educational opportunities equal to those of their non-disabled peers; and 2) to increase access by students with disability to valued experiences, activities, and roles.

Procedure for applying for accommodation

Any student with a disability wishing to request an accommodation should begin the process as early as possible

by contacting the disability services coordinator to arrange a meeting. The student should also download and complete the form for requesting accommodations available in the Student Services section of my.erikson. New students should initiate the process before the beginning of classes or early in the semester. Remember that it may take several weeks to process a request for accommodation. Students seeking accommodation for the comprehensive examination should apply no later than the registration deadline for the exam.

Requests for accommodation will be considered on a case-by-case basis. What constitutes a “disability” or a “reasonable accommodation” may vary from individual to individual.

The Institute requires appropriate documentation of the disability and of the need for the requested accommodation. The coordinator will provide guidelines for appropriate documentation. In most cases, such documentation and/or assessments should be no more than three years old. In rare cases, additional documentation or second opinions may be requested. Students who already have documentation should send it to the disability services coordinator at the time they make the accommodation request. Referrals to diagnosticians may be obtained from the disability services coordinator.

The documentation should be original, signed, and on official letterhead from a certifying professional in the area of the student’s disability. The documentation must address:

- Identification of the specific disability and functional limitation(s);
- Prognosis (permanent or temporary and, if temporary, the anticipated duration); and
- Recommendations for specific accommodations.

Once the appropriate documentation is received, the coordinator, in confidential consultation with consultants or faculty as appropriate, will review the documentation to clarify the existence and extent of the disability and the reasonableness of the requested accommodation. The student and the coordinator will then meet and work together to determine appropriate accommodations. If modifications to the curriculum or academic matters are at issue, faculty may also become involved in these discussions.

Students who receive an accommodation for Erikson courses will be provided with a letter explaining all approved accommodations. It is the responsibility of the student to forward the letter to each instructor as soon as

possible after receiving it. The letter does not disclose any information about the nature of the student's disability. That information is kept confidential. The student and the coordinator will maintain contact as appropriate for ongoing efforts to accommodate the student.

Grievance procedure

In rare instances, the Institute may not grant a student's request for the accommodation.

If a student believes that she or he has been discriminated against or denied a reasonable accommodation in violation of this policy, the student may file a written appeal, setting forth the circumstances of the grievance, to the Senior Vice President for Academic Affairs/Dean of Faculty, who will investigate the matter and resolve the appeal in his or her sole discretion.

A written appeal should be made within 45 days of notice of denial of the accommodation request. The student may request a conference with the Dean of Faculty, or the dean's designee, to discuss the appeal. The student may be assisted during such conference by an appropriate professional with knowledge of the student's disability, functional limitation(s), and/or the availability of appropriate accommodations. The dean will provide the student with a written copy of her/his determination within 45 days of the date of receipt of the written appeal.

Accessibility of campus facilities

Erikson Institute's campus is housed in a new facility, completed in August, 2008. The campus was designed to meet the stringent ADA and Illinois requirements for accessibility by persons with disabilities in effect at the time of the building's completion. The space was designed to comply with the following laws and guidelines:

- Americans with Disabilities Act (ADA) of 1990, as updated through 2004;
- Illinois Accessibility Code (IAC) of 1997;
- International Code Council/ANSI A117.1-2003, Accessible and Usable Buildings and Facilities (as referenced and amended by City of Chicago Building Code Chapter 18-11); and
- City of Chicago Building Code 2007, specifically Chapter 18-11.

As such, the entire campus is fully-accessible to the persons with disabilities. The entrance to the ground floor, which is at street level, includes an ADA standard manual

door that opens automatically at the push of a button. The three upper floors are served by elevators; all bathrooms are equipped with ADA standard stalls in two designs; sinks and water fountains are at appropriate heights for persons in wheelchairs; hallways are wide and uncluttered; way-finding signage is at an appropriate height for persons in wheelchairs and available in Braille for persons with visual impairment; classrooms, seminar rooms, and hallways are equipped with strobe lights to alert persons with hearing impairment of an emergency; and each floor has an area of rescue assistance for people who are unable to exit by stairs in an emergency. ADA accessible parking is available within two blocks of our front entrance.

Notice of the availability of services for students with disabilities

The disability services coordinator contacts all students a month prior to the beginning of fall semester, reminding them of the availability of services and encouraging students with documented disabilities to set up an appointment to review their eligibility for accommodation. In addition, each course syllabus includes a prominent statement for students with disabilities in the "front matter." The coordinator meets with the faculty, enrollment management staff, academic success center staff, and tutors each September to review the process by which students with disabilities are approved for accommodations. Faculty are encouraged to refer any student who self-identifies as needing an accommodation to the coordinator. During the orientation to the comprehensive examination, faculty remind students that anyone needing accommodation for the exam need to request it no later than the deadline for registration. Policies and procedures for obtaining services are included in the *Handbook*, which is posted on the Erikson portal as well as public website.

Management of student information

The disability services coordinator receives and retains all inquiries and requests for accommodation, as well as the required documentation. To preserve student confidentiality, all information regarding requests for or delivery of reasonable accommodation is housed in a secure file cabinet in a locked office and/or on a password-protected computer. Access is restricted to the coordinator. Access by others to the information is on a "need to know" basis consistent with the requirements of HIPAA. Student files are retained for a period of three years following a student's exit from the Institute and then destroyed in a secure manner.

Student resources at Loyola

Campus bookstore

There are two campus bookstores for students: one at the Lake Shore Campus located in the Granada Center on Sheridan Road and one at the Water Tower Campus in Baumhart Hall. Each bookstore offers a selection of merchandise, snacks, and books, on top of textbooks and graduation regalia. Students enrolled in courses at a specific campus must pick up their books at that campus' respective bookstore.

Bookstore hours

Lake Shore Campus

| | |
|-----------------|------------------|
| Monday–Thursday | 8:30 a.m.–6 p.m. |
| Friday | 8:30 a.m.–5 p.m. |
| Saturday | 10 a.m.–3 p.m. |

Water Tower Campus

| | |
|-----------------|------------------|
| Monday–Thursday | 9 a.m.–6:30 p.m. |
| Friday | 9 a.m.–5 p.m. |
| Saturday | 10 a.m.–3 p.m. |

Campus housing

Graduate housing is available to Loyola graduate students on a first-come, first-serve basis. It is located on the Water Tower campus in Baumhart Hall. There are laundry services and a fitness center in the hall. Interested students apply in LOCUS by using the Residence Life link.

Campus recreation

Halas Recreation Center

Available on the Water Tower Campus, the Halas Recreation Center is a full-fledged gym offering the latest equipment, a pool, and a schedule of group fitness courses. Students pay a discounted rate per semester or annually to be granted access with the Rambler ID. Halas is open from 6 a.m. to midnight Monday to Friday and 8 a.m. to midnight on Saturday and Sunday during the semester with hours available during semester breaks.

Water Tower Campus fitness studio

Located in the Terry Student Center, the WTC Fitness Center has the latest equipment as well as group fitness courses. The space is free to all Baumhart Hall residents. Students may also elect to pay a discounted rate per semester for access with the Rambler ID. The WTC Fitness Studio is open

from 6:30 a.m. to 11 p.m. on Monday through Thursday, 6:30 a.m. to 9 p.m. on Friday, and 8 a.m. to 9 p.m. on Saturday and Sunday.

Campus safety and security

The Loyola University Department of Campus Safety promotes and maintains a safe and secure environment in which the University's educational mission can be successful. The Campus Safety team monitors Loyola's two campuses 24 hours a day, 365 days a year. The Campus Safety office can be located at 6427 N. Sheridan Road on the Lake Shore Campus or by visiting any front desk of any building on the Water Tower Campus. Also available on the Lake Shore campus are blue emergency boxes which can be used to call Campus Safety. For more information, go to www.luc.edu/safety.

Career Services

The Career Development Center (CDC) at Loyola is available to all current students and alumni. One-on-one advising appointments are made using a liaison advising model, which means that you work with one specific career advisor. Through available workshops and classes, the CDC helps students determine their career path. The CDC is located in the Sullivan Center on Lake Shore Campus and Corboy Law Center on the Water Tower Campus. For more information, go to www.luc.edu/career.

Computer and internet access

Loyola has over 35 computer labs available between both the Lake Shore and Water Tower campuses. Each lab is staffed with either professional staff or trained students to provide assistance. Most locations are open from 8:00 a.m. to midnight, with others offering hours beyond those times. For a list of lab locations and hours, go to www.luc.edu/digitalmedia.

CTA U-Pass

Loyola University Chicago participates in the University Pass (U-Pass) program offered through the Chicago Transit Authority (CTA), which offers eligible students a discounted pass for unlimited rides on all CTA buses and trains. All students enrolled in the PhD program are issued U-Pass cards by Loyola. The U-Pass is offered on a semester-by-semester basis. Eligible students must be

enrolled in 8 or more credit hours during either the Fall or Spring semesters; it is not available during Summer semesters. Students receiving the U-Pass benefit for the first time will be issued a Ventra U-Pass card by Loyola. Subsequent U-Pass benefits will be added to the same card in semester where the student qualifies. Students who qualify for the U-Pass benefit will be charged during a given semester regardless of 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 benefit 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 Loyola's website at www.luc.edu/upass or at the CTA website at www.transitchicago.com/upass.

If a doctoral student does not qualify for a U-Pass through Loyola, but meets the minimum 5 hours that Erikson Institute requires, it is possible to request a U-Pass from Erikson. The student must contact the Registration and Student Records Office, and complete a co-enrollment form to request the Ventra U-Pass card. The student would be responsible for all fees associated with the card and the U-Pass benefit.

Lost or stolen U-Pass card: You may apply for a replacement U-Pass by contacting the Loyola's U-Pass Coordinator. You will need to present your Loyola student ID and pay the \$50 replacement fee with your Rambler Bucks account at Terry Student Center or Damen Student Center Information Desk. A replacement U-Pass will be issued and sent to Loyola 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 or train cannot read a U-Pass, take the Ventra U-Pass card to Ventra Customer Service at 165 N. Jefferson, Mon-Fri 8:00 a.m.-4:30 p.m. If Ventra deems that the card is defective, they will issue a 7-day pass and a Ventra Defective Card Replacement Form. Take the form to the Terry Student Center or Damen Student Center Information Desk, who will work with CTA to issue a

replacement. 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

Dissertation bootcamp

The Graduate School offers doctoral students a week-long intensive writing program. The inter-disciplinary bootcamp primarily allots time to the actual writing of the dissertation, as well as offering strategy sessions on writing success and how other doctoral students made time to complete the dissertation. The Graduate School also continues to monitor student progress upon completion of the program. Students apply to participate in January of any given year, and the bootcamp is offered during the summer of any given year.

Graduate research support and funding

Research Incentive Funding

The Research Incentive Award for Graduate Students (RIAGS) program, administered by the Office of Research Services and the Graduate School, consists of an award of \$200 for any Loyola graduate student submitting a proposal for external funding to a Federal or private agency, as well as a bonus award of \$1000 for any proposal subsequently approved for funding.

Research Funding Requests

Students who are approved in advance for a Research Funding Request may receive reimbursement of up to \$400 for expenses related to the research and preparation of a dissertation, thesis, or major research paper in programs that do not already include a thesis. Once the approved activities are finished, original receipts and a completed Reimbursement Form must be submitted to the Awards Coordinator in the Graduate School to receive reimbursement for expenditures. The Graduate School will only grant one research funding award per student. Funds reimbursement must be claimed within the same academic year.

Conference travel

Students may apply for up to \$400 in travel costs associated with presenting at one conference only per academic year. Conferences must be outside a 30 mile radius of Chicago to be considered for full funding. Conferences within range of the city may be eligible for reimbursement of conference fees only. Students must apply for funding before travel to be considered. The application can be found on GSPS at gsp.s.luc.edu. Once travel has been completed, original receipts, conference documents and a completed Reimbursement Form must be submitted to the Awards Coordinator in the Graduate School. The award money is allocated to students on a first-come, first-serve basis, so students should apply as soon as they have confirmation of acceptance to participate in a conference. Applications will stop being accepted once travel funds have been exhausted.

Research Mentoring Program

The Research Mentoring Program (RMP) is designed to partner graduate students who are working on their dissertation research with undergraduates who are interested in participating in research. The graduate student application deadline for this competitive summer fellowship is mid-December. Once the approved activities are finished, submit original receipts and a completed Reimbursement Form to the Awards Coordinator in the Graduate School to receive reimbursement for expenditures.

Responsible conduct in research and scholarship

Loyola University Chicago is committed to ensuring that all its faculty and students have the opportunity to be properly trained in the ethical and responsible conduct of research

and scholarly integrity and are held to the highest possible ethical standards. All lakeside campus researchers and students receiving external funding from NSF or NIH or other federal agencies requiring training must complete this two-day course. In addition, the Graduate School is requiring RCRS training for all matriculating PhD students.

External funding resources

The Graduate School and The Office of Research Services (ORS) offer guidance with external funding. ORS, in particular, assists faculty and students at both campuses with securing external funding for research. Through workshops and different databases such as the Pivot system, they assist students with external funding options. For more information, go to www.luc.edu/ors.

Insurance

Dental insurance

Loyola offers an optional student dental PPO insurance plan administered by United Healthcare. Enrollment in the plan is voluntary, however students must be enrolled in Loyola's student health insurance to qualify for dental. Highlights and benefits include:

- Periodic oral evaluation
- Exams, Cleanings, X-Rays
- Preventative fluoride treatment
- Restorative services

Rates, terms of coverage, and enrollment deadlines are available at www.luc.edu/bursar.

Purchase dental insurance coverage

Insurance coverage for yourself, a spouse, domestic partner, or child(ren) can be purchased directly from Academic Health Plans by those enrolled in Loyola's Student Health Insurance Plan. For additional benefit information visit, www.uhcsr.com/luc or call 1-800-767-0700.

Health insurance

Loyola's student health insurance is United Healthcare Student Resources. Students may visit the plan website at www.uhcsr.com/luc to view a full plan description, plan benefits, exclusions, limitations, and terms of coverage.

2018–18 rates and terms of coverage

The rates listed below are for the entire cost during the given time frames.

- Fall: August 1, 2017 – July 31, 2018
- Spring: January 1, 2018 – July 31, 2018
- Summer: May 1, 2018 – July 31, 2018

| | Annual (Fall) | Spring | Summer |
|-------------------------------|---------------|------------|------------|
| Student | \$2,950.00 | \$1,738.00 | \$729.00 |
| Spouse/domestic partner | \$2,950.00 | \$1,738.00 | \$729.00 |
| One child | \$2,950.00 | \$1,738.00 | \$729.00 |
| Two or more children | \$5,900.00 | \$3,476.00 | \$1,458.00 |
| Spouse + two or more children | \$8,850.00 | \$5,214.00 | \$2,187.00 |

Eligibility requirements

Loyola University Chicago's Board of Trustees requires that all graduate students enrolled for 8 or more credit hours or students registered for Thesis or Dissertation Supervision at the start of the Fall and Spring terms have health care insurance.

All students meeting the above eligibility requirements will automatically be billed for the Student Health Insurance by the University on their student account and enrolled in the plan, if a waiver is not submitted before the deadline date.

In the event that a student does not meet the eligibility requirements to be automatically billed by the University for Loyola's Student Health Insurance, but would still like to purchase coverage, he or she can do so by visiting United Healthcare Student Resources' website at www.uhcsr.com/luc.

Students receiving a fellowship have their insurance costs covered under the parameters of the fellowship.

Coverage options

Waive Out of Loyola's Student Health Insurance: If you have your own insurance already or are covered under your parent's plan, you may waive out of Loyola's Student Health Insurance by providing proof of other coverage.

1. Log into LOCUS and select "Campus Finances," then "Student Health Insurance"
2. Select the "Waive out" button and submit your insurance information
3. The insurance fee will be credited to your student account within 48 hours

For waiver deadlines, go to www.luc.edu/bursar/insurance.

Fast-Track Into Loyola's Student Health Insurance: If you want to enroll in Loyola's Health Insurance and already have the insurance charge on your student account, it is highly recommended that you take the following action:

1. Log into LOCUS and select "Campus Finances"
2. Select "Student Health Insurance"
3. Click on the "Fast Track" button and follow the prompts

Fast Tracking confirms that you have accepted Loyola's student health insurance coverage, activates your enrollment into the plan, and allows an insurance card to be generated within 7–10 business days by BCBS.

Purchase Supplemental Insurance Coverage: You may purchase supplemental coverage to add your spouse, domestic partner or child(ren) to your insurance plan by paying and enrolling directly with United Healthcare by completing the enrollment form at www.uhcsr.com/luc.

Tuition insurance

Dewar Tuition Refund Plan

Loyola partners with A.W.G. Dewar, Inc., to offer tuition insurance for students and their families to supplement Loyola's refund policy. This is a private insurance program that provides a refund of up to 75% of tuition and mandatory fees if a withdrawal occurs, due to accident or illness, after the beginning of a semester or quarter.

This Tuition Refund Plan (TRP) extends and works in concert with the published Loyola University Chicago refund and withdrawal policy. Subscribers are provided a 75% refund throughout the semester or quarter even though Loyola's own refund policy may have expired at the time of withdrawal. The proceeds may be used to pay any educational loan in the event the student withdraws. The money may simply be refunded to the family by Loyola if the student's account is paid in full. More information on qualifying conditions can be found at Dewar's website at www.collegerefund.com. Participation in the Dewar TRP is entirely optional. Loyola University Chicago does not endorse this or any other private tuition insurance program.

2017–18 school year

| | |
|--|---------------------|
| Fall and Spring semesters: tuition and fees | \$388.00 |
| Fall and Spring semesters: tuition, fees, on-campus room and board | \$515.00 |
| Single Semesters or Quarters | Visit Dewar website |

To enroll for 2017–18, please complete the Dewar Tuition Application and return to Loyola’s Office of the Bursar before August 27, 2017. Applications cannot be accepted after this date. Questions about the plan, find more information at Dewar’s website, www.collegerefund.com, or by calling (617) 774-1555.

International student services

Loyola has approval from the Department of Homeland Security (DHS) to enroll non-immigrant international students in its degree programs. The Office for International Programs serves as Loyola’s point of contact for DHS and is available to international students to answer any questions regarding to their studies. Students are assigned an international student advisor, who they work with one-on-one during the duration of their studies at Loyola. The OIP has locations on both the Lake Shore campus at the Sullivan Center and the Water Tower campus at the Corboy Law Center. All international students will be required to attend an orientation before classes begin, separate of the orientation required of the Graduate School. Information about this orientation is sent to students with their Certificate of Eligibility.

Given the complicated and constantly changing nature of immigration regulations, international students are encouraged to meet with the international student advisor regularly. Typical issues that require consultation or authorization from the international student advisor include, but are not limited to, the following:

- Travel authorization signatures for travel outside the United States
- Extension of degree program
- 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

For more information about the OIP, visit their website at www.luc.edu/iss.

Library services

Loyola has two main libraries: The Elizabeth M. Cudahy Memorial Library on the Lake Shore Campus and the Lewis Library on the Water Tower Campus.

The Cudahy Library is the main library of Loyola University Chicago, and houses the university’s fine arts, humanities, science and social sciences collections as well as the University Archives and government document depository collections. The Cudahy physical collections comprise more than 900,000 volumes and 3,200 periodical subscriptions; online resources include hundreds of research databases, thousands of e-books, and over 35,000 journal titles.

The Lewis Library houses the university’s business, criminal justice, economics, education, and social work collections. The Lewis physical collections comprise more than 250,000 volumes and 1,500 periodical subscriptions; online resources include hundreds of research databases, thousands of e-books, and over 35,000 journal titles.

Most sources can be accessed online at libraries.luc.edu with your universal Loyola login and password. Resources are also available through interlibrary loan if the libraries do not have the book or article. Students also have access to audio-visual materials upon request.

Library hours

Cudahy Library

| | |
|-----------------|----------------|
| Monday–Thursday | 7 a.m.–2 a.m. |
| Friday | 7 a.m.–9 p.m. |
| Saturday | 8 a.m.–9 p.m. |
| Sunday | 10 a.m.–2 a.m. |

Lewis Library, Corboy Law Center Floor 6–9

| | |
|-----------------|-------------------|
| Monday–Thursday | 7:30 a.m.–12 a.m. |
| Friday | 7:30 a.m.–9 p.m. |
| Saturday | 9 a.m.–9 p.m. |
| Sunday | 12 p.m.–12 a.m. |

Graduate Student Lounge and Study Area

The Graduate School has two dedicated spaces for graduate students in Cudahy Library. In a partnership between the Graduate School and the Library, a silent study room with carrels and a lounge/group space has been created and is now open for all graduate students enrolled at Loyola.

The Graduate Student Lounge is on the third floor in room 308 of Cudahy Library. Students who wish to use the lounge will need to retrieve the key from the Circulation Desk.

Lost and found

Loyola's Campus Safety office has two official lost and found locations at the Campus Safety Office at 6427 N. Sheridan Road on the Lake Shore campus and at the Corboy Law Center's front desk on the Water Tower campus. Security will notify students at their Loyola email accounts if they are able to identify the owner of lost property. There are also places on campus that have unofficial lost and found locations such as the libraries, dining halls, and student unions.

Online resources

Students are provided with many online capabilities and resources at Loyola. Once matriculated, students are given a universal username and create a password, which is used on all systems under Loyola's Information Technology Services infrastructure.

LOCUS: Loyola's Online Connection to University Services, or LOCUS, is available to all students as a means to register, view transcripts, communicate with offices on campus, pay bills, apply for graduation, and many other tasks. It is the main data entry system used by all Loyola students, faculty, and staff. Students can access the system with their universal log in information at www.luc.edu/locus.

GSPS: The Graduate Student Progress System, or GSPS, is used by the Graduate School as an electronic form repository. Students can find forms specific to the Graduate School, such as the Leave of Absence, publication or presentation information, and dissertation forms. You are granted access with your Loyola universal log in. All forms generated within the database are routed to the appropriate parties of either the program director or the Graduate School. Student receive email confirmations at their Loyola accounts when an item is approved. For information or assistance with GSPS, contact Elaine Goetz in the Graduate School.

Loyola email: Loyola students are provided their own unique email account, which can be accessed at www.luc.edu/mail. Loyola email accounts can be rerouted to an external account. For more information on that process, contact ITS at (773) 508-4ITS.

Library Services: The libraries at Loyola provide access to many online journals and e-books. These can be accessed by visiting libraries.luc.edu and logging in with your Loyola universal log in information. You may also renew books and request interlibrary loans online as well.

Sakai: Sakai is used for online teaching and learning at Loyola. Its features provide students with remote access to course materials, online research and library resources, as well as communication and collaboration tools for each course at Loyola. Within each course site students are able to access course syllabi, assignments, readings, presentations and resources, view video clips, and listen to narrated presentations. Discussion areas allow students to communicate with the course instructor and other students enrolled in the respective course. Journals, blogs, wikis, course mail and online meetings are other tools for online teaching and learning in Sakai.

Parking and transportation

On the Lake Shore campus, Loyola has three parking garages: the Main Structure located at Sheridan and Winthrop, the Fordham garage next to the Granada Center, and the West Loyola lot located near the Loyola red line stop. Students must have a commuter permit to park at Loyola. Parking is on a first come, first serve basis. Students can apply for permits at transportation.luc.edu and pick them up from the Campus Transportation office. Permits can be purchased for the entire academic year at a rate of \$657. Permits do not include overnight parking at any time.

No parking structures are owned by Loyola on the Water Tower Campus. All students are responsible for any charges due to parking at any of the local garages. Rates for these structures are kept under the General Information section at www.luc.edu/campustransportation.

Loyola has an El stop located on each campus. The Loyola stop on the red line is located on the central west point of the Lake Shore campus. The Chicago stop on the red line is located southwest of the Water Tower campus. There are numerous bus routes with stops near or on Loyola's campuses, which can be located on CTA's website at www.transitchicago.com.

Professional development workshops

Every semester, the Graduate School offers professional development workshops to all students across all disciplines. Past workshop topics have included: Graduate Funding Opportunities, Life Beyond the Ivory Tower, Marketing Yourself Outside the Academy, Working with Institutional Review Board, among others. For more information on these workshops or to see an archive of past events, go to www.luc.edu/gradschool/workshops.

Printing and photocopying

Loyola has over 35 computer labs available with full printing and photocopying services between both the Lake Shore and Water Tower campuses. Each lab is staffed with either professional staff or trained students to provide assistance. Most locations are open from 8:00 a.m. to midnight, with others offering hours beyond those times. For a list of lab locations and hours, go to www.luc.edu/digitalservices.

Research symposium

The Graduate School, in association with the Graduate Student Advisory Committee, each year hosts the Graduate School Interdisciplinary Research Symposium. This event takes place annually during Loyola's Weekend of Excellence. All Graduate School students are encouraged to submit and present at this event. More information about the event is emailed to all Graduate School students at their Loyola email account. Interested students should submit appropriate materials to the Graduate School by any deadlines allotted in those email announcements.

Shuttle bus

A shuttle bus is offered to all Loyola students and staff during the Fall and Spring semesters. The bus runs round-trip directly from Lake Shore campus to the Water Tower campus. Service is offered weekdays only from 7 a.m. to midnight with a valid Loyola student ID. Busses run at 20 minute intervals if under normal traffic conditions. Pick up locations are on the south end of the West Quad at the Lake Shore campus and the east wall of the Corboy Law Center lobby at the Water Tower campus. The shuttle is offered as a supplemental service. It is suggested that students ride the Red Line if there are long lines for the shuttle.

Student affairs

The Graduate School offers many programs geared toward Student Affairs. Throughout the year, social events are open to students across disciplines. Many are announced via email from the Graduate School. There are also resources available on the Graduate School's website, such as Graduate Student Finance materials, that assist with the betterment of students' lives outside of academia. The Graduate Student Life Coordinator works directly with students to plan events and workshops that assist student needs.

Also, resources are available to students through the Water Tower Campus Life office. They offer resources specific to graduate students across all schools at Loyola, such as graduate socials, engagement opportunities, ministry and spiritual growth support, and support groups. For more information about services under the Water Tower Campus Life office, contact Dana Bozeman at dbozeman@luc.edu.

Student ID cards

Loyola provides a student ID card, which is known as a Rambler card. It is a photo identification card that allows access to buildings across all campuses, including libraries and the Halas Sports Center. It can be used to pay for items with Rambler Bucks. Cards are valid from a student's matriculation date until two months after graduation.

All students are able to obtain an ID card once they are registered for classes. Students should go to the Campus Card office to have their picture taken and card printed. The office is located at the Sullivan Center on the Lake Shore campus and the Corboy Law Center lobby on the Water Tower campus.

Rambler bucks

A key feature of the Rambler ID card is Rambler Bucks. These are used for costs relating to printing services and on campus dining, among other things. The Rambler Bucks can also be used off campus at participating businesses. Rambler Bucks can be added at any ValuePort location on either campus or online using a credit card.

Student Wellness Center

Loyola offers health services to its students through the Student Wellness Center. Services include appointments for common illness diagnosis with a nurse practitioner or medical doctor, lab testing for illnesses, preventative services such as immunizations, referral services and procedures like allergy shots, ear irrigation, and wound care. Also, the Wellness Center has health education and nutrition resources, a therapy dog, counseling/therapy, and a Dial-a-Nurse service at (773) 508-8883. Care under the Wellness Center is covered by the Student Activities fee included in the student bill. Students not paying the fee can access services from the Wellness Center by paying \$80 a semester. More information can be found at www.luc.edu/wellness.

Dissertation support group

Loyola's Wellness Center recognizes that writing a dissertation can be stressful for the student and those surrounding them. With that in mind, they created the Dissertation Support Group for students to meet, discuss, and support each other as they continue their studies. The group is open to graduate students at any stage in the process of completing a doctoral dissertation.

Students with disabilities

These policies are in effect for all Loyola only courses. If you are taking an Erikson course, please refer to Erikson's Disability policy on pages 54–56.

ADA policy

Services for Students with Disabilities (SSWD) is committed to providing accommodations and services to students with disabilities in accordance to ADA and Section 504. SSWD promotes self-awareness, self-determination, and advocacy in an accessible learning environment while carefully respecting students' confidentiality.

SSWD locations

The SSWD office is located on the Lake Shore campus in the Sullivan Center and on the Water Tower campus in the Corboy Law Center, 8th Floor. They can be contacted by calling (773) 508-3700 or emailing sswd@luc.edu.

For additional information, visit their website at www.luc.edu/sswd.

Rights and responsibilities

Student rights and responsibilities

According to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, a student with a documented disability is entitled to reasonable accommodations in order to compete on an equal basis with peers.

Students with disabilities who wish to receive services and accommodations at the start of the semester must do the following:

- Contact the SSWD Staff at the beginning of the semester to request accommodations.
 - New students: Contact SSWD at least 4 weeks before your first term at Loyola
 - Returning students: Contact SSWD during the first 2 weeks of each semester to determine appropriate accommodations
- Provide appropriate documentation of their disability in order to receive the requested accommodations
- Provide faculty the accommodation forms within a week of the date on the forms to ensure timely provision of the accommodations
- Contact SSWD if reasonable services and accommodations are not implemented in an effective or timely manner

University rights

- Identify and establish essential functions, abilities, skills, knowledge, standards and criteria for courses, programs, services and activities
- Request and receive, through Services for Students with Disabilities (SSWD), current documentation from an appropriate licensed professional source that supports accommodation requests as well as requests for academic adjustments and/or auxiliary aids and services
- Deny a request for accommodations, academic adjustment and/or auxiliary aids and services in consultation with a student with a documented disability if:
 - Documentation does not meet the university's guidelines and demonstrate that the request is warranted
 - The student fails to provide appropriate documentation
- Refuse to provide an accommodation, adjustment and/or auxiliary aid or service that is ineffective or unreasonable, including any that:
 - Pose a direct threat to the health and safety of others
 - Fundamentally alter the courses, programs, services or activities
 - Pose undue financial or administrative burden

University responsibilities

- Provide information regarding policies and procedures to faculty, staff, students and guests with disabilities and assure that this information be provided in accessible formats upon request
- Ensure that courses, programs, services and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students and applicants on their abilities and potentials, not their disabilities
- Provide or arrange for effective, appropriate and reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with identified disabilities in courses, programs, services and activities
- Maintain appropriate confidentiality of records and communication concerning students with disabilities

Confidentiality

Confidentiality is extremely important in all matters pertaining to students with disabilities. Information regarding a student's disability is only shared with other university personnel if there is a legitimate reason to do so and with the student's written permission.

Faculty members are not told the specific nature of a student's disability, unless the student provides SSWD with written permission. Faculty may not identify students as having a disability nor disclose their accommodations without the student's written permission. Students are encouraged to communicate openly with faculty regarding their accommodations.

SSWD policies and procedures

In order to provide appropriate and reasonable accommodations to students with disabilities, SSWD:

- Keeps confidential and private all information regarding a student's disability
- Determines the accommodations and services to be provided to a student, taking into consideration the student's documentation, preferences, available resources and course requirements
- Explains the process for the provision of accommodations and services to the student verbally and in writing
- With student consent, notifies the student's instructors in writing, certifying that a student has a disability and stating recommended academic accommodations

- With student consent, notifies appropriate university staff and administrators of non-academic accommodations and services such as housing, recreation, safety, counseling, financial aid, transportation, health services, employment, insurance and other co-curricular activities

More SSWD Policies and Procedures can be found on their website at www.luc.edu/sswd.

Commitment to diversity and disability awareness

SSWD serves students with disabilities by creating and fostering an accessible learning environment. We aim to empower students with diverse needs by enhancing their self-awareness, self-determination and self-advocacy. We promote awareness of the needs of students with disabilities and encourage the Loyola community to respect and care for each individual. Following in the steps of Loyola's Jesuit mission, SSWD is committed to serving all students no matter their gender, race, ethnicity, age, socio-economic status, sexual orientation, or disability. We work closely with campus partners, students, families, and the Chicago community to create a safe environment for students to succeed academically and personally.

Reasonable accommodations

According to Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act, 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. Only the peripheral requirements of courses, programs, and activities are subject to modification; essential elements of courses, programs, and activities must remain intact.”

In order to provide appropriate and reasonable accommodations to students with disabilities, SSWD:

- Keeps confidential and private all information regarding a student's disability
- Determines the accommodations and services to be provided to a student, taking into consideration the student's documentation, preferences, available resources and course requirements

- Explains the process for the provision of accommodations and services to the student verbally and in writing
- With student consent, notifies the student's instructors in writing, certifying that a student has a disability and stating recommended academic accommodations
- With student consent, notifies appropriate university staff and administrators of non-academic accommodations and services such as housing, recreation, safety, counseling, financial aid, transportation, health services, employment, insurance and other co-curricular activities

Common academic accommodations

Common academic accommodations include:

- Extended time on exams (50% is most common)
- Use of our Testing Center
- Use of a private room within the Testing Center
- Use of a computer during exams
- Audiobooks and/or PDFs
- Note taking
- 1:1 Tutoring
- Enlarged font
- Readers or Scribes for exams
- Priority registration
- American Sign Language Interpreters

This is not an exhaustive list of available accommodations. Students are not guaranteed approval for any or all of the accommodations listed above. Students are required to follow our registration protocol to receive accommodations.

Please note: Loyola does not provide aides, services or devices for personal use or study. Accommodations that fundamentally alter the nature of the course work, or the materials assigned, or are unduly burdensome financially or administratively will not be provided.

Auxiliary services

Alternative text and document conversion

The Alternative Text service is available through SSWD for students with visual or other print-related disabilities. SSWD can assist qualified students with obtaining their texts in alternative format, such as audio or e-text. SSWD has established the following process to ensure that your required readings are received in a timely manner.

Student responsibilities:

1. Students must meet with SSWD Staff to determine if they are eligible for alternative text services.
2. If eligible, students will complete Alternative Text Agreement to be kept on file.
3. Students must provide SSWD with the list of required books for each class, preferably before the start of the semester.
4. Students are required to purchase their own copy of the text, and must provide proof of purchase for SSWD to keep on file.
5. Students are required to provide SSWD a copy of their class syllabus. SSWD will attempt to obtain syllabi directly from faculty; however this is not always possible.

Interpreter and CART services

Sign Interpreters or CART interpreters will be arranged for students who are deaf or hard of hearing and have provided required disability documentation, including a current audiogram, and have requested interpreter accommodations. Interpreters will be provided for academic programs and college sponsored activities. .

Note taker program

SSWD's Note Taking Program is committed to helping students who need supplemental notes in their classes by providing them with clear, concise, and complete notes to review. We seek to hire students as note takers who are highly motivated, organized, and dependable. Note takers should have good listening, communication, and writing skills, as well as a respect for the note taking process. By being conscious of your note taking, you are not only helping the student for whom you are taking notes, but yourself as well!

Process for SSWD students

- Complete and return the Note Taker Request Form to SSWD at least 3 weeks before the first day of class.
- You will be notified by email when a Note Taker is hired for your class.
- You will receive notes from SSWDNoteTaking@luc.edu within 48 hours after each class session.
- You must attend your classes in order to receive a note taking accommodation. Frequent non-disability related absences from class may result in a suspension of this accommodation.

Process for students hired as note takers

- You will be contacted via email by the Note Taker Coordinator that a student in your course has requested a Note Taker.
- Email the Coordinator if you are interested in being hired as a Note Taker and meet the requirements.
- If hired, you will need to fill out a few forms so you can be paid.
- You will email notes to SSWDNoteTaking@luc.edu within 24 hours after each class session.
- You will receive a notification at the end of the semester that your check is ready to be picked up.

To ensure confidentiality for the students who use our services, Note Takers will not be given the identity of the student for whom they are taking notes. All notes will be sent to SSWDNoteTaking@luc.edu and will then be forwarded to the appropriate student by SSWD staff. If you have concerns about confidentiality or feel your confidentiality has not been honored, please notify our office.

Testing center

The SSWD Testing Center is available at the Lake Shore campus in Sullivan Center Monday through Friday from 9:00 a.m. to 5 p.m. Testing space in Sullivan Center will be available on a first come, first serve basis. We ask that students and faculty members coordinate their testing needs with SSWD staff in a timely manner.

Please note: Students who are eligible for extended time only and *not* a private testing site are expected to take their tests with the class. These students should coordinate their extended test time with their instructors. Please reference the student's SSWD accommodation letter, which will indicate their specific testing needs.

Erikson Institute doctoral faculty

Tonya Bibbs, Assistant Professor

BA, University of Iowa; MSW, University of Illinois at Chicago; PhD in child development, Erikson Institute–Loyola University Chicago

Jie-Qi Chen, Senior Vice President for Academic Affairs/Dean of Faculty and Professor

BA, Beijing Normal University; MS in early childhood education, University of Northern Iowa; PhD in applied child development, Tufts University

Ashley Curry, Clinical Assistant Professor

BSW, Central Missouri State University; MSW in mental health, Loyola University Chicago; PhD in social work, University of Chicago

Pamela Epley, Clinical Associate Professor

BS, Rockhurst College; MA in education, Rockhurst University; PhD in special education, University of Kansas

Linda Gilkerson, Professor

BS, University of Kansas; MEd in special education, University of Missouri; PhD in early childhood special education, University of Illinois at Champaign-Urbana

Laura Grandau, Assistant Professor

PhD in Curriculum and Instruction, Teacher Education/Mathematics Education, University of Wisconsin; MA in Education/Educational Psychology, University of Chicago; BA, University of Chicago

Samina Hadi-Tabassum, Associate Clinical Professor

EdD in Curriculum Studies, Columbia University; MEd in Bilingual Education, University of St. Thomas; BA, Northwestern University

Nucha Isarowong, Assistant Professor

PhD in Social Work, University of Chicago; AM in Social Work, University of Chicago; BS, University of Illinois at Urbana-Champaign

Florence Kimondo, Assistant Clinical Professor

BBA, Catholic University of Eastern Africa; MSW, Loyola University Chicago; PhD in child development, Erikson Institute–Loyola University Chicago

Jon Korfmacher, Program Director and Associate Professor

BA, Stanford University; PhD in clinical psychology and child development, University of Minnesota

Cassandra McKay-Jackson, Associate Professor

PhD in Education; MSSW in Social Work; BA, University of Iowa

Gillian Dowley McNamee, Professor

BA, Hampshire College; MST, University of Chicago; PhD in reading and language, Northwestern University

Luisiana Melendez, Clinical Associate Professor

BA, Universidad Nacional Pedro Henríquez Ureña; MEd in Child Development, Erikson Institute–Loyola University Chicago; PhD in Child Development, Erikson Institute–Loyola University Chicago

Amanda Moreno, Assistant Professor

BA, Tufts University; MA in Child Development, Tufts University; PhD in Developmental Psychology, University of Denver

Mark Nagasawa, Assistant Professor

BA, University of Arizona; MSW, Arizona State University; PhD in Curriculum and Instruction and Early Childhood Education, Arizona State University

Erikson Institute teaching affiliates

Juliet Bromer, Assistant Research Scientist

BA, Columbia University in the City of New York; MSE, Bank Street College of Education; PhD in human development, University of Chicago

Colette Davison, Dean of Students

BA, University of Manchester; MS in developmental and educational psychology, The Queen's University; PhD in clinical psychology, Northwestern University Medical School

Chip Donohue, Dean of Distance Learning and Continuing Education

BA, University of Wisconsin-Madison; MS in higher education, Iowa State University; PhD in child and family studies, University of Wisconsin-Madison

Lisa Ginet, Director, Early Math Collaborative

BA, Harvard and Radcliffe Colleges; MEd in early childhood and elementary education, Bank Street College of Education; EdD in early childhood education, Concordia University Chicago

Mary Hynes-Berry, Senior Instructor

BA, Trinity College; MA in English, University of Wisconsin-Madison; PhD in English, University of Wisconsin-Madison

Jennifer McCray, Director, Early Math Collaborative

BA, University of North Carolina at Chapel Hill; MS in child development, Erikson Institute; PhD in child development, Erikson Institute-Loyola University Chicago

Rebecca Mermelstein, Adjunct Faculty Member

PhD in clinical and developmental psychology, University of Illinois at Chicago; MEd in human development, Harvard Graduate School of Education; BA Barnard College, Columbia University

Margaret Nickels, Clinical Director, Center for Children and Families

MA, Gutenberg University; MA in educational psychology, University of Chicago; PhD in clinical psychology, Northwestern University

Erin Reid, Assistant Director for Research, Early Math Collaborative

BS, Mansfield University; MEd The Pennsylvania State University; PhD The Pennsylvania State University

Erikson student services directory

Academic Success Center, Room 216

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

Admission Office, Room 312/313/314

Maggie Murphy
mmurphy@erikson.edu
(312) 893-7143

Candace Williams
cwilliams@erikson.edu
(312) 893-7144

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

Computer Lab, Room 303

Chip AuCoin
techhelp@erikson.edu
(312) 893-7196

Dean of Students, Room 414

Colette Davison
cdavison@erikson.edu
(312) 893-7173

Director of PhD Program, Room 424

Jon Korfmacher
jkorfmacher@erikson.edu
(312) 893-7133

Field Education and Career Services, Room 312/316

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

Candace Williams
cwilliams@erikson.edu
(312) 893-7144

Financial Aid, Room 311

Alex Yang
ayang@erikson.edu
(312) 893-7154

International Student Services, Room 313

Maggie Murphy
mmurphy@erikson.edu
(312) 893-7143

IT Help

techhelp@erikson.edu

Library, Room 210

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

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

Diana Sykes
library@erikson.edu
(312) 893-7210

Multicultural Student Affairs, Room 314

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

Registration and Student Records, Room 310/312

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

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

Student Accounts, Room 457

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

Students with Disabilities, Room 414

Colette Davison
cdavison@erikson.edu
(312) 893-7173

Loyola Graduate School directory

Awards Coordinator

(773) 508-7479

Sylvia Brown-Hood

Office Assistant
sbrown3@luc.edu
(773) 508-6044

Missy Coleman

Graduate Assistant for Formatting
formathelp@luc.edu
(773) 508-2976

Marcela Gallegos

Director, McNair Scholarship Program
mgalle2@luc.edu
(773) 508-3403

Elaine Goetz

Office Assistant
egoetz@luc.edu
(773) 508-8945

Jessica Horowitz

Associate Dean for Student Services
jhorow@luc.edu
(773) 508-2476

Sue Penckofer

Associate Dean
spencko@luc.edu
(773) 508-8949

Dianne Zazycki

Executive Secretary
dzazycki@luc.edu
(773) 508-8948

Erikson faculty and staff

Faculty

Jie-Qi Chen, PhD, Senior Vice President
for Academic Affairs/Dean of Faculty
Tonya Bibbs, PhD
Barbara T. Bowman, MA
Ashley Curry, PhD
Pamela Epley, PhD
Linda Gilkerson, PhD
Laura Grandau, PhD
Samina Hadi-Tabassum, EdD
Nucha Isarowong, PhD
Florence Kimondo, PhD
Jon Korfmacher, PhD
Cassandra McKay-Jackson, PhD, LCSW
Gillian Dowley McNamee, PhD
Luisiana Melendez, PhD
Amanda Moreno, PhD
Mark Nagasawa, PhD

Senior Instructors

Mary Hynes-Berry, PhD
Rebeca Itzkowich, MA

Instructors

Theresa Atchley, MEd
Jill Barbre, MEd LCSW
Jennifer Kemp Berchtold, MS, CCLS, DT
Margaret Brett, AM, LCSW
Sandy Carrillo, MS
Patricia Chamberlain, MS
Charles Chang, MA
Amy Clark, MA
Terra Ellingson, MA
Andria Goss, MS, MSW
Melinda Gronen, MA, LCSW
Rebecca Halperin, MS
Carey Halsey, MS
Robyn Hart, MEd
Mary Claire Heffron, PhD
Carri Hill, PhD
Andrea Hohf, MSCD, LCSW
Sherry Kaufman, JD
Margaret Lane, MEd
Isabela Marchi, MEd, MS
Mary Marovich, MEd
Sarah Martinez, MEd, MA, LCPC
Rebecca Mermelstein, PhD
Christine Morrison, MS
Catherine Murray, MSW, LCSW
Patricia Perez, PhD
Mary Quest, MA
Ruth Reinl, MSE

Sara Robles, MEd
Saskia Rombouts, MA
Jennifer Rosinia, PhD
Angela Searcy, MS
Charlene Slezak, PsyD
Sue Stolzer, PhD
Elizabeth Tertell, MEd

Staff

Office of the President

Geoffrey Nagle, PhD, President
Michelle Jackson, Manager of Executive
Affairs

Academic Programs

Jie-Qi Chen, PhD, Senior Vice President
for Academic Affairs/Dean of Faculty
Colette Davison, PhD, Dean of Students
Rhonda Gillis, MA, Manager of Academic
Affairs
Chris Simons, BA, Faculty Coordinator

Center for Children and Families

Sara Anderson, BA, Staff Clinician
Stacey Austin, BA, Staff Clinician
Michele Belanski, MSW, Staff Clinician
Julianna Blanning, MS/MSW, Staff Clinician
Susan Chen, MSW, Staff Clinician
Lauren Cooper, MS, Transition Manager
Aleida Jaimes Correa, BS, Disabilities
Consultant
Michelle Costello, MSW, Staff Clinician
Monica Dirr, MSW, Staff Clinician
Laura Fraint, PsyD, Staff Clinician
Fraeda Friedman, PhD, Disabilities
Consultant
Yvette Gonzalez, PhD, Clinical Psychologist
Ruchira Gulati, MS, Staff Clinician
Zachary Kulhan, BA, Administrative
Coordinator
Amy Labb, MA, Transition Case Manager
Margret Nickels, PhD, Director
Nicole Polash, MS, Disabilities Consultant
Anne Powers, MEd, Coordinator
of Intervention Services
Emma Retzlaff, BA, Billing Coordinator
Jean Rounds, MSW, Staff Clinician
Marian Slahor, BA, Business Manager
Elizabeth Stoltenberg, MS/MSW, Staff
Clinician
Cassandra Ward, MS, Staff Clinician
Frank Zator, BA, Patient Account
Representative

Communications

Jeffrey Danna, BA, Director of Storytelling
and Content Strategy
Brian Moore, BA, Director of Audience
Engagement and Content Strategy

Distance Learning and Continuing Education

Chip Donohue, PhD, Dean of Distance
Learning and Continuing Education
Gabriele Frahm, BS, Instructional Designer
Dorothy Jagonase, BS, Instructional
Designer
Tamara Kaldor, MS, Associate Director,
TEC Center
Jessica Kubacki, BS, Program Manager
Mike Maxse, BS, Director of Distance
Learning
Michael Paulucci, MFA, Manager of Video
and Multimedia
Lester Shannon, BS, Program Manager
Matthew Zaradich, BA, Assistant Director
of Distance Learning and Continuing
Education

Early Math Collaborative

Jeanine Brownell, MS, Assistant Director
of Programming
Suzanne Budak, BS, Research Coordinator
Lisa Ginet, EdD, Program Director
Donna Johnson, MS, Assistant Director of
School Support Services
Jennifer McCray, PhD, Principal
Investigator
Cody Meirick, MA, Program Manager
Claudia Melgar, MEd, Research Analyst
Gala Pierce, MEd Administrative
Coordinator
Erin Reid, PhD, Assistant Director
of Research

Enrollment Management

Stacy Branch, BS, Assistant Director,
Registration and Student Records
Michel Frendian, EdM, Dean of Enrollment
Management
Maggie Murphy, BA, Senior Assistant
Director of Admission and International
Student Services
David Arron Saenz, MPA, Director,
Registration and Student Records
Candace Williams, MS, MSW, Associate
Director, Admission and Career Services

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

Alex Yang, MA, Associate Director,
Financial Aid and Enrollment Services

Field Education and Career Services

Margaret Brett, AM, LCSW, Director of
Field Education and Career Services
Candace Williams, MS, MSW, Associate
Director, Admission and Career Services

Finance

David Dawodu, BS, Associate Director
of Finance and Compliance
Christine Frankhauser, BComm, Controller
Myrna Guadarrama, BS, Senior Grant
and Contract Accountant
Patricia Lawson, BS, Vice President for
Finance and Operations/CFO
Bruce Myers, Financial Analyst/Student
Billing Coordinator
Sarah Roberson, MFA, Accounts Payable
Coordinator

Fussy Baby

Catalina Ariza, MEd, Fussy Baby Home
Visitor
Hannah Jones-Lewis, MSW, Program
Manager
Michelle Lee, MEd, LPC, Infant Mental
Health Specialist
Nancy Mork, MSW, Senior Infant Mental
Health Specialist
Tori Torrence, MSW, Field Trainer
Chang Vang, Administrative Coordinator

Herr Research Center

Laura Abbruzzese, MS Program Monitor
Leanne Beaudoin-Ryan, PhD, Associate
Director of Research
Juliet Bromer, PhD, Assistant Research
Scientist
Saima Gowani, EdM, Project Director
Patricia Molloy, MA, Project Manager
Samara Morris, Administrative Assistant
Cristina Pacione-Zayas, PhD, Director
of Policy
Jessica Ruiz, MS, Site Coordinator
Penquet Smith, BS, Manager, Illinois
Early Childhood Fellows Program
Lenoy Thottappilly, BS, Web Applications
Developer

Jaclyn Vasquez, MS, EDI Associate Director
Yinna Zhang, PhD, Project Director,
China Initiative

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

Chip AuCoin, BA, Technical Support
Specialist
Eric Cormack, BS, BA, Technical Support
Specialist
Jonathan Frank, BA, Chief Information
Officer
Cathi Odtohan, BA, Systems Administrator

Institutional Advancement

Anna Akers-Pecht, BA, Coordinator,
Annual Fund and Alumni Relations
Rebecca Beno, BA, Grant Writer and
Prospect Research Coordinator
Madeleine Holdsworth, MBA, Assistant
Director, Data Systems and Donor
Services
Cheryl Mendelson, BA, Vice President for
Institutional Advance
Patricia Offer, BS, Director of
Development and Alumni Relations
Michelle Smith, Executive Assistant
Anne Volz, BA, Director, Corporate
and Foundation Relations and Grant
Management

Institutional Research

Charles Chang, MA, Chief Research and
Strategy Officer

Library

Karen Janke, MSLIS, Director, Edward
Neisser Library
Brittany Poku, MS, Circulation Desk
Coordinator
Diana Sykes, MS, Public Services Librarian

New Schools Project

Valencia Burney, MS, Professional
Development Facilitator

Linda Hamburg, MS, Professional
Development Coordinator
Anna Jerabek, MEd, Professional
Development Facilitator
Sue Mitra, EdD, Professional
Development Coordinator
Laura Mudd, MEd, Professional
Development Facilitator
Emma Rand, BFA, Project Coordinator

Senior Research Associate

Toby Herr, MEd

Research/Project Associates

Calm Classroom K-2

Adenia Linker, MEd
Maria Kontoudakis, MS
Lisa Wartemberg, MEd

Erikson/Illinois Department of Children and Family Services Project

Kelsey Crick, BA
Andria Goss, MS, MSW

Erikson/Illinois State Board of Education Prevention Initiative Monitoring Project

Cristina Gonzalez del Riego, MS
Kimberly Hanes, MS
Rebecca Harles, EdM
Margaret Reardon, BS

Illinois Home Visiting Quality Monitoring Project

Jennifer Baquedano, BS
Helen Jacobsen, BS

Project Match

Toby Herr, MEd
Warrine Tidwell, BS

Writing tutors

Stripe Gandara, PhD, Associate Director
of Writing and Academic Support
Diane Carasig, MS
Dawn Craan, MS
Amberle Dekker, MS
Cristina Gonzalez del Riego, MS
Emma Iverson, MS
Grazyna Jakubowska, MS
Vanessa Lee, MS
Shira Miller, MS
Alejandra Paucar, MS
Nicole Polash, MS
Megan Sexton, MS

Degree/certificate granting authority

Erikson Institute is authorized by the Illinois Board of Higher Education to grant the MS in Child Development, the MS in Early Childhood Education, the Master of Social Work, and the Early Childhood Bilingual/ESL, 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.

© 2017 Erikson Institute. All rights reserved.
08-17/DS

Erikson Institute

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