



eriksson

## On-Campus Master's Degree Programs 2014–15





**Robin Rios**

M.S. in Child Development, 2009

M.S.W., Loyola University Chicago, 2010

Social Worker and Child Therapist

Infant Welfare Society of Chicago



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

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

An education that enables you to

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

*An Erikson education is all of this and more.*



**Sarti Doshi**

M.S. in Child Development, Child Life  
Specialization, 2010

Child Life Specialist, Comer Children's Hospital  
at the University of Chicago Medicine



## Learn how children develop

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

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





## And develop yourself as a professional

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

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

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

The opportunity is a yearlong, closely supervised internship in a setting that complements your professional interests, draws on your knowledge, challenges your growth, and sharpens your skills.

The mirror is a concurrent, small-group seminar plus one-on-one faculty tutorials. Both are settings in which to move beyond technique, to question, reflect on, fine tune, and develop yourself and your practice in a community of learners that you have come to know and that has come to know you.



**Julissa Portales Banzon**

M.S. in Child Development, 2003

Federal Field Program Specialist

Office of Refugee Resettlement, Division  
of Children's Services

DHHS/Administration for Children and Families





**Barbara Spears**  
M.S. in Child Development, 2009  
Developmental Therapist



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

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

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

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

*There is the comprehensive child development curriculum*, with knowledge taught through course work and practice, and learning through the framework of relationships.

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





**Ross Jensen**

M.S. in Child Development, 2011

M.S.W., Loyola University Chicago, 2012

Washington, DC Teaching Fellow

The New Teacher Project



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

You'll find some basic information about our master's programs in the pages of this brochure, along with the fundamentals of how to apply and a few words about the career options available to you after graduation. More information—course descriptions, detailed faculty profiles, tuition and financial aid data, interviews with students and alumni—is on our website at *[www.erikson.edu](http://www.erikson.edu)*.



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

Master of Science in Child Development

Master of Social Work

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

## Structure

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

## Course work

Erikson's curriculum gives you the most comprehensive, interdisciplinary understanding of child development, social work, and early childhood education of any program in the country. Core courses include relevant aspects of developmental psychology, social work, education, psychiatry, anthropology, neurobiology, sociology, and health. Adding a special focus of

study—whether administration, children with special needs, early childhood special education, family services, infancy, bilingual/ESL, or child life—requires additional courses.

## Internship/field instruction

It's no surprise that an institution founded for practitioners should require its students to practice.

As a master's student, you will spend approximately 15 hours a week for a full academic year in an internship or social work field placement tailored to your career goals. You may be placed in a social agency, Head Start program, community college, public or private school, hospital, therapeutic program, city or regional governmental organization, child care center, or children's museum. Teacher candidates spend 10 weeks during the spring term student teaching full-time in a primary classroom, completing a total of 300 hours. During the fall term and the remaining 5 weeks of the spring term, teacher candidates work in the same classroom for an additional 225 hours of internship.

### *Recent internship sites include*

Chicago Institute for Psychoanalysis  
DuPage Children's Museum  
Francis W. Parker School  
Illinois Department of Children and Family Services  
Juvenile Protective Association  
Ounce of Prevention Fund  
Perinatal Family Support Program of Evanston  
Northwestern Healthcare  
University of Chicago Children's Hospital  
Virginia Frank Child Development Center





**Tutorials and small group seminars**

Tutorials and small group seminars, also known as integrative or supervision seminars, are the bridge between theory and practice. In biweekly, one-on-one tutorials with your faculty adviser and in weekly seminars with fellow students, you will have time to discuss your internship/field placement experiences and develop strategies and interventions to improve your professional skills.

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

**Comprehensive examination**

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

**A cohort program**

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

**Length of study**

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

**Online master's program**

In addition to on-campus programs, Erikson offers a master of science in early childhood education online for educators with two to three years of full-time, post-baccalaureate experience in early childhood settings. To learn more about this program, as well as the optional specialization in early childhood bilingual/ESL education, visit [www.erikson.edu/online](http://www.erikson.edu/online).

## A word about careers

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

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

### **Child Development**

- Director of Children and Youth Services, Salvation Army
- Co-founder, DuPage Children's Museum
- Healthy Steps Specialist, Infant Welfare Society of Chicago
- Director of Child Life and Creative Arts Therapies, Rush University Medical Center
- Associate Professor, Istanbul Technical University
- Executive Director of Professional Development, Chicago Public Schools
- Founder, Project Match
- Principal, Clara Barton Elementary School
- Researcher, High/Scope Foundation
- Chief Program Officer, Action for Children
- Family Literacy Coordinator, Orange County Public Schools
- Director of Children and Youth Services, McGuire Air Force Base
- Faculty, Harold Washington College
- Curriculum Coordinator, Chicago Commons
- Supervisor of Foster Parent Training, Catholic Charities
- Director of The Elgin Partnership for Early Learning
- Child Life Specialist, Children's Medical Center of Dallas
- Zero–3 Professional Development Initiatives Manager i3, Ounce of Prevention Fund
- Chief Executive Officer, Chicago Metropolitan Association for the Education of Young Children
- Child Development Specialist, Loyola University Medical Center
- Early Learning Center Director, Congregation Beth Shalom
- Developmental Specialist, South Bay Early Intervention
- Training Specialist, Child Abuse Prevention Center of Sacramento
- Art and Education Program Manager, The Magic House, St Louis Children's Museum
- Vice President of Programs, Kohl Children's Museum
- Bilingual Family Support Worker Supervisor & Intake Coordinator, Teen Parent Connection
- Executive Director, Evanston Day Nursery Association
- Director of Program Initiatives, Girl Scouts of Greater Chicago and Northwest Indiana
- Research Specialist/Bilingual Curriculum Developer, The University of Chicago



### **Social Work**

- Child and Family Therapist, The Bridge Youth and Family Services
- Mental Health and Child Development Specialist, The Children's Place Association
- Program Director, Monarch Institute for Neurological Differences
- Psychotherapist, The Barr-Harris Children's Grief Center
- Social Worker, Northwest Suburban Special Education District
- Social Worker, Community Partnership Program of Chicago Public Schools
- Director of Family and Community Partnerships, Erikson Institute
- Trauma Therapist, La Rabida Children's Hospital
- Residential Clinician, Jewish Child and Family Services
- Social Worker, Rady Children's Hospital, San Diego
- Therapist, Sarasota Child Psychology Services
- Staff Therapist, Juvenile Protective Association
- Early Childhood Mental Health Consultant, Illinois Action for Children
- Early Childhood Trauma Therapist, Rady Children's Hospital
- Clinical Counselor, Chicago Adventure Therapy

### **Early Childhood Education**

- Bilingual Kindergarten Teacher, John B. Murphy Elementary School
- Pre-K Special Education Teacher and Parent Coordinator, Riverdale Elementary School
- Third Grade Teacher, International School of Uganda
- Second Grade Teacher, Chicago Public Schools
- Pre-Kindergarten Teacher, Capital City Public Charter School
- Kindergarten Teacher, Erie Charter School
- Director of Program Services/Early Reading First Project Director, Ounce of Prevention Fund
- Educational Consultant
- Executive Director, Mary Meyer School
- Director, David and Jillian Gilmour Early Education Campus, Educational Enrichment Systems
- Director of Education Technology, Catherine Cook School
- National Program Coordinator, Office of the Vice President of Indonesia
- Executive Director, Duncan Kids Academy
- National Director, Early Childhood Education, Save the Children



# Master's degree program and specialization options

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

## M.S. in Child Development

### 38 credit hours

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

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

### Course work

- C410 Social and Historical Perspectives on Early Care and Education (3 credit hours)
- C413 Adult Education and Supervision (2 credit hours)
- C421 Human Development I: Psychosocial Development in Infancy and Childhood (3 credit hours)
- C422 Human Development II: Psychosocial Development from Early Adolescence through Adulthood (3 credit hours)
- C425 Physical Growth and Development (3 credit hours)
- C426 Development of Cognition, Language, and Play I: Cognitive Development (3 credit hours)
- C427 Development of Cognition, Language, and Play II: Language Development (3 credit hours)
- C432 Family and Culture (3 credit hours)
- C439 Child Assessment (2 credit hours)
- C490 Research Methods (3 credit hours)

### Internship, tutorial, and seminar

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

## Specialization in administration

### 42 credit hours

Intended for administrators and supervisors of early childhood programs, this specialization explores planning and implementing administrative systems that effectively carry out an organization's mission. You will examine effective organizational development, study administrator's ethical responsibilities, and learn methods of implementation, supervision, budgeting, program evaluation, time management, and conflict resolution. The specialization prepares students to seek the Illinois Director Credential.

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

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





### *Specialization in child life*

#### **44 credit hours**

Chronic or terminal illness, disability, injury, surgery, or trauma presents a unique set of challenges to a young child. The work of the child life specialist—advocating for children and families and helping them face the unknown, making the complex understandable, and facilitating the optimal development of children whose medical treatment has deprived them of the typical opportunities for learning and growth—requires skill and sensitivity.

Erikson's child life specialization will help you develop both through focused course work and an internship at one of the Chicago area's many top-ranked medical facilities. Students admitted to the child life specialization take two courses in addition to the core child development curriculum and complete a child life internship.

C470 Child Life: History, Theory, Research, and Scope (3 credit hours)

C471 Child Life: Methods, Delivery, and Professional Issues (3 credit hours)

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

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

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

### *Specialization in children with special needs*

#### **46 credit hours**

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

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

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

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

S413 Communication and Language Development in Young Children with Development Delay/Disability (2 credit hours)

S412 Assessment of Infants and Preschool-Age Children with Developmental Delay/Disability (2 credit hours)

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

### *Specialization in family services*

#### **44 credit hours**

Knowing how to work with families and the many structures and systems that support them is as important as knowing how to work with young children. This specialization explores the social, legal, and political contexts in which young children and their families live, ranging from the many configurations of families and communities to the welfare system, early intervention, medical and mental health, courts, and schools.

To earn your master's in child development with a specialization in family services, you complete the child development program, substituting two specialization courses for core courses, and also take two additional courses. The specialization includes an internship focusing on developing the practice and reflection skills necessary to work with children and families across a complex range of contexts and systems.

- F412 History of Social Welfare and Social Policy (3 credit hours; taken instead of C410)
- F415 Children, Families, and the Law (3 credit hours; taken instead of C413)
- F436 Working with Children, Families, and Groups (3 credit hours)
- F438 Working with Children with Special Needs and Diverse Abilities and their Families (2 credit hours)

### *Specialization in infancy*

#### **45 credit hours**

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

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

prevention/early intervention track and an early intervention internship prepare you to apply for the State of Illinois's early intervention credential.

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

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

### *Specialization in infancy and administration*

#### **49 credit hours**

To specialize in both infancy and administration, you complete all the courses in the child development core curriculum, excluding C413 Adult Education and Supervision, and take the following courses. You also complete an internship that gives you experience in both areas.

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



## Master of Social Work

### 60 credit hours

The only program of its kind in the nation, Erikson's M.S.W. 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 children and families. It prepares professionals who want to work with children and their families in a wide range of practice settings including, but not limited to:

- courts
- foster care
- therapeutic schools
- child welfare
- family support
- hospitals
- early intervention

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

### Course work

- K410 Introduction to Developmentally-Informed Social Work (1 credit hours)
- K420 Research Methods (3 credit hours)
- K421 Human Development I (3 credit hours)
- K422 Human Development II (3 credit hours)
- K426 Development of Cognition, Language, and Play I: Cognitive Development (3 credit hours)
- K427 Development of Cognition, Language, and Play II: Language Development (3 credit hours)
- K430 Working with Individuals, Families, and Groups (3 credit hours)

- K431 Working with Organizations and Communities (3 credit hours)
- K432 Family and Culture (3 credit hours)
- K433 History of Social Welfare and Social Policy (2 credit hours)
- K434 Children, Families, and the Law (3 credit hours)
- K435 Biopsychosocial Problems (3 credit hours)
- K436 Advanced Treatment with Parents and Children (3 credit hours)
- K437 Trauma-Informed Social Work Practice (3 credit hours)
- K438 Working with Families and Children with Diverse Abilities (3 credit hours)
- K439 Child and Family Assessment (2 credit hours)

### Concentration course work

#### *Children and Families concentration*

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

### Field instruction and seminars

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

#### *Children and Families concentration*

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

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

### 44 credit hours

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

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

### Prerequisites

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

### Course work

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

### Internship, tutorial, and seminar

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

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

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

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

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

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



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

### *Specialization in bilingual/ESL*

#### **51 credit hours**

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

To complete this specialization, you take two courses in addition to the core curriculum for the teacher certification program and substitute two bilingual/ESL courses for courses in the standard curriculum. The internship and tutorials focus on teaching in multilingual preschools and classrooms.

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

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

### *Specialization in early childhood special education*

#### **50 credit hours**

Early childhood teachers increasingly need to be able to educate students with varying learning abilities, developmental delays, and/or disabilities. Not only are special education teachers in high demand, but growing numbers of these learners are entering inclusive early childhood classrooms.

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

To complete the specialization and earn the letter of approval, you will take three courses in addition to the core curriculum for the teacher licensure program. Each course includes a minimum of 15 hours of field experience working with children with special needs and their families.

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



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

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



## Our community

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

We enroll approximately 200 master's degree students, 15 doctoral students, and 65 certificate students. Together, they present the following profile:

Women	96%
Students of color	38%
Average age	32
Age range	20–65
States represented	29
Countries represented (outside U.S.)	8

*Accurate as of September 2014.*



# Applying to Erikson

**Admission | [admission@erikson.edu](mailto:admission@erikson.edu)  
[www.erikson.edu/admission](http://www.erikson.edu/admission)**

## **Admission criteria**

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

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

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

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

## **Application deadlines**

### ***Child life specialization***

January 15 (postmark deadline)

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

### ***All other master's degree programs***

March 1 (priority deadline)

We make admission decisions on a rolling basis. To begin classes in the fall, you should apply by the priority deadline. We will continue to accept applications after the March 1 priority deadline until all spaces are filled.

## **Application process**

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

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

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

## **International applicants**

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

Applicants whose native language is not English and/or whose previous education was conducted in a language other than English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) as evidence of proficiency in oral and written English. Test scores must be no more than two years old at the time of admission. Scores from the IELTS General Training exam cannot be accepted.



# Financing your master's degree

Financial aid | [finaid@erikson.edu](mailto:finaid@erikson.edu)  
[www.erikson.edu/finaid](http://www.erikson.edu/finaid)

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

To apply for financial aid, you must

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

We encourage you to begin the financial aid process as soon as possible after January 1.

## Competitive scholarships

Erikson offers a limited number of highly competitive, named scholarships to incoming students with demonstrated financial need, strong academic credentials, and a strong commitment to serving children and families through their chosen field of study. Scholarships range in value from \$3,500 to 100 percent of tuition. Students are recommended for consideration by the admission committee. The scholarship committee reviews the recommended students and awards the scholarships beginning in early March. You must submit a completed FAFSA and Erikson financial aid application in order to be considered for all scholarships.

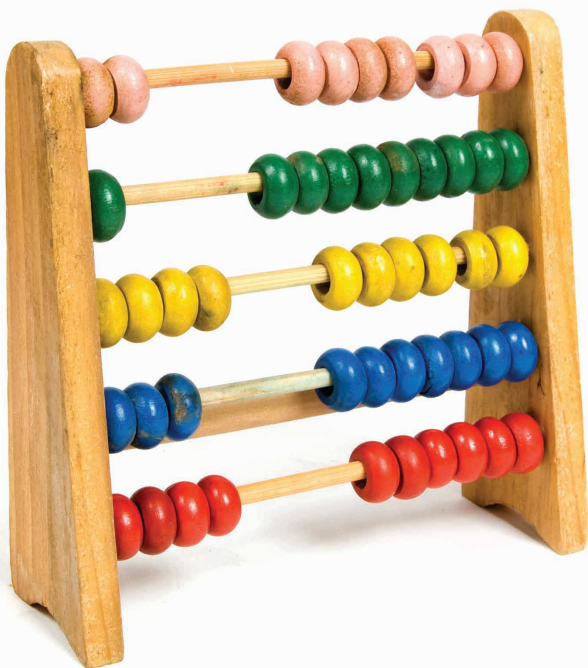
## Erikson grants

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

## Stafford and Graduate PLUS Direct Loans

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

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



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

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

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

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

For more information about the TEACH grant program, visit [www.teach-ats.ed.gov](http://www.teach-ats.ed.gov).





Questions?

Ready for the next steps?

Head to *www.erikson.edu*.

Call us at (312) 755-2250.

Come to an information session, or schedule a visit.

We look forward to meeting you.

**Degree/Certificate Granting Authority**

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

**Program Accreditations and Approvals**

Erikson Institute is accredited by the Higher Learning Commission and is a member of the North Central Association, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, (800) 621-7440, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

Accreditation is limited to master's degrees and certificates in fields related to child development and early childhood education (including Bilingual/ESL certificate) and the Master of Social Work.

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

**Nondiscrimination policy**

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

**Right to change**

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

© 2014 Erikson Institute. All rights reserved. 0914/4K/MM/14-963

Design: Melissa DePasquale, Kym Abrams Design, and Gerta Sorensen, Sorensen London Design

Photography: Loren Santow

Erikson Institute

451 North LaSalle Street

Chicago, Illinois 60654-4510

Tel: (312) 755-2250

Fax: (312) 893-7168

Email: [admission@erikson.edu](mailto:admission@erikson.edu)

[www.erikson.edu](http://www.erikson.edu)

graduate school in child development  
**erikson institute**