

2014–15 Student Handbook
M.S.W. Program

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Academic calendar 2014–15

This calendar is subject to change without notice.

Fall 2014

Thursday, August 21, 6–8 p.m.	Internship orientation (continuing students)
Friday, August 22	New master's student orientation
Thursday, August 28	Fall semester classes begin
Monday, September 1	Labor Day holiday
Tuesday, September 2	Fall semester online classes begin
Friday, September 5	Add/drop period ends
Friday, September 5	Fall semester tuition due
Saturday, September 13	Comprehensive exam
Wednesday, September 17	Constitution Day observed
Tuesday, September 30	Last day to submit approved rewrites of papers from Summer 2014 courses or to complete requirements for Summer 2014 courses for which a grade of 'I' or 'NG' was submitted
Monday, November 3	Priority registration for Spring 2015 begins
Friday, November 7	Last day to withdraw from a class with a "W" grade
Thursday–Friday, November 27–28	Thanksgiving holiday
Sunday, December 14	Fall semester online classes end
Monday, December 15	Fall semester classes end
December 16–January 4, 2015	Winter break

Spring 2015

Monday, January 5	Spring semester on-campus and online classes begin
Friday, January 9	Spring semester tuition due
Friday, January 9	Add/drop period ends
Saturday, January 10, 1–3 p.m.	Comprehensive exam orientation
Monday, January 19	Martin Luther King, Jr. holiday
Friday, January 30	Last day to submit approved rewrites of papers from Fall 2014 courses or to complete requirements for Fall 2014 courses for which a grade of 'I' or 'NG' was submitted
Saturday, February 7, 1–3 p.m.	Internship orientation
March 2–6	Spring break
Monday, March 16	Priority registration for Summer & Fall 2015 begins
Friday, March 27	Last day to withdraw from a class with a "W" grade
Saturday, April 11	Comprehensive examination
Sunday, April 26	Spring semester online classes end
Monday, April 27	Spring semester classes end
Thursday, May 7	Master's commencement ceremony

Summer 2015

Monday, May 11	Summer Term B online classes begin
Monday, May 18	Summer Term A classes begin
Friday, May 22	Summer term tuition due
Friday, May 22	Add/drop period ends
Monday, May 25	Memorial Day holiday
Saturday, June 6	Comprehensive examination
Friday, June 19	Last day to withdraw from a class with a "W" grade
Tuesday, June 30	Last day to submit approved rewrites of papers from Spring 2015 courses or to complete requirements for Spring 2015 courses for which a grade of 'I' or 'NG' was submitted
Friday, July 3	Independence Day holiday
Monday, July 27	Summer Term A classes end
Sunday, August 2	Summer Term B online classes end

Welcome to Erikson Institute

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

At Erikson you will be challenged to:

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

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

Aisha Ray, Ph.D.
Senior Vice President for Academic Affairs
and Dean of Faculty

Michel Frendian, Ed.M.
Dean of Enrollment Management

Our mission and values

Erikson Institute is an independent institution of higher education that prepares child development and family service professionals for leadership. Through its academic programs, applied research, and community service and engagement, Erikson advances the ability of practitioners, researchers, and decision makers to improve life for children and their families. The Institute is a catalyst for discovery and change, continually bringing the newest scientific knowledge and theories of children's development and learning into its classrooms and out to the community so that professionals serving children and families are informed, inspired, and responsive.

Central to Erikson's mission is the commitment to generate and communicate knowledge in the service of children. This mission is accomplished through three parallel activities: educating professionals; conducting applied research; and engaging with the community and field to enhance policy, provide service, and marshal evidence on behalf of children and families. This mission accurately reflects our purposes today and informs our strategic goals for the future.

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. These same values also characterize the social work profession and are infused throughout the M.S.W. program's explicit and implicit curricula. They are as follows:

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

Relationship-based education The Erikson approach to education recognizes the centrality of relationships in all learning. Erikson is committed to creating a community of teachers and learners who together can generate and share knowledge and explore assumptions guiding practice. Students acquire skills of reflection in order to develop self-knowledge and to explore their own practice. It is in the context of gradually nurtured, trusting relationships with faculty and fellow students that students can take the risk of reflecting on and sometimes striving to alter their approach and identity as professionals. We assume that if students are themselves embedded in rewarding and growth-producing relationships, they will use relationships to inspire children and collaborate with families and colleagues.

Commitment to social justice In all its activities, Erikson seeks to contribute to a significant improvement in the quality, effectiveness, and equity of education and services for all children and families and to help children develop to their fullest potential. Since its inception, Erikson has focused on equity and justice in the care and education of disadvantaged 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 social work, psychology, and education and maintain an active program of research and/or scholarly writing to stay abreast of the field. Faculty and staff bring these same standards to all of Erikson's activities.

The mission of the Master of Social Work program

Erikson's Master of Social Work program prepares advanced, developmentally-informed social workers who seek to promote human rights, social and economic justice, and community well-being by addressing the needs of our nation's children and families. The curriculum integrates social work knowledge, values, and skills with deep, interdisciplinary knowledge of child development, supporting a learning community committed to social change through education, research, and community initiatives. Graduates of the program are uniquely prepared to engage with families, communities, and systems to address and advocate for the complex needs of children and families, so that they may have the opportunity to reach their full potential.

Goals of the M.S.W. program

The M.S.W. program's goals flow directly from its mission. They reflect the integration of the Institute's unique strengths with those of social work education. The result is a specialized program dedicated to promoting competencies in bridging theory and evidence-based practice. More specifically, the program systematically draws on developmental knowledge to inform strengths-based, person-in-environment perspectives, cultural competence, supportive practices, critical reflection, ethical decision-making, and social action. Erikson's mission and goals are fully in keeping with the knowledge, values, and skills reflected in the Council on Social Work Education's 10 core competencies.

The M.S.W. program will prepare advanced social work professionals who are able to:

1. Integrate social work knowledge, values, and skills with deep knowledge of child development to promote the well-being and empowerment of children, families, and communities.
2. Apply developmental theory, research, and knowledge of child development as a framework for identifying, addressing, and advocating for the complex needs and individual differences of children and families, so that they may have the opportunity to reach their full potential.
3. Promote human rights, social and economic justice, social change, and community well-being through critical reflection, ethical practice, research, and active engagement in communities.
4. Use self-knowledge, critical thinking, and reflective practice to engage in effective relationships with children, families, communities, and systems.

Admission requirements

All applicants to Erikson's M.S.W. program will be interviewed and selected for admission on the basis of the following criteria:

1. **Prior academic performance:** Applicants must have a bachelor's degree from a regionally accredited institution of higher education with a minimum grade point average of 2.75 on a 4-point scale.
2. **Prior work experience:** Applicants must have at least one year of practical experience, or equivalent, with children and/or families in a supervised setting. Experience may be gained over several years through part-time, volunteer, and/or paid work.
3. **Demonstrated suitability for the field:** Applicants are expected display integrity, sensitivity, flexibility and adaptability, the ability to consider the impact of context and culture on human behavior and development, and capacity to engage in reflective practice.

Applicants to the M.S.W. program will submit the following:

1. Completed application, including personal essays and a summary of work history
2. Completed applicant self-disclosure form
3. Nonrefundable application fee
4. Official sealed transcripts of all previous college and university work
5. Three letters of recommendation

Admission review process

Applicants who submit a complete application are interviewed by an M.S.W. faculty member, who completes a summary of the student's work and volunteer experiences, academic qualifications, future plans and career goals, and an evaluation of the interview. The admission committee for M.S.W. applicants consists of the Dean of Faculty (or designee), the Dean of Enrollment Management, and the M.S.W. faculty member who has interviewed the applicant. These committee members will work together to determine whether the candidate meets the criteria for admission to the M.S.W. program. If the Dean of Faculty and the faculty member disagree about a candidate's admissibility, another faculty member in the M.S.W. program will be asked to review the application materials and make a recommendation. Applicants will be notified of the admission committee's decision in writing.

Policy on advanced standing

Because of the unique nature of Erikson's M.S.W. program, which blends in-depth child development content throughout the course work at both the foundation and advanced level, Erikson does not offer an advanced standing option to students holding an earned BSW. Admitted students with a BSW may, however, be eligible for course waivers of up to six credit hours based on the following criteria:

1. The student's bachelor's degree was awarded by one of the following:
 - a. a CSWE accredited baccalaureate social work program;
 - b. a baccalaureate social work program recognized through CSWE's International Social Work Degree Recognition and Evaluation Services; or
 - c. a baccalaureate social work program covered under a memorandum of understanding with an international social working accrediting entity.
2. The content of each course considered for a waiver is consistent with Erikson's M.S.W. course work. Students must submit a full course syllabus for an official determination of course work equivalency.
3. The student earned a grade of 'A-' or better in each course.

Erikson M.S.W. courses that are eligible for a waiver are the following:

1. SOWK K430 Working with Individuals, Families, and Groups (3 credits)
2. SOWK K431 Working with Organizations and Communities (3 credits)

Credit for life or work experience

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

Admission with concurrent experience requirement

Applicants who do not meet the required one year of experience working with young children, but who otherwise are strong candidates for admission to the master's degree program, will be admitted with a concurrent experience requirement. Students admitted with this requirement are asked to work a minimum of 6 hours per week in an appropriate setting and participate in an online discussion group during their first year to gain the desired experience. Maggie Brett, Director of Field Instruction and Career Counseling, works closely with students admitted with the concurrent experience requirement to identify appropriate placements.

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.

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

Nondiscrimination policy

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

Master's degree programs general information

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

Erikson's master's degree programs offer a multidisciplinary approach to the study of human development across the life cycle with special emphasis on children from birth through age eight. Courses cover relevant aspects of developmental psychology, anthropology, education, sociology, health, and social work with families and communities. Within each degree program, cohorts of students take the same set of courses, participate in small group seminars, and engage in an intensive placement—always with close attention and support from a faculty adviser. While working independently, students are expected to interact with their instructors and peers to gain mastery of course material and to develop insight into the interrelationship of the various disciplines. Students typically complete their degree in two or three years.

Master's degree competencies

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

Knowledge Base Competencies

- **Developmental knowledge** Students will have an in-depth knowledge of typical and atypical human growth from the prenatal period to age eight in the areas of intellectual, social, emotional, physical and language development. They will understand the inter-relationships among these domains of development as well as the role of care-giving relationships in the developmental process.
- **Social/cultural influences** Students will have an understanding of how social, cultural, political, economic, and family contexts influence child development. Social work students will have coursework that exposes them to the entire life-cycle viewed through a developmental lens.

- **Understanding programs** Students will have knowledge of a range of schools, programs, services, and resources for children and families in different communities and settings. This includes knowledge of a range of effective approaches, therapeutic methods, and inclusive practices for children of different ages, and the use of formal and informal assessment strategies to understand and meet children's needs within these settings.
- **History and policy issues** Students will demonstrate an understanding of the historical, philosophical, and social foundations of current policies and practices in child and family services, and current social issues facing children, families, and those who work with them.

Practice skills/competencies

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

Self-Knowledge and Reflection

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

Master of Social Work competencies

In addition to the general competencies required of all Erikson master's degree students, M.S.W. students must demonstrate a set of competencies specific to social workers. The Council of Social Work Education has identified ten core competencies and 41 related practice behaviors as essential to effective generalist social work preparation. Erikson has identified 20 additional practice behaviors

associated with advanced practice in the Children and Families concentration. Graduates of the Erikson M.S.W. program will be required to demonstrate competence in both generalist and advanced practice behaviors. Below are the foundational and advanced practice behaviors that graduates from the Erikson M.S.W. program will be expected to demonstrate:

Competency 1

Identify oneself as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Social workers:

- a. Advocate for client access to the services of social work;
- b. Practice personal reflection and self-correction to assure continual professional development;
- c. Attend to professional roles and boundaries;
- d. Demonstrate professional demeanor in behavior, appearance, and communication;
- e. Engage in career-long learning; and
- f. Use supervision and consultation.

Advanced practitioners recognize and understand the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behaviors.

Advanced practitioners with a children and families concentration:

- a. Readily identify as a social work professional with developmental knowledge and expertise who recognizes the complex interaction between individuals and their environments across the life span; and
- b. Identify and attend to their professional strengths, boundaries, limitations and challenges with clients in all settings, including cross-disciplinary settings;

Advanced practitioners with a school social work concentration:

- a. Readily identify as a school social work professional with developmental expertise, who recognizes the complex interaction between individuals and their environments, particularly in relation to educational environments; and
- b. Identify and attend to their professional strengths, boundaries, limitations and challenges with students in school, family, and community settings, including cross-disciplinary settings.

Competency 2

Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social workers:

- a. Recognize and manage personal values in a way that allows professional values to guide practice;
- b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- c. Tolerate ambiguity in resolving ethical conflicts; and
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

Advanced practitioners are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect the therapeutic relationship and provision of services.

Advanced practitioners with a children and families concentration:

- a. Use knowledge about ethical issues (e.g. client/constituent rights, competing values and motivations, legal parameters, and shifting social mores and trends) that affect the provision of services to children and families to conduct themselves ethically; and
- b. Make every effort to recognize and appropriately manage their power, values, ethics, beliefs and biases as they affect the professional relationship and the interests, well-being, and agency of children and families including those who are marginalized, disenfranchised, and without resources to avail themselves of adequate intervention.

Advanced practitioners with a school social work concentration:

- a. Use knowledge about ethical issues (e.g. client/constituent rights, competing values and motivations, legal parameters, and shifting social mores and trends) that affect the provision of services to children, families, schools, or other identified client systems to conduct themselves ethically; and
- b. Make every effort to recognize and appropriately manage their power, values, ethics, beliefs and biases as they affect the professional relationship and the interests, well-being, learning, and agency of students and families including those who are marginalized, disenfranchised, mentally ill, developmentally and/or learning challenged, and without resources to avail themselves of adequate intervention.

Competency 3

Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- b. Analyze models of assessment, prevention, intervention, and evaluation; and
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Advanced practitioners understand and differentiate the strengths and limitations of multiple practice theories and methods, clinical processes, developmental processes, and technical tools, including differential diagnosis. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice.

Advanced practitioners with a children and families concentration:

- a. Engage in reflective practice in order to develop self-knowledge and to critically evaluate and explore their practice; and
- b. Identify and articulate clients' strengths and vulnerabilities and generate alternative solutions to client problems when this is appropriate.

Advanced practitioners with a school social work concentration:

- a. Engage in reflective practice in order to develop self-knowledge and to critically evaluate and explore their practice; and
- b. Identify and articulate students' strengths, vulnerabilities and needs, and assist in designing interventions and aligning and modifying instruction when this is appropriate.

Competency 4

Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersection of multiple factors including age, class, color, language, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim.

Social workers:

- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- d. View themselves as learners and engage those with whom they work as informants.

Advanced practitioners are knowledgeable about many forms of diversity and difference and how these influence the therapeutic relationship, developmental process, and clients' presenting issues. Advanced practitioners are knowledgeable about the ways in which various dimensions of diversity affect explanations of illness, challenge, help-seeking behaviors, and healing practices. They are cultural beings and understand how practice choices and interventions can be culture-bound.

Advanced practitioners with a children and families concentration:

- a. Research and apply knowledge of diverse populations to enhance client well-being; and
- b. Work effectively from a strengths based perspective with children and families from diverse cultures.

Advanced practitioners with a school social work concentration:

- a. Research and apply knowledge of diverse populations to enhance student well-being and facilitate a learning community in which individual differences are respected; and
- b. Work effectively to provide intervention strategies appropriate to students' culture, gender, sexual orientation, developmental level, learning styles, and strengths and needs.

Competency 5

Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers:

- a. Understand the forms and mechanisms of oppression and discrimination;
- b. Advocate for human rights and social and economic justice; and
- c. Engage in practices that advance social and economic justice.

Advanced practitioners understand the potentially challenging effects of economic, social, and cultural factors in the lives of children, families, and the systems that serve them. Advanced practitioners understand the stigma and shame associated with disorders, labels, diagnoses, and help-seeking behaviors across diverse populations. They also understand strategies for advancing human rights and social and economic justice in domestic and global contexts.

Advanced practitioners with a children and families concentration:

- a. Use knowledge of the effects of poverty, changing family needs, oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and
- b. Advocate at multiple levels for mental health parity for all children and families and reduction of health disparities for diverse populations.

Advanced practitioners with a school social work concentration:

- a. Use knowledge of the effects of poverty, second language acquisition, immigration, changing family needs, oppression, discrimination, and historical trauma on student's learning and well-being to guide educational planning and intervention; and
- b. Engage in advocacy at multiple levels for educational and mental health parity for all students and families and reduction of educational and health disparities for diverse populations.

Competency 6

Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Social workers:

- a. Use practice experience to inform scientific inquiry; and
- b. Use research evidence to inform practice.

Advanced practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process. Advanced practitioners are committed to bridging theory and evidence-based practice.

Advanced practitioners with a children and families concentration:

- a. Use the evidence-based practice process in clinical assessment and intervention with clients; and
- b. Use child development research to inform developmental assessment and practice with children and families.

Advanced practitioners with a school social work concentration:

- a. Use the evidence-based practice process in educational and clinical assessment and intervention with clients; and
- b. Use child development research to inform developmental assessment and practice with children and families.

Competency 7**Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course, the range of social systems in which people live, and the ways social systems promote or deter people in maintaining or achieving health and wellbeing. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers:

- a. Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- b. Critique and apply knowledge to understand person and environment.

Advanced practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, historical, cultural, and spiritual). They draw on ecological theory, critical theoretical perspectives on race and culture, and psychological theories regarding individual change. They are familiar with psychometrics and diagnostic classification systems used in the formulation of a comprehensive assessment. Advanced practitioners understand how sociocultural contexts influence definitions of psychopathology. They have a working knowledge of psychotropic medications that are typically used in the treatment of mental health disorders, including expected results and side effects.

Advanced practitioners with a children and families concentration:

- a. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
- b. Use bio-psycho-social-spiritual theories, diagnostic classification systems, and medical consultation when appropriate, in formulation of comprehensive assessment and intervention planning.

Advanced practitioners with a school social work concentration:

- a. Synthesize and differentially apply theories of human behavior and the social environment to guide interventions for the education and well-being of children with developmental, academic, linguistic, social, emotional, and/or behavioral challenges;
- b. Use bio-psycho-social-spiritual theories, diagnostic classification systems, psycho-educational classification systems, and medical consultation when appropriate, in formulation of comprehensive assessment and intervention planning.

Competency 8

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

Social workers:

- a. Analyze, formulate, and advocate for policies that advance social well-being; and
- b. Collaborate with colleagues and clients for effective policy action.

Advanced practitioners in social work recognize the connection between clients, practice, and both public and organizational policy. Advanced practitioners have knowledge about factors that influence the development of legislation, policies, program services, and funding at all system levels. They have knowledge of advocacy methods that contribute to effective policies that promote social and economic well-being.

Advanced practitioners with a children and families concentration:

- a. Communicate to stakeholders the implication of policies and policy changes in the lives of children and families; and
- b. Advocate with and inform administrators and legislators to influence policies that impact clients and services.

Advanced practitioners with a school social work concentration:

- a. Communicate to stakeholders the implication of policies and policy changes in the lives of children and families; and
- b. Advocate with and inform administrators and legislators to influence policies that impact students, families and services.

Competency 9

Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively.

Social workers:

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Advanced practitioners are knowledgeable about how relational, organizational, and community systems may impact clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage clients to effect changes within these contexts.

Advanced practitioners with a children and families concentration:

- a. Assess and respond to the quality of clients' interactions within their social contexts; and
- b. Assess and respond to evolving contexts that impact the lives of children and families (e.g., cultural, technological, geographical, political, legal, educational, medical, economic, and environmental).

Advanced practitioners with a school social work concentration:

- a. Assess and respond to the quality of students' and families' interactions with school personnel, school systems, community-based organizations, and agencies that impact the student's developmental and educational functioning; and
- b. Assess and respond to evolving contexts that impact the lives of students and families (e.g., cultural, technological, geographical, political, legal, educational, medical, economic, and environmental).

**Competency
10(a)–10(d)****Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Clinical social work practice involves the dynamic, interactive, and reciprocal processes of therapeutic engagement, multidimensional assessment, clinical intervention, and practice evaluation at multiple levels. Advanced practitioners have a theoretically informed knowledge base, so as to effectively practice with individuals, families, and groups. Clinical practice knowledge includes understanding and implementing practice theories (models, metaperspectives, strategies, techniques, and approaches); evaluating treatment outcomes and practice effectiveness. Social workers with a concentration in children and families are particularly knowledgeable about the developmental factors that impact engagement, assessment and evaluation with children and families and the groups, organizations, and communities with which they interact. Social workers with a concentration in school social work are particularly knowledgeable about the developmental factors that impact engagement, assessment and evaluation with students and families and the schools, groups, organizations, and communities with which they interact.

Competency 10(a): Engagement*Social workers:*

- a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- b. Use empathy and other interpersonal skills; and
- c. Develop a mutually agreed-on focus of work and desired outcomes.

Advanced practitioners with a children and families concentration:

- a. Attend to developmental, cultural, contextual, and interpersonal dynamics factors that both strengthen and potentially threaten the therapeutic alliance; and
- b. Establish a relationally based process in order to engage children and families as partners in defining effective intervention goals that lead to expected outcomes.

Advanced practitioners with a school social work concentration:

- a. Attend to developmental, cultural, contextual, and interpersonal dynamics in the educational environment that both strengthen and potentially threaten the therapeutic alliance and students' well-being and learning; and
- b. Establish a relationally based process in order to engage students and families as partners in defining effective educational and behavioral goals that lead to expected outcomes.

Competency 10(b): Assessment

Social workers:

- a. Collect, organize, and interpret client data;
- b. Assess client strengths and limitations;
- c. Develop mutually agreed-on intervention goals and objectives; and
- d. Select appropriate intervention strategies.

Advanced practitioners with a children and families concentration:

- a. Use multidimensional bio-psycho-social-spiritual assessment tools; and
- b. Select and modify appropriate intervention strategies based on continuous clinical assessment and reciprocal dialogue.

Advanced practitioners with a school social work concentration:

- a. Use multidimensional bio-psycho-social-spiritual and psycho-educational assessment tools; and
 - b. Select and interpret appropriate information to document and assess factors that affect children's well-being and learning.
-

Competency 10(c): Intervention

Social workers:

- a. Initiate actions to achieve organizational goals;
- b. Implement prevention interventions that enhance client capacities;
- c. Help clients resolve problems;
- d. Negotiate, mediate, and advocate for clients; and
- e. Facilitate transitions and endings.

Advanced practitioners with a children and families concentration:

- a. Engage in developmentally-appropriate practices with children and families; and
- b. Demonstrate the use of appropriate, evidence-based intervention techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.

Advanced practitioners with a school social work concentration:

- a. Engage in developmentally-appropriate, evidence-based practices with students, families, and school personnel; and
- b. Demonstrate the use of appropriate intervention techniques for a range of presenting concerns including individual, group and/or family counseling and crisis intervention counseling to the school community as needed.

Competency 10(d): Evaluation

Social workers:

- a. Critically analyze, monitor, and evaluate interventions.

Advanced practitioners with a children and families concentration:

- a. Contribute to the theoretical knowledge base of the social work profession through practice-based evaluation and/or research; and
- b. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

Advanced practitioners with a school social work concentration:

- a. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions; and
- b. Use evaluation of educational outcomes to develop practices that support the development and learning of all students.

Assessment of professional competencies

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

Culminating Requirements

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

Culminating Requirements for M.S.W. Students

	Knowledge	Competency Area Practice	Reflection
Assessment Tools Year 1		Seminar instructor's assessment based on: 1. Weekly seminar meetings (2.5 hours) and evidence of progress toward meeting targeted goals as stated in the Student Learning Agreement. 2. Faculty adviser/ field liaison's field placement site observation(s). 3. Foundation Field Instruction I and II evaluations administered by field instructor. (20 points total)	Seminar instructor's assessment, in collaboration with M.S.W. faculty team colleagues acting as consultants, based on: 1. Journals and participation (5 points) 2. Two reflective practice essays in January and March (2 × 2.5 = 5 points) 3. Case presentation in seminar, with outline and journal article. (10 points) (20 points total)
Assessment Tools Year 2	Comprehensive exam 1. Developmental question (10 points) 2. Risk and protective factors (10 points) 3. Person, family, and community (5 points) 4. Cultural influence (5 points) 5. Biopsychosocial Assessment (5 points) 6. History of social welfare and social policy (5 points)	Seminar instructor's assessment based on: 1. Weekly seminar meetings (2.5 hours) and evidence of progress toward meeting targeted goals as stated in the Student Learning Agreement. 2. Faculty adviser/field liaison's advanced field placement site observation(s). 3. Advanced Field Instruction I and II evaluations administered by field instructor (20 points total)	Seminar instructor's assessment in collaboration with M.S.W. faculty team colleagues acting as consultants based on: 1. Participation, advanced level reflection essay, and case presentation (8 points) 2. Two advanced level reflective practice essays in January and March (2 × 3 = 6 points) 3. Advanced level case presentation in seminar, with outline and journal article. (6 points) (20 points total)
Total Possible Score	Total possible = 40 points	Total possible = 40 points*	Total possible = 40 points
Minimum Score	20 points	20 points	20 points

Minimum Graduation Score

80 points

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

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

Culminating requirements for M.S.W. students are defined below, followed by a description of each component of the requirements. For more information on culminating requirements, see “Graduation Requirements Guide,” available on the Master’s Graduation Requirements page in the Academics section of *my.erikson.edu*.

Knowledge Requirement

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

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

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

Practice Requirement

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

Reflection Requirement

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

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

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

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

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

Assessment for Attainment of CSWE's Ten Competencies

In addition to the culminating requirements, Erikson Institute has developed an assessment plan tied specifically to measuring student attainment of the ten competencies and associated practice behaviors that are core to social work practice as specified in the CSWE 2008 EPAS. Each of the 41 practice behaviors in the foundation curriculum which operationalize the ten competencies has been mapped to course content, readings, and assignments. Similarly, 20 practice behaviors for each of the advanced concentrations, Children and Families and School Social Work, have been identified and operationalize the ten competencies in the advanced year. The practice behaviors are linked to advanced course content and assignments in their respective concentrations. Erikson faculty have identified two measures for assessment of student achievement of competencies for both the foundation and advanced year. One

measure used during both years is the grade attained on course assignment(s) linked to a particular competency and the associated practice behaviors. The criterion for student attainment of competency for both foundation and advanced years is a grade of “B” or better on the linked assignments. (“B” is equivalent to 4 on a 5 point scale as used by field instructors in the foundation and advanced field evaluation tools).

The second measure is in the practice domain. The student’s level of competency on each of the ten competencies and their associated practice behaviors is assessed by the field instructor in both the foundation and advanced field placements using the appropriate field evaluation tool. During the foundation field practicum, the field instructor, student, and field liaison create a learning agreement to identify opportunities for students to practice, develop, and evaluate their developing social work practice skills which are reinforced in the Supervision Seminar. Similarly, during the advanced field practicum, the field instructor, student, and field liaison create a learning agreement to solidify foundation level skills, and to build upon them to reach an advanced level of competency in the student’s area of concentration. At the end of each semester, the field instructor rates the student’s level of achievement of each practice behavior using the appropriate field evaluation tool (foundation or concentration). Student’s development of competency is rated on a five-point Likert scale, ranging

from (1) *“not yet developed this practice behavior”* to (5) *“the student fully understands and consistently engages in this practice behavior.”* To meet criteria for attainment of competency students are expected to score four or five on each of the competencies by the end of both their foundation and concentration years.

The two measures—grade (converted to numerical value) on assignments tied to practice behaviors, and ratings from Field Evaluation tools—will contribute equally to determine the degree to which the ten competencies have been achieved by students. Scores of individual students on both measures will be aggregated for each practice behavior, and means calculated. The aggregate means for the cluster of practice behaviors which comprise each of the ten competencies will then be determined. If the aggregate mean score for each competency is four or above, then mastery of that particular competency is considered acquired. Erikson Institute has set the benchmark that 80% of students in the M.S.W. program will achieve mastery of the ten social work competencies essential to professional social work practice. Results from the competency measures are analyzed by the Erikson Institute Assessment Committee and M.S.W. faculty and utilized to strengthen and adjust M.S.W. curriculum as needed. Results of the most recent assessment outcomes are published on Erikson’s web site every two years.

Licensure requirements for social workers

Social workers wishing to practice in the state of Illinois must apply for a license to the Illinois Department of Financial and Professional Regulation (IDFPR).

Instructions and application documents may be found on the IDFPR website: www.idfpr.com/renewals/apply/Socialworker.asp.

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

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

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

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

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

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

- Successfully complete at least 3,000 hours of satisfactory, supervised clinical professional experience by an LCSW after receiving a master's degree in social work from a graduate program approved by CSWE;
- Apply for licensure to IDFPR in writing on the prescribed form;
- Pass the Clinical examination for the practice of social work as a licensed clinical social worker;
- Be of good moral character; and
- Pay the appropriate fee.

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

School social worker licensure

While Erikson plans to implement a School Social Work concentration once accredited by CSWE and approved by the Illinois State Board of Education, the coursework required for this is not offered at this time. Persons wishing to obtain an Illinois Professional Educator License with a School Social Work Endorsement may talk with the M.S.W. Program Director to determine post-M.S.W. School Social Work options.

National Association of Social Workers

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

How Erikson's M.S.W. program will meet the requirements for licensure

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

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

Degree requirements

General requirements for the M.S.W. degree

To earn an M.S.W. degree from Erikson, students must:

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

Specific degree requirements

Master of Social Work

60 credit hours

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

Course work

- SOWK K410 Introduction to Developmentally-Informed Social Work (1 credit)
- SOWK K420 Research Methods (3 credits)
- SOWK K421 Human Development I
- SOWK K422 Human Development II (3 credits)
- SOWK K426 Development of Cognition, Language, and Play I: Cognitive Development (3 credits)
- SOWK K427 Development of Cognition, Language, and Play II: Language Development (3 credits)
- SOWK K430 Working with Individuals, Families, and Groups (3 credits)
- SOWK K431 Working with Organizations and Communities (3 credits)
- SOWK K432 Family and Culture (3 credits)
- SOWK K433 History of Social Welfare and Social Policy (2 credits)
- SOWK K434 Children, Families, and the Law (3 credits)
- SOWK K435 Biopsychosocial Problems (3 credits)
- SOWK K436 Advanced Treatment with Parents and Children (3 credits)
- SOWK K437 Trauma-Informed Social Work Practice (3 credits)
- SOWK K438 Working with Families and Children with Diverse Abilities (3 credits)
- SOWK K439 Child and Family Assessment (2 credits)

Concentration course work

Children and Families concentration

- SOWK K454 Advanced Practice with Children, Adolescents, and Adults (3 credits)

Field Instruction and seminars

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

Children and Families concentration

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

Master of Social Work course descriptions

Core course work

SOWK K410 Introduction to Developmentally-Informed Social Work (1 credit hour)

This course introduces students to the social work role and profession and to the person-in-environment orientation to understanding individuals within their contexts. The course also introduces students to theories that explain individual psychological development over the life-span from a biopsychosocial perspective. Theories are introduced from historical and cultural perspectives. Students are encouraged to compare and critique theories for their applications to and usefulness for social work practice, as they reflect particular sets of values and intersect with ethnicity, race, social class, gender, sexual orientation, religion, age, disability, and other forms of diversity. The course will bridge theoretical constructs to contemporary practice settings, including settings that serve children and families.

SOWK K420 Research Methods (3 credit hours)

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

SOWK K421 Human Development I: Psychosocial Development in Infancy and Childhood (3 credit hours)

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

SOWK K422 Human Development II: Psychosocial Development from Early Adolescence through Adulthood (3 credit hours)

This course builds on theories and concepts presented in K421 Human Development I: Psychosocial Development in Infancy and Childhood. It focuses on two major areas: 1) psychosocial development from early adolescence through adulthood, and 2) issues involved in understanding and working with parents and families. The developmental tasks of the adolescent are considered with an emphasis on coping mechanisms and the formation of identity. Adult development and parenting are considered in the contexts of personal history, culture, and multiple systems of helping, such as family, community, religious, and professional networks. This course also provides a framework for working with families. Students are expected to develop self-knowledge and the capacity to form a working relationship with families by examining their personal beliefs and expectations about parenting and professionalism.

SOWK K426 Development of Cognition, Language, and Play I: Cognitive Development (3 credit hours)

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

SOWK K427 Development of Cognition, Language, and Play II: Language Development (3 credit hours)

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

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

SOWK K430 Working with Individuals, Families, and Groups (3 credit hours)

In this course students are introduced to basic frameworks, methods, and models for working with individuals, families and groups. The aim of this course is to help students develop a beginning foundation for practice with individuals, families and groups, with particular emphasis on working with families, caregivers and children in both individual and group settings and intervention contexts. Several theoretical approaches will be reflected in the readings, including family systems, psychodynamic, and cognitive-behavioral. The course content emphasizes biopsychosocial and person-in-environment approaches to understanding individuals, families, and groups, and focuses on the worker-client relationship, and the development of observation, assessment, intervention, and evaluation skills. The course also introduces students to some of the dynamics and processes inherent to working with individuals, families and groups. Students will engage in discussions about differences and similarities between a range of professional roles with individuals and families, including “help”; therapy; support; psycho-education; training; early intervention; and casework. Over the course of the semester students will learn about the basic tenets of intervention approaches and develop a capacity for critically evaluating and comparing them.

SOWK K431 Working with Organizations and Communities (3 credit hours)

All social workers practice within interacting contexts that shape what we hope to accomplish with those we engage in reflective practice about working with(in) complex, multicultural organizations and communities. In particular we will concentrate on seeking out, understanding and working with the capacities, resources, and assets that

organizations and communities possess—in relation to their broader environments. Towards these aims, we will explore themes of social and economic justice, community advocacy, democratic participation, and community empowerment. Throughout the course case examples and field experiences will be used to explore “macro practice” issues and skills involved in generalist social work practice.

SOWK K432 Family and Culture (3 credit hours)

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

SOWK K433 History of Social Welfare and Social Policy (2 credit hours)

The broad purpose of this course is to provide beginning frameworks for understanding the powerful, but often subtle, influence of the past on one’s actions, specifically how our work can contribute to both enhancing and negatively affecting people’s well-being. The central theses of this course are 1) that history is lived and living; 2) that policies have direct and daily impact on children’s, families’ and professionals’ lives; and 3) that consideration of historical and ideological influences on one’s professional actions is an essential dimension of reflective practice/action. Therefore we will actively engage with the histories of professional social work and the American welfare state in order to shed light on contemporary practices. These reflections provide a critical foundation for the approaches to applied policy analysis and policy advocacy that we will practice and which are integral to generalist approaches to social work.

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

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

SOWK K435 Biopsychosocial Problems (3 credit hours)

This course builds on concepts developed in Human Development I and II, practice courses, and Supervision Seminars and takes students' knowledge and understanding from these courses to a more advanced level. Using a case study approach, it draws upon social-cultural theories and theories of development and identity to provide a context in which to understand the nature of diagnostic thinking and definitions of problems in biopsychosocial functioning and assessment. The course provides students with an opportunity to explore how relationships between biological, psychological, and environmental factors lead to and exacerbate individual problems in functioning. This applied course will also help students understand, learn, and critique descriptive approaches to mental health assessment and the use and application of the DSM and other taxonomies for assessing and diagnosing a range of mental health disorders. Students will discuss the ways in which race, ethnicity, social class, gender, sexual orientation, age, and other social variables intersect with assessment and practice issues. Issues related to pharmacological intervention will also be explored.

SOWK K436 Advanced Treatment with Parents and Children (3 credit hours)

This course builds on concepts learned in Human Development I and II; Working with Individuals, Families and Groups; and Advanced Practice with Children, Adolescents and Adults. It is designed to deepen students' theoretical understanding and practice knowledge regarding working with children, parents, and other caregivers around social/emotional, behavioral, and relational challenges. Students will expand their competencies in individual, dyadic, family, and other approaches to working across home visiting and agency-based settings. The course will review and critique evidence-based intervention/treatment models, with a specific focus on working with children and families within their developmental, historical, and cultural contexts. Attention will be placed on working with specific populations that our students are likely to encounter in their work including: adolescent parents, immigrant families, families experiencing trauma, parents with mental illness and/or substance abuse/dependence, and children/parents with other specialized needs and concerns.

SOWK K437 Trauma-Informed Social Work Practice (3 credit hours)

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

trauma. Students will be exposed to a range of empirically-supported treatment strategies, including Child-Parent Psychotherapy (CPP), Trauma-Focused Cognitive-Behavior Therapy (TF-CBT), Parent-Child Interaction Therapy (PCIT), and several models used in schools. Students will learn about how caregivers including therapists can experience secondary trauma and the importance of self-care while undertaking trauma work. The course will build upon concepts learned in Human Development, Advanced Practice with Children, Adolescents, and Adults; and Biopsychosocial Problems.

SOWK K438 Working with Families and Children with Diverse Abilities (3 credit hours)

This course provides students with frameworks and skills for working with people who have diverse abilities and their families. We will explore the interdependence of biology including physical growth and development, family, community, and society (race, class, gender, and culture) on development, health, education, and well-being across the life span, in order to understand the kinds of challenges people face, as well as to recognize the strengths they possess to meet these challenges. An emphasis will be placed on developing the skills to effectively communicate, support, empower and advocate for and with them within nested and interacting contexts, including early intervention, (special) education, social services, medical, mental health, and child welfare. The first third of the course provides frameworks and ideas. The remainder of the course will be spent engaging in case study analyses, simulations, and collaborative activities as the primary means of considering children's and families' perspectives and experiences and professionals' roles in helping people to negotiate the multiple systems they may encounter.

SOWK K439 Child and Family Assessment (2 credit hours)

The social worker's role in assessment is complex and often involves synthesizing and critically evaluating information from various professional sources, including developmental, psychological, socio-cultural, psychometric, health, and educational sources, and integrating it into a format that is context-sensitive and easily communicated to children,

families, and other professionals. The focus of this course is on giving students sufficient information about assessment to understand their responsibilities and carry out their professional role of providing social work services for children, youth, and families. The content complements some of the concepts and descriptive assessment methods introduced in Biopsychosocial Problems and gives students a foundation for thinking about assessment in broader terms. Students will explore the meaning, referral sources, and purposes of assessment using broad sociopolitical, social justice, ecosystems, and cultural lenses. Issues of diversity, equity, and bias related to culture, class, race, sexual orientation, language, socioeconomic level, and gender will be addressed throughout the course.

Concentration course work

Children and Families concentration

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

This course is concurrent with the students' Advanced Field Instruction and Advanced Supervision Seminar. It precedes the Advanced Treatment with Parents and Children course. It is designed to build on relevant concepts covered in Human Development I and II and Working with Children, Families, and Groups, particularly in relation to understanding individuals and their adjustment within developmental, biopsychosocial, and person-in-environment frameworks. The course also provides students with the theoretical and practice knowledge base necessary for effective social work practice with individuals across the lifespan. Students will be introduced to a range of therapeutic approaches and processes, including psychodynamic, cognitive, behavioral, and multi-cultural approaches to intervention. Particular attention will be given throughout the course to cultural, racial, ethnic, socioeconomic, and other social variables that impact the delivery of appropriate and effective services to children, adolescents, and adults. Written and videotaped case studies and the students' previous field experience will be used to give them opportunities to integrate theory with practice.

Field Instruction and seminars

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

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

SOWK K441 and K443 Foundation Supervision Seminar I and II (2 credit hours each)

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

SOWK K450 and SOWK K452 Advanced Field Instruction I and II: Children and Families Concentration (1.5 credit hours each)

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

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

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

Academic writing program courses

W005 Academic Writing Preparation (0 credit hours)

This course is an orientation to the process of academic writing. Using reading selections from first-semester courses in the graduate program, students explore themes in child development and techniques for integrating course materials in a written, academic format. Students are encouraged to reflect on individual writing styles and to develop writing goals as well as strategies for time management.

Placement is contingent upon the results of the entrance writing assessment.

W006 Writing Tutorial I (0 credit hours)

Erikson students are expected to be proficient writers, and this course is designed to help them with this process. Based on the results of an initial writing assessment or on later faculty recommendation, students are assigned to a weekly writing tutorial, typically consisting of one or two students and a tutor. Writing tutors, Erikson alumni with first-hand knowledge of the Erikson curriculum, support students in mastering the academic writing and reading assigned. Students are required to attend tutoring sessions and to meet the deadlines agreed upon as necessary for a timely submission of course papers.

W007 Writing Tutorial II (0 credit hours)

This course is a continuation of Writing Tutorial I. Some students who experienced particular difficulty with the written assignments first semester will enter tutoring at this point, while others will have acquired sufficient competence to leave the writing program after one semester of tutorial.

Academic policies and procedures

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

Academic integrity

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

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

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

Informal resolution of concerns regarding academic dishonesty

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

If a complaint about academic dishonesty in a specific course or under a specific faculty member's supervision is not resolved informally between student and faculty member as described above, then the faculty member must notify the student in writing (by both email and certified mail, if possible) of the alleged misconduct. A copy of that written notice will be provided to the Dean of Students, who will initiate an investigation as described below in "Investigation and Resolution of Formal Academic Dishonesty Complaint."

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

an Institute degree or certificate while a charge of academic dishonesty is pending or while a sanction imposed pursuant to a finding of academic dishonesty is in effect.

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

Other concerns about academic dishonesty

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

The Institute Administration 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 Senior Vice President for Academic Affairs/Dean of Faculty 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 President of Erikson Institute within 10 working 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 President or the 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 President or designee need not, but may, interview the parties and accept supplemental written submissions or documentation. The decision of the President 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 President's office pending the resolution of the appeal; no degree, certificate, or honors shall be awarded during the pendency of an appeal.

Where a faculty member disagrees with an academic dishonesty decision or a sanction assessed with respect to a student's work in the faculty member's course or under the faculty member's supervision, the faculty member may file an appeal with the President, 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 President or designee using the same process and limited scope of review applicable to a student's appeal. The decision of the President 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 no later than one month after the issue for complaint has occurred. The Dean of Students (or designee) will consider the grievance, 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 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 or designee finds that the grievance lacks merit or that no changes to the challenged grade or course requirements are warranted, the Dean of Students or designee shall so notify the grievant and the affected faculty member in writing, with a copy of such resolution to be sent to the Senior Vice President for Academic Affairs/Dean of Faculty. In this situation, the decision of the Dean of Students (or designee) shall be final.

If the Dean of Students (or designee) determines, after investigation, that a student's academic grievance has merit and that a change in a grade or course requirement may be warranted, the Dean of Students (or designee) shall

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

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

General grievance procedure applicable to other student grievances

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

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

Handbook grievance and appeal procedures

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

Academic probation: new students

In rare cases, the admission committee may admit a student to the master's degree program on probation. Admission on probation is typically offered to a student who has a cumulative GPA of less than 2.75 in her/his most recently completed degree program, but otherwise has the requisite professional experience and has a strong interview that indicates potential for success in the program with proper academic supports. Students admitted to a master's degree program on academic probation enter the three-year option of the program. M.S.W. students admitted on probation must meet the following conditions:

1. During the summer prior to their enrollment, they are required to successfully complete a free four-week writing tutorial, "Academic Writing Preparation," to give them a head start on the types of reading and writing they will encounter in the master's program. Attendance is mandatory. At the conclusion of this tutorial, the instructor, in consultation with the Vice President/Dean of Academic Affairs, will decide whether or not the student will be allowed to enroll in the degree program.
2. Students who do continue will take a reduced course load during their first year and work closely with a writing tutor who is familiar with the early childhood content of the courses. During the first semester, they will take SOWK K21 Human Development I. They must complete all course assignments within the deadlines indicated by the instructor and course syllabus; no extensions on their work will be given. They must receive a final grade of B or better. For assistance with course work and writing assignments, students are required to meet with their writing tutor weekly throughout the semester. They may rewrite a paper only once. Students who do not meet these conditions will be dismissed from the degree program.

3. Upon successful completion of the first semester, the student's adviser and instructor will decide whether the student should register for one or two courses during spring semester. The spring courses are SOWK K422 Human Development II: Psychosocial Development from Early Adolescence through Adulthood and SOWK K432 Family and Culture.
4. Upon successful completion of the first year, with a cumulative grade point average of B (3.0) or better and satisfactory performance in the writing tutorial, students will be removed from academic probation and may increase their course load during their second and third years, with the approval of their adviser. If needed, they may continue working with a writing tutor.

Academic probation and warning: continuing students

1. Master's students who receive a second C+, C, or C- are issued an academic warning that they are in danger of academic dismissal.
2. Students who fail to maintain at least a 3.0 grade point average or who receive a D will be placed on academic probation.
3. Students placed on academic probation and their advisers will be notified by the Dean of Enrollment Management. Each student on probation is required to meet with her/his adviser before beginning course work for the following term. No student may continue on academic probation for more than one term (including the summer). In rare cases, the Dean of Enrollment Management may extend the period of academic probation for an additional term if it is determined that exiting academic probation within one term is not possible based on the program course sequence.
4. Failure to exit academic probation will result in dismissal from the program. This provision does not apply to students who fail to achieve a passing grade on the comprehensive examination. See page 40 for policies regarding the comprehensive examination. Students on academic probation may not begin their field placement until they have regained good academic standing.
5. Master's students receiving a third C+, C, or C-, a second D, or any combination of three grades of C+, C, C-, and D, or receiving a failing grade (F or FR) in any course will be dismissed from the program.
6. Students who have been dismissed from an academic program may seek an appeal of the decision by submitting a letter in writing outlining the reasons for requesting the appeal. This letter must be submitted within 10 working days of the date that the student receives the written notification of dismissal. The letter shall be addressed to the Dean of Faculty and Senior Vice President for Academic Affairs. Such an appeal may be considered by the Dean of Faculty or her designee, who will evaluate the matter to the extent considered appropriate under the circumstances. The decision of the Dean of Faculty or designee on an appeal shall be final.

Academic probation: exiting academic probation

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

Attendance and classroom decorum

Class participation is an important part of the program, and attendance is mandatory for all classes. Most class work is designed to extend or complement the readings, not duplicate them. Our community is small, and faculty and staff become concerned if you suddenly "disappear." An attendance sheet is kept for each class, and we ask that you sign in for each meeting. If you must miss a class, you should notify the instructor in advance and take steps to make up the work.

While it is the general expectation of the faculty that students cannot miss more than one class meeting, each faculty member has the prerogative to set stricter attendance guidelines for her/his respective course.

Poor attendance can result in a lower grade or a requirement to repeat the course at the student's own expense.

Students are expected to participate in and contribute to class discussions. 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 computers for activities unrelated to the class.

Attendance at weekly seminars for students doing an internship is absolutely required. The seminar is designed to bridge the gap between the academic program and the internship 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.

Comprehensive examination

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

You must have satisfactorily completed all of your Erikson course requirements excluding your final semester of internship, tutorial, and seminar before you will be allowed to take the comprehensive exam. All tuition and fees must be paid in order to register for comprehensive exam. All academic grades, including final grades for outstanding "Incomplete" grades, must be submitted to the Registration and Student Records Office four weeks before the date of the examination. Students who plan to take the exam in June must have all their work completed by the end of the school year in May. All library materials must be returned before the examination results will be recorded for graduation. **The comprehensive exam must be taken within a year of completing course and internship/action research requirements.**

The questions on the comprehensive examination cover the entire core academic program. Copies of past examinations are available in the library, and you are encouraged to review them. You are also encouraged to join a study group to prepare for the exam. Faculty are available to meet with students to give advice. It is the student's responsibility to ask for this assistance.

Comprehensive examination results shall be reported as pass or fail. If students fail the exam, they meet with their adviser to devise a plan for preparing to retake it. Advisers must give the approval for a second attempt, when they deem

students ready. If students fail a second time, they will be required to work with a writing tutor at their own expense to prepare for another attempt. If students fail on the third attempt, they may petition to take the comprehensive exam for a fourth time by submitting a formal written request to the Dean of Students. Students repeating the exam must do so within one year of the previous attempt. If they fail to do so, they must petition their faculty adviser to be allowed to retake the exam.

For more information on the comprehensive examination, see pages 22 and 23.

Conferral of degrees and certificates

Erikson has four official degree/certificate conferral dates each year. Dates for 2014–15 are January 30, May 7, June 30, and September 30. Master's degree students who plan to graduate must complete and submit an application for master's degree conferral, along with the \$175 application processing fee, no later than February 16, 2015. Applications for master's degree conferral are available from the Registration and Student Records Office and *my.erikson.edu*.

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

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

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

Each unit of credit is understood to represent a *minimum* of three hours of actual work per week for the *typical*

student during a 15 week semester, or a *minimum* of 4.5 hours of actual work per week during the 10 week summer term.

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

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

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

For master's level internship, student teaching, action research and field placement courses, one credit is awarded for a minimum of 5 hours of work per week in a supervised setting over the course of the term for master's program courses. For internship and action research courses in the certificate programs, one credit is awarded for a minimum of 3 hours of work per week in a supervised setting over the course of the term.

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

Field placements

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

Erikson has connections with a wide range of available field instruction sites, and students are matched individually with a site that best fulfills their educational, experiential, and developmental needs. Over the years Erikson has developed relationships with a broad network of private and public agencies, schools, hospitals, organizations, and programs that provide rich and varied field education experiences. These agencies and organizations serve a diverse range of clients within a large metropolitan setting. It is expected, that as part of their preparation as social workers, students will develop a capacity for and commitment to working competently with a range of populations, and develop also a commitment to equity and social justice in the interests of serving all children and families in our communities.

Organizations serving as field instruction sites make a significant investment in Erikson students. In return, students and the Institute both have an obligation to fulfill the terms of the field placement agreement. Students will be expected to work the hours agreed upon, respect the organization's goals and procedures, and adhere to a code of professional ethics and confidentiality. In addition, students will be expected to adhere to the student responsibilities that apply to all students of Erikson Institute and that are discussed in more details in the "Student Rights and Responsibilities" section, page 62.

Prior to beginning a field placement, each student will be required to undergo and successfully complete a name-based student background check. The existence of a conviction in an applicant's record does not necessarily mean that he or she will be dismissed from the programs. Each case

is evaluated individually on its facts and not all convictions or disciplinary actions are considered disqualifying to the course of study at the Institute. Students must be in good academic standing prior to start of the internship.

In assigning both foundation and advanced level field placements, Erikson considers the student's interests, long-term professional goals, previous experiences, and area of concentration in the context of the Institute's broad knowledge of agency resources. An orientation to field placement will be provided to entering students during the summer prior to their first placement. Subsequent to orientation, students submit an application and updated resume to the Field Director expressing their interests and internships preferences. The Field Director will then match students individually with a site that best fulfills their educational, experiential, and developmental needs, and coaches them on the process for securing a placement. A similar placement process occurs for the second, advanced field placement.

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

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

Admission to field instruction

Foundation year—2-year program

All students who meet criteria for admission to Erikson Institute's M.S.W. program and who have completed the *Foundation Field Application* and *Student Consent for Communication* form are eligible to engage in a foundation level field placement. The field placement is arranged by the Field Director in conjunction with the student and field instructor of the designated field site. Some field placements require screening interviews. An orientation to field, Field 101, will be provided by Erikson to students prior

to beginning their field placement. This orientation will include workshops on professionalism and ethics, safety, DCFS mandated reporting responsibilities, working with diverse populations, basic interviewing skills, and crisis intervention. Students are expected to successfully complete 480 hours in the field in the foundation year and to take the Foundation Supervision Seminar I and II (K441 and K443) concurrently.

Foundation year—3-year program

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

Advanced concentration year

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

Freedom of inquiry

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

Good academic standing

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

Grading system

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

Grades included in GPA

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

Grades not included in GPA

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

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

General campus policies and procedures

Building access information

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

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

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

Students are issued a photo ID/access card which is used to gain access to 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, gender, national origin, citizenship, marital or parental status, sexual orientation, gender identity, gender expression, 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 forbidden 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, 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, may result in disciplinary action, up to and including dismissal of students and termination of employees.

Sexual harassment deserves special mention as it is a form of sex discrimination prohibited under Title IX of the Education Amendments of 1972. Sexual harassment includes, but is not limited to:

1. Unwelcome sexual advances, requests for sexual acts or favors, or other verbal or physical conduct of a sexual nature;
2. Any statement or implication that an individual’s submission to or rejection of such sexual conduct could be used as the basis for any academic decision, evaluation, or action; and
3. Any conduct, whether physical or verbal, which has the purpose or effect of unreasonably interfering with an individual’s learning atmosphere or work performance or creating an intimidating, hostile or offensive environment. This includes, but is not limited to, slurs, jokes or degrading comments of a sexual nature; offensive sexual flirtation, sexual advances or propositions; abuse of a sexual nature; graphic verbal comments about an individual’s body; sexual innuendo or suggestive comments; sexually oriented “kidding” or “teasing”; unwanted physical touching, such as patting or pinching another’s body; and the display in the classroom or on-campus of sexually suggestive printed or visual materials, clothing, objects or pictures that are not legitimately related to classroom or learning 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 as offensive. Like every other 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. Any questions that you have regarding this policy or appropriate campus conduct may be directed to the Vice President For Finance and Operations/CFO or any other member of the administration.

Reporting procedures: All representatives of Erikson Institute, including students, are responsible for helping to ensure that we avoid discrimination or harassment. If you feel you have experienced or witnessed discrimination or harassment, you should immediately report the incident(s) to the Institute's Title IX Coordinator, Susan Wallace, Vice President for Finance and Operations/CFO (Room 410; (312) 893-7120), or to any other member of the administration. Every complaint will be acted on promptly by either an internal investigator or an outside investigation consultant, who will then conduct a complete and thorough examination of the situation, including interviewing witnesses and participants. All efforts will be made to ensure the confidentiality of the complaint; however, information, including the identity of the individual lodging the complaint, may be divulged on a strict "need to know" basis where necessary to fully investigate the matter or comply with applicable law. If an investigation concludes that harassment or other inappropriate behavior has occurred, Erikson will take disciplinary action, up to and including dismissal from the institution, as may be appropriate, with or without concurrence from the complainant. Any student found to have engaged in discrimination, harassment, or related inappropriate behavior shall be entitled to appeal the decision pursuant to the Institute's appeal provisions applicable to disciplinary decisions.

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 37.

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

Emergency procedures

In the event of an emergency, dial 911 from any telephone inside Erikson Institute. Emergency response personnel will be able to identify the exact location of the phone from which the call was made. If possible, please notify the security desk at ext. 7202 after calling 911, so they can direct emergency response personnel to the individual(s) requiring assistance and alert Erikson staff.

In the event of a fire, students are asked to use the stairwells located by the classroom and elevators.

More extensive emergency procedures are posted on *my.erikson.edu*. For additional information, see "Campus safety and security," page 72.

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

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

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

Security Authority	Location	Number
Security officer	Ground floor lobby	0
Chief HR and Facilities Officer	4th floor, Office 449	(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

Procedures for reporting a sexual assault: Erikson Institute educates the student community about sex offenses, including sexual assaults and date rape, through annual educational workshops on sexual assault and personal safety. Literature on date rape education, risk reduction and Institute response is available through my.erikson.

If you are a victim of a sex offense at Erikson, your first priority should be to get to a place of safety. You should then obtain necessary medical treatment.

An assault should be reported directly to the Dean of Students and/or the Dean of Enrollment Management, who will work closely together to assist the victim to report the incident to the proper authorities. Filing a report with the Dean of Students and/or the Dean of Enrollment Management will not obligate you to prosecute, nor will it subject you to scrutiny or judgment from these staff members.

We strongly advocate that a victim of sexual assault report the incident in a timely manner to the Chicago Police Department (911). Time is a critical factor for evidence collection and preservation. Filing a police report will:

- Ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to you;
- Provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later. Ideally, you should not wash, douche, use the toilet, or change clothing prior to a medical exam;
- Assure that you have access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

If you experience any form of sex offense, you may choose for the investigation to be pursued through the criminal

justice system and Erikson’s student disciplinary process, or only the latter. The Dean of Students and/or the Dean of Enrollment Management will guide you through the available options and support you in your decision. Counseling is available through the Rape Crisis Hotline of the YWCA ((888) 293-2080), the Rape Victim Emergency 24-hour hotline ((312) 744-8418) and Erikson’s Employee/Student Assistance Program ((800) 292-2780). Student victims have the option to change their academic situations after an alleged sexual assault, if such changes are reasonably available.

Erikson’s student disciplinary process is detailed in the Handbook. In addition to the guidelines in the Handbook, the accused and the victim will each be allowed to choose one person who has no formal legal training to accompany them throughout the disciplinary process. Both the victim and the accused will be informed of the outcome of the disciplinary process. A student found guilty of a sex offense may be criminally prosecuted and may be suspended or expelled from the Institute for the first offense.

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.

Please note that the policy guidelines described below will not be enforced so as to interfere with or restrict an employee’s legal rights, including rights under the National Labor

Relations Act, or to proscribe or prohibit any lawfully protected employee communications, including but not limited to the right to discuss wages, hours and working conditions, terms and conditions of employment and the existence of certain labor practices or the right to identify Erikson by name or logo or in certain cases to use photos or images in connection with a protest relating to any such practices.

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

- Reasonable and limited;
- Creates efficiencies that allow better use of time at work;
- Does not interfere with work commitments;
- Does not adversely affect or burden Erikson’s information systems, the work 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 Associate Registrar at registrar@erikson.edu to request updates to your personal information.

5. What about links to other websites?

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

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

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

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

Smoking policy

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

Registration/student records policies and procedures

Academic records

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

Add/drop procedures

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

Registering for a course after the add/drop period

Students who wish to register for a course after the add/drop period must submit a Change of Registration form, available through *my.erikson.edu*, to the Registration and Student Records Office. In some cases students may be asked to seek written approval from the course instructor before a Change of Registration will be considered. If approved, you will be informed of any adjustment to your tuition statement. 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 Change of Registration form, available through *my.erikson.edu*, to the Registration and Student Records Office. Your request to withdraw from a course will be considered official on the date you submit the completed Change of Registration form to the Registration and Student Records Office.

Once you have withdrawn from the course(s), you will be informed of any adjustment to your tuition statement for the term. Students who withdraw from a course after the end of the add/drop period may be eligible for a refund according to the Institute's Tuition Refund Policy (see page 71). The official date of your request will determine the amount of tuition that will be refunded to you, in accordance with the refund policy. A revised statement will be issued and you will also be informed of any changes to your eligibility for financial aid. If you are eligible to receive a refund of tuition, Erikson will issue a check to your current address within three weeks from the date we receive the Change of Registration Form.

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

Audited courses

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

Change of address

Erikson Institute can be notified of a change of address in several ways. Students can use the form provided on the tuition payment remittance envelopes, notify the Assistant Director, Registration and Student Records in writing, or submit the change through *my.erikson.edu*. Be sure to include any change in phone number and external email and effective date. Students are responsible for notifying Erikson Institute of any change in contact information. Returned mail because of incorrect address, including billing, is the responsibility of the student.

Changing programs or cohorts

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

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

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

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

Course substitution

On occasion, students may wish to develop a special project in lieu of a course requirement. Approval of the course instructor is required and must be obtained prior to the beginning of the semester in which the course is offered. The Request for Substitution of Course Requirements form, available from the Registration and Student Records Office, must be completed and approved. Students are still responsible for the material presented in the course. Contact your adviser and the course instructor if you have any questions.

Holds on registration

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

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

Students whose registration is blocked:

- Will not be allowed to attend classes
- Cannot access course materials on EriksonOnline
- Cannot use library resources
- Will not be provided with "enrollment verification" for lending institutions, employers, etc.
- Will not have current year financial aid (loans and scholarships) disbursed to them
- Will not be eligible to receive an official transcript.

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

Immunization records

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

All students doing fieldwork/internships in licensed centers must have health forms completed and on file indicating the results of the tuberculin skin test or chest x-ray and general findings on communicable diseases and physical and emotional conditions (Section I, A and Section II, A and B of the “Medical Report on an Adult or Child in a Licensed Child Care Facility”). It is the student’s responsibility to comply with any additional health-related requirements of his or her fieldwork or internship site. Erikson Institute’s health examination and documentation requirements may be supplemented or changed without notice at the discretion of the Erikson Institute or as required by a change in state or federal law.

Incomplete Policy

All course work is due the last day of class unless otherwise stated on the individual course syllabus. If you anticipate that you will not meet the deadline, you should arrange to take an incomplete in the course prior to the last day of class. Students must have completed most of the course requirements, including regular attendance, in order to be approved for an incomplete.

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. This deadline shall be 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 Assistant Director, Registration and Student Records, no later than the last day of class. The Incomplete Request is not officially accepted until it is reviewed and approved by the Assistant Director, Registration and Student Records.

A student who does not complete a course, fails to turn in an Incomplete Request form by the last day of class, and is not given a grade by the instructor, will receive a grade of NG, no grade submitted. Grades of I and NG become an FR, failure by rule, if the student has not completed the course requirements by the deadlines established in the academic calendar.

There is a maximum number of incompletes you may carry in any one year. It is determined by the program option you are following:

Two-year master’s degree program	
First year	2
Second year	0

Three-year and online master’s degree program	
First and second year	1
Third year	0

Certificate programs	
First year	1
Second year	0

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.

Independent study

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

Leave of absence

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

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

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

Please note: It is in your best interests to notify us of your decision to take a leave of absence as soon as possible. The date of your official leave will determine the amount of tuition that may be refunded to you. (See Erikson's Refund Policy, page 71). Reasons for the leave of absence will be considered on a case-by-case basis and may influence the amount of the refund.

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

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

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

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

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

Official Institute communications

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

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

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

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

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

Readmission

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

Registration

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

Repeated courses

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

Students who are required to repeat a course must pay the full cost of tuition for the course. Students will not

receive Erikson need-based grants or scholarship funds for repeated courses. Federal and alternative loans may be available for students who are eligible for the loan programs.

Review of records

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

A student’s rights under FERPA include:

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

Directory Information

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

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

- School officials who has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- To military recruiters under the Solomon Act;

- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

Allowing Access

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

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

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

Students should submit to the Dean of Enrollment Management a written request that identifies the record(s) they wish to inspect. The appropriate official will make arrangements within 45 days of the receipt of request for access and notify the student of the time and

place where the records may be inspected. If the official to whom the request was submitted does not maintain the records, the student will be advised of the correct official to whom the request should be addressed. Copies of any records or portions of records may be provided to the student on request for a fee that covers the Institute's costs of copying.

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

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

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

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

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

4. The right to file a formal complaint with the U.S. Department of Education concerning alleged failures by Erikson Institute in FERPA compliance.

Complaints regarding alleged FERPA violations should be addressed to:

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

Transcript requests

An official academic transcript is issued only upon written approval of the student. Transcript requests are handled through Parchment Exchange at www.parchment.com.

A registration process is required at the initial request time. During that process, you will be asked for enrollment status, date of birth, last four digits of the social security number, student ID number, email address, and electronic signature to keep on file for current and future requests. A username and login is created at registration, which you will use for any future requests. All requests will require the address/addresses to which the transcripts should be sent, whether through mail or e-mail. The fee is \$7 for each transcript. More information about the transcript request process is available at www.erikson.edu. Please allow two to four business days for electronic official transcripts and seven to ten business days for sealed paper official transcripts.

In instances of emergency, requests may also be made at the Registration and Student Records office. Any request done at Erikson will be considered a “rush transcript” and assessed a rush fee of \$12 per transcript. Transcripts are processed at the time of request and are given directly to the requestor. Rush transcripts will not be mailed, as those requests must be made through Parchment Exchange.

Please note that Erikson will not issue transcripts to students who have a financial or other type of “hold” on their accounts. Erikson does not provide photocopies of student transcripts from previous institutions. Official transcripts for Ph.D. students are issued through Loyola University Chicago.

Transfer credit

With the exception of M.S.W. students who have been granted course waivers, it is expected that all work for the M.S.W. program will be completed at Erikson. Transfer credit is generally not accepted for previous graduate level work. Erikson will, however, consider accepting a maximum of six credits for comparable courses taken at one or more of

Erikson’s peer institutions in the Four College Consortium: Bank Street College of Education, Wheelock College, and Pacific Oaks College. Transfer of credits from these institutions will be considered on a case-by-case basis and will require a full evaluation of the course syllabus for which transfer credit is requested. Approved transfer credits received from Erikson’s educational partners are recorded on the student’s official Erikson transcript, but are not calculated in the cumulative grade point average.

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

1. CHLD C421 Human Development I (3 credit hours)
2. CHLD C422 Human Development II (3 credit hours)
3. CHLD C420 Research Methods (3 credit hours)
4. CHLD C432 Family and Culture (3 credit hours)
5. CHLD C426 Development of Cognition, Language and Play I (3 credit hours)
6. CHLD C427 Development of Cognition, Language and Play II (3 credit hours)

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

Withdrawing from Erikson

If you decide to withdraw from Erikson, you must take the following steps:

1. Meet with your faculty adviser to discuss your decision to withdraw, to ensure that you are making the best decision and to discuss possible alternatives.
2. If you are receiving financial aid, you must meet with the Dean of Enrollment Management to discuss the impact of this decision on your financial responsibilities (for example, balance due and loan repayment obligations).

If after these discussions you do decide to withdraw, immediately notify the Dean of Enrollment Management and complete a Withdrawal Request form. Your withdrawal will not be considered official until the completed Withdrawal Request form has been submitted and approved. You must set up a meeting with the Dean of Enrollment Management for an exit interview and final approval of your request.

Please note: It is in your best interest to notify us 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, page 71).

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 Withdrawal Request form.

If you stop attending classes and fail to complete courses without officially withdrawing from Erikson or requesting a leave of absence, you will receive a grade of WF or "Withdrawal, Fail" in the courses you failed to complete. Your status will be changed to "withdrawn, unofficial." This may jeopardize your chance of readmission at a later time, if you wish to resume your studies.

Student rights and responsibilities

Rights

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

It is Erikson's policy to provide an educational environment free of sexual harassment or other discrimination. Erikson fully supports the rights and opportunities of its students to seek and obtain an education without subjugation to sexual harassment or discrimination of any kind. All employees, faculty, supervisors and students are required to uphold the Institute's policy.

Responsibilities

Each student is responsible for the following:

General

1. When you matriculate at Erikson, you agree to comply with all policies and procedures that apply to students as described in this Handbook and other sources, including but not limited to course syllabi, *my.erikson*, EriksonOnline, emails, mailing, etc. You also agree to fulfill all understandings and agreements with the student services offices and faculty. If you have questions or concerns, ask the appropriate faculty member or staff person. It is also your responsibility to understand and abide by the academic integrity policies of the Institute and all basic tenets of academic integrity within the higher education community, as well as all other policies and rules set forth in this Handbook and in other procedures adopted by the Institute from time to time.
2. Students who believe they have followed directions, have met deadlines, and who still have a problem with one or more student services offices, should contact the 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, sample schedules, and by consulting your adviser. These materials contain most of the information needed to facilitate smooth planning.
2. Register for classes during the published priority registration period.
3. Complete drops, adds, and changes of class by the published deadlines.
4. For exceptions, make an appointment to see your adviser. Students unsure about who advises them should contact the Associate Director, Registration and Student Records.

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, 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 Vice President/delegate 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 Vice President/delegate 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

Erikson participates in the William D. Ford Direct Loan (Direct Loan) program through the U.S. Department of Education, which provides need-based and non-need-based student loans. Students must meet the Department of Education's eligibility requirements in order to receive student loans. Erikson also offers need-based grants as well as a limited number of competitive scholarships and fellowships. Financial aid, including scholarships and grants, is not automatically renewable—students must reapply each year.

Financial Aid Award Eligibility

Master's degree programs

Students enrolled in Erikson's master's degree programs may be eligible for one or a combination of the following forms of financial aid:

- Cari B. Sacks Scholarship
- Harris Leadership Fellowship
- Harris Excellence Scholarship
- Barbara T. Bowman Scholarship
- Barbara Bowman Fellowship in Early Education and Social Justice
- Pelino Family Scholarship
- Anne Bent Searle Scholarship
- Erikson need-based grant
- TEACH Grant (for students enrolled in the M.S. in Early Childhood Education leading to initial early childhood teaching license and bilingual/ESL endorsement)
- Federal Stafford unsubsidized loan
- Federal Graduate PLUS loan
- Alternative loans available through private lenders

To be considered for any of the above financial aid award programs, with the exception of the Federal Stafford unsubsidized loans, students are required to submit the following forms:

1. Free Application for Federal Student Aid (FAFSA).
Erikson's school code is G35103.
2. Erikson Financial Aid Application form

Graduate certificate programs

Student enrolled in Erikson's certificate programs may be eligible for one or a combination of the following forms of financial aid:

- Erikson Infant Specialist/Infant Mental Health scholarships
- Pelino Family Scholarships
- Federal Stafford unsubsidized loan
- Federal Graduate PLUS loan
- Alternative loans available through private lenders

The respective certificate program faculty awards scholarships for the certificate programs. To be considered for the loan programs, with the exception of the Federal Stafford unsubsidized loans, students are required to submit the following forms:

1. Free Application for Federal Student Aid (FAFSA).
Erikson's school code is **G35103**.
2. Erikson Financial Aid Application form

Ph.D. program

Students entering the Erikson-Loyola Ph.D. program in Child Development are automatically considered for a Doctoral Fellowship award at the time of admission. The doctoral admission committee determines fellowship awards. The value and length of the awards vary.

Ph.D. students may apply for student loans through Loyola University Chicago. Please contact the Graduate Financial Aid office at Loyola for more information.

Federal Direct Stafford Loans

Stafford Unsubsidized Loans (non-need based): Stafford unsubsidized loans accrue interest upon disbursement of the loan and students are responsible for paying the interest on the loan while enrolled. Students may opt to defer interest payments during the period of enrollment by adding the accrued interest to the loan principal (also known as capitalization of interest). Please note that capitalization generally results in more interest paid over the life of the loan. Stafford unsubsidized loans are available to eligible borrowers regardless of financial need. Eligible borrowers

are graduate students who are enrolled at least half-time (3 credits). The annual loan limit on Stafford unsubsidized loans is \$20,500 for students enrolled in the master's and graduate certificate programs. The interest rate on Stafford unsubsidized loans disbursed July 1, 2014–June 30, 2015 is a fixed 6.21%.

Graduate PLUS Loan

This federal loan program was authorized as part of the Deficit Reduction Act of 2005. Repayment on Graduate PLUS loans begins 60 days following the disbursement of the loan; however, students enrolled at least half-time (3 credits) are eligible for deferment. Interest begins to accrue upon disbursement. Graduate PLUS loans are available to eligible borrowers with financial need based upon their FAFSA information. The maximum award amount is the difference between the total cost of education minus all financial aid for which the student is eligible. Borrowers must pass a simple credit check. The interest rate on Direct Graduate PLUS loans disbursed July 1, 2014–June 30, 2015 is a fixed 7.21%.

Master Promissory Note (MPN)

To receive Stafford unsubsidized and/or Graduate PLUS loan funds, students must complete a Master Promissory Note (MPN). Students who receive Stafford and Graduate PLUS loans must complete a separate MPN for each program. Erikson utilizes multi-year MPN's which means that you have to complete the promissory note only once. No federal loan funds will be disbursed without a completed and approved MPN.

Loan counseling

All students who accept a federal student loan must complete loan entrance counseling before receiving loan funds and loan exit counseling before leaving Erikson. Failure to complete exit counseling will result in a hold on the student's account, which will prevent the student from receiving her/his transcripts, diploma, and/or certificate of completion.

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

The TEACH Grant program provides up to \$4,000.00 per year, for up to two years (maximum \$8,000) in grants to teacher candidates who:

1. are enrolled in the M.S. in Early Childhood Education leading to early childhood teaching license and bilingual/ESL endorsement;
2. plan to teach full-time in high-need subject areas; and
3. plan to teach at schools that serve students from low-income families.

Note: You may access the U.S. Department of Education's list of schools serving low income students and the directory of high-need subject areas through the TEACH Grant page in the Student Services section of *my.erikson.edu*.

TEACH Grant recipients agree to teach for at least four years within eight years of finishing their degree program and to teach high-need subjects in designated schools that serve low-income students. If you do not complete the four-year teaching obligation, your grant will convert to an unsubsidized loan, which you will have to repay with interest calculated back to the date the funds were disbursed.

TEACH Grant recipients must sign a TEACH Grant Agreement to Serve (service agreement) and complete a loan counseling session for each financial aid award year that the award is disbursed. When you sign the service agreement, you are agreeing to the repay the grant as a Federal Unsubsidized Stafford loan, with interest accrued from the date the grant funds were first disbursed, if you do not complete the teaching service requirement. Once a TEACH Grant is converted to a loan, it cannot be converted back to a grant.

You may request cancellation of all or part of your TEACH Grant award. If you request cancellation before the first day of the payment period or within 14 days after your TEACH Grant has been disbursed to your Erikson student account, Erikson will return the funds and they will not be converted to a Federal Unsubsidized Stafford loan.

TEACH Grant awards are disbursed in equal amounts over two or three terms, with the maximum \$4,000 award

divided by the appropriate number of terms. The maximum award for each respective term is calculated based on the following:

Registered credits	Amount of award
Full-time (6 or more credits)	100%
¾-time (4.5–5.5 credits)	75%
½-time (3–4 credits)	50%
Less than ½-time (<3 credits)	25%

To be eligible for a TEACH Grant, you must:

- Be a U.S. citizen or eligible non-citizen
- Be enrolled in or plan to enroll in the M.S. in Early Childhood Education leading to initial teaching license and bilingual/ESL endorsement
- Maintain a minimum cumulative grade point average of 3.25
- Complete TEACH Grant counseling and sign a TEACH Grant Agreement to Serve each year at www.teach-ats.ed.gov
- Complete the FAFSA although you do not have to demonstrate financial need to be eligible

Award notification

Students who have completed all financial aid application materials will receive an award letter detailing their eligibility for need-based grants, scholarships, and/or loan assistance. You will be notified in writing of any changes in your financial aid eligibility due to a change in enrollment status.

Financial aid is available for summer term if the student is enrolled at least half-time. Need-based grants are not available for the summer term. Summer term is considered the first term of the academic year for financial aid purposes; therefore, students who wish to receive financial aid for the summer term must complete financial aid application materials for the following academic year (i.e. forms for 2014–15 to receive aid for summer 2014).

Disbursement of financial aid

Scholarships and grants are applied directly to tuition accounts at the beginning of each term. Scholarship and grants awards are based on an assumption about the number of credit hours the student will take each term and may be adjusted if the student enrolls for a different number of credit hours.

Student loans are disbursed at the beginning of each term, assuming all necessary paperwork and entrance counseling have been completed. The loan funds will be applied first to any outstanding tuition and/or fees not covered by scholarships, grants, or other resources. If the loan funds are in excess of the current term's tuition and fee charges, you will receive a refund check from Erikson Institute within 14 days of the loan funds being applied to your tuition account.

You may refuse a loan disbursement within 14 days by notifying the Financial Aid Office in writing. The loan funds will be returned to the Department of Education.

If you wish to change the amount of financial aid you have accepted, you must notify the Financial Aid Office in writing of the changes you wish to make.

Return of Title IV funds

If you withdraw from Erikson Institute during an academic term and have received a federal student loan or TEACH Grant for that term, you may be required to return a portion of the disbursed funds to Erikson Institute or to the Department of Education as required by federal regulation. This policy is separate and distinct from Erikson's tuition refund policy, which may also apply.

Return of Erikson fellowships, scholarships and need-based grants

Funding for Erikson’s fellowship, scholarship and need-based grant programs is provided by the generous gifts of donors and Erikson supporters. The Institute takes seriously its responsibility to conscientiously award and monitor its limited fellowship, scholarship and need-based grant funds. Students who withdraw from a course or all courses, regardless of the circumstances of the withdrawal, are required to pay back 100 percent of the Erikson fellowship, scholarship or need-based grant award for the term. The funds may be re-awarded for future enrollment in the courses, contingent upon the student retaining her/his eligibility for the specific award program.

Satisfactory academic progress

To be eligible for Title IV financial aid, a student must make satisfactory academic progress (SAP) toward completion of a degree or certificate as follows:

1. Grade Point Average requirement

To graduate, all master’s students are required to have a cumulative grade point average of at least 3.0 with no more than two C+, C, or C– grades. Certificate program students are required to have a cumulative grade point average of at least 3.0 with no more than one C+, C, or C– grade, and a grade of B or better in internship courses. To ensure that this requirement will be met, students must achieve the minimum cumulative grade point averages below according to the student’s program length:

Program option	By the end of		
	First year	Second year	Third year
Masters			
2-year student	3.0	3.0	na
3-year student	2.5	3.0	3.0
4-year dual degree	2.5	3.0	3.0
Certificate			
	3.0	3.0	na

2. Credit hour completion requirement

Students must make progress toward completion of the degree by satisfactorily completing a minimum number of credit hours per academic year as follows:

Program option	By the end of		
	First year	Second year	Third year
Masters			
2-year student	18	38	na
3-year student	9	18	38*
4-year dual degree	9	18	37
Certificate			
	6	18	na

*37 for dual degree students

If a student changes program options, she/he is required to have completed the minimum number of credit hours for the program in which she/he was enrolled at the end of the period that is being monitored.

Erikson Institute rarely accepts transfer credits from another institution, and in such cases transfer credits are counted toward the credit hour completion requirement. If a student repeats a course, both enrollments are calculated in the credit hour completion rate. If a student withdraws from a course after the add/drop period, the student will receive a grade of ‘W’ or ‘WF’ depending on the date of withdrawal. Grades of ‘W’ and ‘WF’ are considered an unsuccessful attempt in the credit hour completion rate. If a student has a grade of ‘I’ or ‘NG’, the grades are considered an unsuccessful attempt in the credit hour completion rate until the course has been successfully completed and a final passing grade has been posted.

3. Maximum time frame for program completion

Students must complete the master’s degree program within five years of entering the program. Certificate programs must be completed within three years.

4. Schedule for monitoring progress

Each Title IV aid recipient’s progress relative to credit hours earned and grade point average will be monitored once per academic year at the end of the summer term.

5. Denial of financial aid

Students who do not meet the minimum standards for satisfactory academic progress will be notified in writing and will be ineligible for Title IV financial aid for subsequent enrollment periods, even if the student is allowed to register for classes.

6. Regaining eligibility

If a student is denied Title IV assistance because she/he has not maintained satisfactory academic progress, courses must be taken at the student's expense until the student's progress meets all requirements of this policy.

7. Repeated course work

If a student retakes a previously *failed* course, the repeated course will be included in the student's Title IV enrollment status and Title IV funds will be available to pay for the repeated course. If a student retakes a previously *passed* course, one repetition of the repeated course will be included in the student's Title IV enrollment status and Title IV funds will be available to pay for the repeated course.

All repeated courses affect financial aid satisfactory academic progress calculations. A repeated course along with the original attempt must be counted as attempted credits.

8. Appeals

If a student has experienced unusual circumstances that have negatively affected his or her academic progress, a written appeal may be submitted to the Dean of Enrollment Management. The appeals process is reserved for situations outside the student's control, such as family catastrophe, illness, and other special circumstances. In order for the appeal to be considered, a student must submit information regarding why she/he failed to make satisfactory academic progress and what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation.

Appeals will only be approved if the SAP review committee determines that:

- the student will be able to meet SAP standards after the subsequent payment period; or
- an academic plan is developed with the student and the faculty advisor that, if followed, will ensure that the student is able to meet SAP standards by a specific point in time.

If an appeal is granted, the student will be placed on financial aid probation for the specified period and will have her/his Title IV financial aid eligibility reinstated.

In-school loan deferment

If you have federal student loans from prior years, you may be eligible to defer repayment of those loans if you are enrolled for at least 3 credits at Erikson. We work with National Student Clearinghouse to automatically notify your lenders of your enrollment status. If you wish to request a deferment, you should contact your lender to request a deferment form and submit the form to the Assistant Director, Registration and Student Records for certification.

Student financial accounts

Tuition

Erikson degree and certificate students are charged by the credit hour. The credit hour cost is \$960 for Summer 2014, Fall 2014, and Spring 2015.

Fees

Degree and certificate students are responsible for the following fees.

One time fees

Application fee (non-refundable)

Ph.D. and Master's	\$50
Certificate and online courses	\$40
<i>Due with submission of application materials</i>	

Matriculation fee (non-refundable)

Ph.D. and Master's	\$150
Certificate	\$100
<i>Due with enrollment into the program</i>	

Application for degree conferral fee

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

Recurring Fees

Student services fee	\$600
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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 Associate Director, Registration and Student Records, not on the last day of class attended. Therefore, it is imperative that students see the Associate Director, Registration and Student Records immediately upon dropping a class, dropping the program, or changing programs. Meeting with your adviser does not constitute meeting with the Associate Director, Registration and Student Records. Refunds will be calculated according to the following schedule:

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

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

Release of financial information

It is Erikson Institute's policy not to release any financial information to any third party. If you would like a third party to have access to your financial information, please provide the Financial Analyst with written permission. Your written permission must clearly designate each third party to whom you wish to permit release of your financial information. The Institute will honor your written permission for the remainder of the academic year in which you submit the request. If you wish to grant permission for access to your financial information for a subsequent academic year, you must submit an additional written request for the subsequent year. You may withdraw permission at any time by submitting a request for withdrawal in writing to the Financial Analyst, who will make every effort revoke the permission as soon as possible but may require until the end of the academic year to do so.

Student resources

Academic Success Center

Becoming a competent writer is a critical component of professional development, and writing is an integral part of students' academic work at Erikson. Students enter Erikson's degree programs with different levels of experience with academic writing. The Academic Success Center (ASC) provides writing and study skill support for all on campus and online master's students. The Center consists of four components:

1. the ASC web site (asc.erikson.edu);
2. an on-campus writing center in the library;
3. an online support option via asc@erikson.edu; and
4. The Pick Writing Program, which provides individual support to students.

The writing program begins with an online assessment given to all entering on-campus master's students. This assessment requires students to read an article, identify that article's thesis, offer three main points to support the thesis and then write an eight paragraph essay. On the basis of this assessment, some students are assigned to a 4-week summer writing course. In the summer course, students get a head start on some of the reading and writing that will be required in the master's program courses. The summer writing course is available, for a fee, to incoming master's students who are not required to take the course based on the writing assessment but wish to take part in the course voluntarily.

Most students who are in the summer writing course, as well as several other students who are identified as needing additional support per their writing assessment, will work with a tutor throughout their first semester and likely through the entire academic year. Weekly writing tutor meetings are generally one on one pairings and last about one hour.

All writing tutors are Erikson alumni who know the content of the current academic courses so they can help students with the ideal process of graduate level academic writing which includes: active reading/annotating, outlining, writing drafts and reflecting. See page 34 for course descriptions.

Advising

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

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

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

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

Campus safety and security

Erikson Institute is committed to promoting the safety of all members of its campus community, including staff, students, and visitors. Toward this end, we post information related to campus safety and security on the campus portal, my.erikson (click on "Campus Safety and Security") and on the Erikson website (see "Consumer Information," www.erikson.edu/consumer). 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. 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 Director of Field Education and Career Counseling assists students with finding observation sites, part- or full-time employment in the field, and internship placements. Erikson maintains an electronic database of career resources on *my.erikson.edu*, including job postings that we receive from organizations seeking to employ early childhood professionals and virtual tutorials on resume writing and interviewing. In addition, Erikson has an extensive network of alumni and professional contacts, whom students can contact as they seek jobs. Networking events are held at various times during the academic year.

Computer and Internet access at Erikson

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

a.m. until 6:00 p. m. Most computers are Windows based and students have access to network printers.

In addition to the computer lab, workstations in the computer training room (adjacent to the Edward Neisser Library on the second floor) are also available to students, provided there are no special instruction sessions taking place. There are also more computer workstations available to students for regular use in the library during normal operating hours.

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

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

User IDs and passwords are obtained from the Network Administrator.

CTA U-Pass

Erikson Institute participates in the University Pass (U-Pass) program through the Chicago Transit Authority (CTA), which offers eligible students a discounted pass for unlimited rides on all CTA buses and trains. The U-Pass is offered on a semester-by-semester basis. Students enrolled for eight or more credit hours during fall or spring semesters, or five or more credit hours during summer term are eligible for a U-Pass for that semester/term. Please note: For Erikson students to be eligible for the U-Pass, all eligible students during a given semester will be charged for a U-Pass (approximately \$100/semester), whether or not they utilize the pass. If a student who was eligible at the beginning of a semester subsequently drops below the required credit hours during the add/drop period, the student's U-Pass will be deactivated and the fee may be refunded on a prorated basis. The U-Pass includes the student's name, picture, and school name, and is not transferable. Additional information about the U-Pass program is available on the CTA web site at *www.transitchicago.com*.

Lost or stolen U-Pass card: You may apply for a replacement U-Pass by contacting the Assistant Director, Registrar and Student Records who serves as Erikson's U-Pass Coordinator. You will need to present your Erikson student ID and pay the \$50 replacement fee. A replacement U-Pass will be issued and sent to Erikson within 5–7 business days.

CTA will replace lost or stolen U-Pass cards only once per academic term. Upon receipt of the replacement card, you will be notified via email to pick up the U-Pass.

Defective, damaged or demagnetized U-Pass card: If the CTA fare equipment on a bus can not read a U-Pass, the bus operator will allow you to complete the ride for free. At CTA rail stations, present the defective U-Pass card to the customer assistant to have it inspected. You may apply for a free replacement U-Pass with the Assistant Director, Registration and Student Records, 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 the rest of that term. 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

Health insurance

Erikson Institute does not have a student health center, and at the same time the roll out of the Patient Protection and Affordable Care Act has significantly changed the health insurance and healthcare landscape, particularly for student health insurance plans.

Beginning in Fall 2014, Erikson Institute will no longer offer a voluntary group insurance plan for students. In accordance with Section 1501 of the Affordable Care Act, all Erikson students will be expected to have health insurance coverage and be in compliance of all applicable federal laws.

Students may already be covered by private insurance either through their employers or through a spouse or

family member. If you are a student who is not currently covered by private insurance, you will have the ability to utilize the new Illinois online Health Marketplace, GetCoveredIllinois, to select an insurance plan that best meets your needs. You are encouraged to begin to review your health insurance options and become familiar with the information provided on www.GetCoveredIllinois.gov. The online Marketplace is designed to walk consumers through the health care information and enrollment process in a few simple steps, but if you have difficulty navigating the website, you may seek out the assistance of a free Healthcare Navigator. You can find a list of trained Navigators in your area on www.GetCoveredIllinois.gov. In addition, Erikson will offer an on-campus enrollment session with trained Navigators from GetCoveredIllinois prior to the start of the Fall term.

International students who are in F-1 status are subject to the health insurance requirement as a condition of their F-1 status. Students with F-1 and other non-immigrant visas who are maintaining legal status in the U.S. are eligible to enroll in insurance through the marketplace. However, non-immigrant students are not eligible for Medicaid unless they have been in the U.S. for five years. Per F-1 student regulations, comparable policies must cover the full period of enrollment and must cover a minimum of US \$50,000 for accident or illness, and at least US \$7,500 for repatriation, and US \$10,000 for medical evacuation. International students are encouraged to contact Michel Frendian, Dean of Enrollment Management prior to choosing another health insurance plan in order to make sure that the plan meets these requirements.

For additional information, please refer to the following resources:

- To get up-to-date information on coverage in Illinois: www.getcoveredillinois.gov
- To get up-to-date information on the Patient Protection and Affordable Care Act, or to explore coverage options in a state other than Illinois: www.healthcare.gov
- To find a Healthcare Navigator who can assist you in the enrollment process: www.getcoveredillinois.gov/get-help
- To find specific fact sheets for young adults, women, veterans, and Medicaid recipients: www.getcoveredillinois.gov/fact-sheets

International Student Services

Erikson has approval from the Department of Homeland Security to enroll non-immigrant international students in its degree and certificate programs. The Dean of Enrollment Management serves as the international student adviser to all F-1 students from the time they are offered admission to Erikson through completion of the degree program, as well as the Optional Practical Training period if applicable. F-1 students participate in a special international student orientation program before the start of their program at Erikson. This orientation is separate and distinct from the general orientation programs for international students.

Given the complicated and constantly changing nature of immigration regulations, F-1 students are encouraged to meet with the international student adviser regularly. Typical issues that require consultation or authorization from the international student adviser include, but are not limited to, the following:

- Travel authorization signatures for travel outside the United States
- Extension of degree program
- Change of degree program
- CPT authorization for students beginning their internship
- Application to receive authorization for Optional Practical Training following the completion of the degree program
- International student health insurance
- Enrollment verification documents needed for loans, visa renewals, etc.
- Application to change non-immigrant status
- Updating of contact information in the SEVIS database

Library

The Edward Neisser Library provides multifaceted information services that support the education, information, research, and service programs of Erikson Institute. Its specialized collection is a valuable resource. Information about journals, assessment kits and other materials can be found at library.erikson.edu.

Students are allowed to check out circulating materials, as well as audio-visual equipment, laptops, and assessment kits. In the event of loss of or damage to library materials,

the library will request that the Student Accounts Office place a hold on the student's account until such time as the materials are returned or replaced, or the library is reimbursed for their loss or damage. Such a hold will render the student unable to register for classes, receive transcripts, or access online resources.

Materials not available in the Edward Neisser Library can be requested from other libraries through the library's interlibrary loan system. The library regularly offers workshops aimed at assisting students to develop and expand their information seeking skills. Individual guidance is also provided as necessary.

When classes are in session, the regular library hours are 8:00 a.m. to 9:30 p.m. Monday through Thursday, 10:00 a.m. to 4:00 p.m. on Friday. Saturday hours vary. When classes are not in session, the hours are 9:00 a.m. to 5:00 p.m. Monday through Thursday and 9 a.m. to 4 p.m. Friday.

For information or assistance, please contact the library staff at (312) 893-7210, through email at library@erikson.edu, or through instant message on the library website, library.erikson.edu.

Lost and found

The lost and found is located at the main lobby security desk on the first floor.

Multicultural student affairs

Through its programs and services, Multicultural Student Affairs advocates for and supports Erikson's African American, Asian American, Latina/o, Native American, lesbian, gay, bisexual, transgender, and international students. It also partners with faculty and staff to create an inclusive environment that recognizes and values the contributions of students of color, LGBTQ, and international students at the Institute. The office sponsors a variety of social and educational programs for the Erikson community throughout the academic year to help enrich the students' Erikson experience.

Parking and transportation

Discounted parking is available 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 \$2 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, 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 register, add money to your printing account, and how to use the printer/copiers. Each machine has the ability to photocopy, print, collate, staple, hole-punch, and more.

Online resources

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

Erikson Library Service: 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, 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 provides students with remote access to course materials, online research and library resources, as well as collaborative and communication tools for each course at Erikson. Within each course area students are able to view, save and print course syllabi and course readings. Discussion areas and live chat functionality allows students to communicate with the course instructor and other students enrolled in the respective course. In addition, all Erikson students (on-campus and online) have access to the Academic Resources pages through EriksonOnline. The Academic Resources site includes information, resources, links, and contact information related to library services, writing resources, writing support, and student services. EriksonOnline also provides a wide range of technical assistance resources and support services to online learners to encourage and enable successful online learning experiences and positive outcomes at Erikson. EriksonOnline can be accessed at courses.erikson.edu.

Student Committee

The Student Committee is the primary vehicle at Erikson through which students organize their interests and provide input into modification of policies related to academic or student affairs. Open to any student interested, the Student Committee is advised by the Dean of Enrollment Management and a faculty member, both of whom are not only knowledgeable about institutional resources and procedures, but also advocate for students in accessing these resources in support of their interests.

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. If you are unable to attend orientation, please contact the security officer to schedule an appointment to have your ID picture taken.

Student mailboxes

Mailboxes are provided for all students enrolled in one of the on-campus degree or certificate programs. Mailboxes are located in the Student Lounge on the 3rd floor. Students are expected to check their mailboxes on a regular basis, as they are utilized by Erikson faculty and staff as a means of communicating important information.

Students with disabilities

ADA policy

Erikson Institute is committed to complying with the Americans with Disabilities Act, 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 accommodation of the disabled. 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 & 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. 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, 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 the disabled 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.

Faculty and staff

Faculty

Aisha Ray, Ph.D., Senior Vice
President for Academic Affairs/
Dean of Faculty
Tonya Bibbs, Ph.D.
Barbara T. Bowman, M.A.
Jie-Qi Chen, Ph.D.
Amanda Curry, Ph.D.
Pamela Epley, Ph.D.
Jane Fleming, Ph.D.
Linda Gilkerson, Ph.D.
Robert Halpern, Ph.D.
Jon Korfmacher, Ph.D.
Gillian Dowley McNamee, Ph.D.
Luisiana Melendez, Ph.D.
Tracy Moran, Ph.D.
Amanda Moreno, Ph.D.
Mark Nagasawa, Ph.D.
Sharon Syc, Ph.D.

Senior Instructors

Mary Hynes-Berry, Ph.D.
Rebeca Itzkowich, M.A.

Instructors

Judith Bertacchi, M.Ed.
Margaret Brett, A.M., LCSW
Stephanie Bynum, M.S.
Bilge Cerezci, M.S.
Amy Clark, M.A.
Colette Davison, Ph.D.
Bonnie Fields, M.S.W.
Rebecca Halperin, M.S.
Carey Halsey, M.S.
Robyn Hart, M.Ed.
Carri Hill, Ph.D.
Megan Hillegass, M.S.
Pat Husband, M.A.
Sherry Kaufman, J.D.
Florence Kimondo, Ph.D.
Susan Knight, M.A., LCSW
Margaret Lane, M.Ed.
Michelle Lee, M.Ed., LPC
Shelley Levin, Ed.D.

Megan Lynd Meier, M.S.
Isabella Marchi, M.Ed., M.S.
Mary Marovich, M.Ed.
Sarah Martinez, M.Ed., M.A., LCPC
Rebecca Mermelstein, Ph.D.
Christine Morrison, M.S.
Maeve O'Shiel, M.S.W., LCSW
Mariana Osoria, M.A.
Constance Reid-Wilkerson, M.Ed.
Jennifer Rosinia, Ph.D.
Mindi Schryer, M.Ed.
Angela Searcy, M.S.
Nancy Segall, M.A.
Charlene Slezak, Psy. D.
Julia Snyder, M.Ed., M.S.
Sue Stolzer, Ph.D.
Lauren Wiley, M.Ed.
Molly Romer Witten, Ph.D.
Robin York, M.S.
Susannah York, M.S., CCC-SLP
Sandy Young, M.Ed.

Senior Research Associates

Toby Herr, M.Ed.

Research/Project Associates

Center for Children and Families
Michele Belanski, M.S.W.
Margret Nickels, Ph.D.
Early Math Collaborative
Jeanine Brownell, M.S.
Suzanne Budak, B.S.
Lisa Ginot, Ed.D.
Donna Johnson, M.S.
Jennifer McCray, Ph.D.
Cody Meirick, M.A.
Erin Reid, Ph.D.
Yinna Zhang, M.S.

Erikson/Illinois Department of Children &

Family Services Project
Andrea Goss, M.S., M.S.W.
Ruchira Gulati, M.S.
Emilie Tang, B.A.

Fussy Baby

Catalina Ariza, M.Ed.
Marsha Baker, M.Ed., M.A.
Kimberly Hanes, M.S.
Hannah Jones-Lewis, M.S.W.
Michelle Lee, M.Ed., LPC
Nancy Mork, M.S.W.
Margaret Reardon, B.S.

New Schools Project

Valencia Burney, M.S.
Linda Hamburg, M.S.
Anna Jerabek, M.Ed.
Christine Maxwell, Ph.D.
Sue Mitra, Ed.D.
Carly Stacy, B.S.

Project Match

Toby Herr, M.Ed.
Warrine Tidwell, B.S.

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Mike Maxse, B.S., Associate Director
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Michael Paulucci, M.F.A., Manager of
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Erin Silva, M.A., Assistant Director
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Education
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Records
Karen Bryant, B.A., Assistant Director,
Registration and Student Records
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Maggie Murphy, B.A., Enrollment
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Alex Yang, B.S., Associate Director,
Financial Aid and Enrollment Services

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Grant and Contract Accountant
Bruce Myers, Financial Analyst/
Student Billing Coordinator
Susan Wallace, M.B.A., C.P.A.,
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Operations/CFO

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Jana Fleming, J.D., Ph.D., Director
Florence Kimondo, Ph.D., Field Liaison
Jessica Ruiz, M.S., Site Coordinator
Penquaet Smith, B.S., Manager,
Illinois Early Childhood Fellows
Program

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Resources and Facilities Officer

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Program

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Sean DeSantis, B.F.A., AV/Technical
Support Specialist
Jonathan Frank, B.A., Chief
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Cathi Odothan, B.A., Systems
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Madeleine Holdsworth, M.B.A.,
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Randy Holgate, M.A., Vice President
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Anne Volz, B.A., Director, Corporate
& Foundation Relations and Grant
Management

Institutional Research

Charles Chang, M.A., Chief Research
Officer

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Deborah Derylak, B.A., Circulation
Desk Coordinator
Karen Janke, M.S.L.I.S., Director,
Edward Neisser Library
Alyssa Vincent, M.L.S., Information
Services Librarian

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Annie Behrns, M.S. Academic Success
Center Manager
Julie Blanning, M.S., M.S.W.
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Emma Iverson, M.S.
Grazyna Jakubowska, M.S.
Erin James, M.S., M.S.W.
Ross Jensen, M.S., M.S.W.
Amelia Joseph, M.S.
Shira Miller, M.S.
Laura Peleschak, M.S.
Megan Sexton, M.S.
Kelly Sipotz, M.S., M.S.W.
Margarita Valbuena, M.S.
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Admission Office, Room 312/314

Maggie Murphy (312) 893-7143

Valerie Williams (312) 893-7142

Computer Lab, Room 303

Chip AuCoin (312) 893-7151

Dean of Students, Room 414

Colette Davison (312) 893-7173

Director of M.S.W. Program, Room 447

Susan Knight (312) 893-7233

Field Education and Career**Counseling, Room 450**

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Alex Yang (312) 893-7154

International Student Services, Room 319

Michel Frendian (312) 893-7145

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techhelp@erikson.edu

Library, Room 210

Karen Janke (312) 893-7210

Deborah Derylak (312) 893-7210

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Karen Bryant (312) 893-7153

Student Accounts, Room 457

Bruce Myers (312) 893-7122

Students with Disabilities, Room 414

Colette Davison (312) 893-7173

Degree/Certificate Granting Authority

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

Program Accreditations and Approvals

Erikson Institute is accredited by the Higher Learning Commission 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 M.S. in Early Childhood Education leading to initial early childhood teaching license is approved by the Illinois State Board of Education. The Early Childhood Bilingual/English as a Second Language Certificate Program and the Early Childhood Special Education Letter of Approval are approved by the Illinois State Board of Education's Division of Educator Certification.

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