

2011–12 Bulletin

Ph.D. and Master's Degree Programs

Graduate Certificate Programs

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Academic calendar 2011–12

This calendar is subject to change without notice.

Fall 2011

Thursday, August 25, 6–8 p.m.	Internship orientation (continuing students)
Friday, August 26	New student welcome & social
Saturday, August 27	New master's student orientation
Monday, August 29	Fall semester classes begin
Friday, September 2	Add/drop period ends
Friday, September 2	Fall semester tuition due
Monday, September 5	Labor Day holiday
Friday, September 16	Constitution Day observed
Thursday, September 29	Last day to submit approved rewrites of papers from Summer 2011 courses or to complete requirements for Summer 2011 courses for which a grade of 'I' or 'NG' was submitted
Tuesday, November 1	Priority registration for Spring 2012 begins
Friday, November 11	Last day to withdraw from a class with a "W" grade
Thursday–Friday, November 24–25	Thanksgiving holiday
Monday, December 12	Fall semester classes end
December 13–January 1, 2012	Winter break

Spring 2012

Monday, January 2	Spring semester classes begin
Friday, January 6	Spring semester tuition due
Friday, January 6	Add/drop period ends
Saturday, January 7	Comprehensive exam orientation
Monday, January 16	Martin Luther King, Jr. holiday
Monday, January 30	Last day to submit approved rewrites of papers from Fall 2011 courses or to complete requirements for Fall 2011 courses for which a grade of 'I' or 'NG' was submitted
Saturday, February 4	Internship orientation
March 5–9	Spring break
Thursday, March 15	Priority registration for Summer & Fall 2012 begins
Friday, March 23	Last day to withdraw from a class with a "W" grade
Saturday, April 14	Comprehensive examination
Monday, April 23	Spring semester classes end
Saturday, May 12	Master's commencement ceremony and graduation celebration

Summer 2012

Monday, May 14	Summer term classes begin
Friday, May 18	Summer term tuition due
Friday, May 18	Add/drop period ends
Monday, May 28	Memorial Day holiday
Saturday, June 2	Comprehensive examination
Friday, June 22	Last day to withdraw from a class with a "W" grade
Saturday, June 30	Last day to submit approved rewrites of papers from Spring 2012 courses or to complete requirements for Spring 2012 courses for which a grade of 'I' or 'NG' was submitted
Wednesday, July 4	Independence Day holiday
Monday, July 23	Summer term classes end
Saturday, August 4	Comprehensive examination

Student services directory

Academic Success Center, Room 316

Annie Behrns	312.893.7184
Julie Schiller	312.893.7168

Admission Office, Room 314

John Francisco	312.893.7143
Valerie Williams	312.893.7142
Alex Yang	312.893.7154

Career Services, Room 444

Stephanie Bynum	312.893.7177
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Computer Lab, Room 303

Chip AuCoin	312.893.7151
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Financial Aid, Room 310

Alex Yang	312.893.7154
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International Student Services, Room 319

Michel Frendian	312.893.7145
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IT Help

techhelp@erikson.edu

Library, Room 210

Karen Janke	312.893.7210
Maria Lasky	312.893.7210
Matthew Meade	312.893.7210

Multicultural Student Affairs, Room 314

Valerie Williams	312.893.7142
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Registration and Student Records, Room 311/313

Karen Bryant	312.893.7153
Marvel Pomeroy	312.893.7141

Student Accounts, Room 457

Bruce Myers	312.893.7122
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Students with Disabilities, Room 414

Jeanne Lockridge	312.893.7140
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Welcome to Erikson Institute

Each year, Erikson brings together individuals who show strong academic ability and leadership potential in the fields serving young children—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 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. They are as follows:

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

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

Commitment to social justice In all its activities, Erikson seeks to contribute to a significant improvement in the quality, effectiveness, and equity of education and services for all children and families and to help children develop to their fullest potential. Since its inception, Erikson has focused on equity and justice in the care and education of disadvantaged and minority children. Grounded in practical

arenas and problems, Erikson is committed to providing a sound and useful base of information to guide the understanding of such complex social issues as changing family and societal needs and families in stress, as well as the nature and efficacy of services for children and families.

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

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

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

Admission requirements

Master's and Certificate programs

Requirements for admission to Erikson's master's degree and certificate programs include, but are not limited to, prior academic competency, practical experience with young children (birth to eight years old) in a supervised setting, and suitability for the field.

Applicants to the M.S. in child development, M.S. in early childhood education leading to initial Type 04 certification, and the dual degree programs are expected to have a minimum of one year of work and/or volunteer experience in a supervised setting with young children; two years is preferred. Your experience may be gained over several years through part-time volunteer and/or paid work.

Applicants to the online M.S. in early childhood education are expected to have a minimum of two years of full-time, post-baccalaureate experience in an early childhood setting; three years is preferred.

To be considered, applicants must hold a bachelor's degree from an accredited institution of higher education with a minimum grade point average of 2.75 on a 4-point scale. The average GPA of all students admitted to the master's and certificate programs at Erikson is approximately 3.3 on a 4-point scale.

Applicants complete an application for admission, pay an application fee, write several short essays in response to questions, provide three letters of recommendation, complete an Applicant Self-Disclosure Form, and submit official, sealed transcripts from all colleges and universities attended. The Graduate Record Examination (GRE) is not required for admission to a certificate or master's degree program. All master's degree program applicants are interviewed by a faculty member.

Applicants to the child life specialization in the child development master's degree program are expected to have a minimum of 100 hours of experience working in a hospital setting at the time of application.

Ph.D. program

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

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

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

Admission review process

An admission committee carefully reviews all materials submitted by applicants. With the exception of the Ph.D. program and the child life specialization, admission decisions are made on a rolling basis, as soon as an application is complete, including an interview if one is required. The admission committee will review the applicant's credentials and make a decision.

The admission committees for the Ph.D. program and child life specialization begin review of all applications immediately after the application deadline. Applicants will be notified of the target dates for admission decisions during the interview process.

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

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. Carey Halsey, Senior Instructor and Stephanie Bynum, Assistant Dean for Academic Affairs, work closely with students admitted with the concurrent experience requirement to identify appropriate placements.

Application deadlines

The following are firm deadlines for postmark of application materials.

January 15

M.S. in child development with child life specialization

February 1

Ph.D. in child development

The following deadlines are priority deadlines. We will continue to accept applications after these dates if space is available.

March 1

M.S. in child development

Dual Degree M.S. in child development/M.S.W.

M.S. in early childhood education

M.S. in early childhood education leading to initial type 04 certification

March 15

Infant specialist certificate program

Infant mental health certificate program

October 1

Online M.S. in early childhood education

Online early childhood bilingual/ESL certificate program

Admission of international students

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

Applicants whose native language is not English and/ or whose previous education was conducted in a language

other than English are required to submit official score reports from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) as evidence of proficiency in oral and written English. Test scores must be no more than two years old at the time of admission.

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

Applicant self-disclosure statement

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

Nondiscrimination policy

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

Master's degree programs

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 education, child care, social services, mental health, 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.

Programs include: the master of science in child development, the master of science in early childhood education, the master of science in child development/master of social work (with Loyola University Chicago), and the master of science in early childhood education leading to type 04 certification. Students have the additional option of specializing in administration, child life, early childhood bilingual/ESL, early childhood special education, family services, or infancy depending on their chosen program of study.

Erikson's master's degree programs offer a multidisciplinary approach to the study of human development 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 program, cohorts of students take the same set of courses, participate in small group seminars, and engage in an intensive field internship or in action research—always with close attention and support from a faculty adviser. On-campus students choose from two cohorts: day or evening. 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. The online M.S. in early childhood education is a 28-month program. For students doing an internship, seminars meet weekdays, and biweekly tutorials are scheduled at the convenience of you and your adviser. With few exceptions, each class meets only once a week, and the reading lists are extensive. As a rule, depending on your program option, you should expect to devote a minimum of 20–30 hours per week (excluding internship and tutorials) to reading, group meetings, observations related to course work, and preparation of papers.

Master's degree programs

- M.S. in child development
- M.S. in child development with administration specialization
- M.S. in child development with child life specialization
- M.S. in child development with family services specialization
- M.S. in child development with infancy specialization
- M.S. in child development with infancy and administration specialization
- Dual Degree: M.S. in child development/M.S.W. in clinical social work
- Dual Degree: M.S. in child development/M.S.W. in clinical social work with infancy specialization
- M.S. in early childhood education (online and on-campus)
- M.S. in early childhood education with bilingual/ESL specialization
- M.S. in early childhood education leading to initial type 04 certification
- M.S. in early childhood education leading to initial type 04 certification and bilingual/ESL endorsement
- M.S. in early childhood education leading to initial type 04 teacher certification and early childhood special education letter of approval

Master's degree competencies

A set of competencies has been developed in each of three domains: knowledge, practice, and reflection. Upon completion of the program students are expected to have the following:

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.

- **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, curricula 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.

General requirements for the master's degree programs

The master's degree programs include tightly-integrated core courses, a two semester internship or action research project, integrative/supervision seminars, and biweekly tutorials. Students in the dual degree and online master's in early childhood education programs participate in expanded seminars in lieu of the biweekly tutorials. Upon completion of these requirements, students sit for a comprehensive examination covering the fields of early education and child development.

Specializations require additional courses and, in some instances, the substitution of specialized courses for core courses. Students in the dual degree program with Loyola pursue a slightly modified version of the master of science in child development.

To earn a master's 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 requirements related to assessment of professional competencies in the three areas that are the focus of graduate study at Erikson Institute: knowledge of child development, practice skills, and reflection.

Course descriptions for the master's degree programs begin on page 22.

Assessment of professional competencies

During the final year of graduate study at Erikson, master's degree candidates will be asked to demonstrate that they have achieved appropriate mastery in each area of competency: knowledge, practice and reflection. Students must receive a minimum score of 20 points (out of 40 possible points) for each area of competency. Therefore, students will need to exceed this minimum score in at least one of the competency areas in order to meet the required total score of 80 across the three areas.

- **Knowledge competencies** The comprehensive exam evaluates understanding of and integration of knowledge and skills in thinking and analysis across the core courses that all master's students take as outlined in the Bulletin. A detailed description of the knowledge competencies

covered in the comprehensive exam is presented in the annual Comprehensive Exam Guide, which is available on the Master's Graduation Requirements page in the Academics section of *my.erikson.edu*.

- **Practice competencies** Each student will work with his/her internship adviser and/or seminar leader to establish the evidence that will be gathered and used to evaluate practice competencies. Each student will identify specific and observable skills that she/he wants to strengthen, improve and develop in new ways. These will be recorded on the "Internship Contract" form and become the focus of study with the student's adviser and/or seminar leader.
- **Reflection competencies** Requirements for reflection competencies are addressed and monitored in the integrative/supervision seminars, and if applicable, in tutorials. Reflective assignments are specifically designed to match each program's experiential learning activities during the student's final year. However, all assignments help students describe, analyze and reflect upon their practice.

Guidelines for assessment of practice and reflection competencies are outlined in the annual Graduation Requirements Guide, which is available on the Master's Graduation Requirements page in the Academics section of *my.erikson.edu*.

Practice requirement

In all master's degree programs, experiential learning is central to bridging the gap between theory and professional practice. Depending on the program, students complete an action research project, participate in an internship or complete student teaching requirements. Action research requires students to generate questions about their practice that lead to a research project intrinsically connected

to issues of quality in teaching and learning within diverse early childhood and primary settings. Student teaching consists of a total of 550 hours in a preschool, kindergarten, and/or primary classroom mastering the practice competencies of professional teaching under the supervision of a mentoring teacher. Internships may occur in a number of settings—children's museums, community colleges, governmental organizations, Head Start programs, hospitals, preschools, public and private schools, research institutions, social service agencies, and therapeutic programs. A student's adviser, program directors and the Assistant Dean for Academic Affairs work closely with each student to design an appropriate professional practice experience.

For specific information on internship policies and procedures, see page 52.

Comprehensive examination

The comprehensive examination is one of the culminating requirements of the master's degree programs. A four-hour, written examination that covers major content areas in child development, the exam is important because:

1. It gives the faculty concrete evidence of the student's mastery of the subject matter and his/her ability to organize and apply what has been learned.
2. Studying for the exam gives students an opportunity to synthesize and integrate in a meaningful way all they have learned through their course work and internship.

The comprehensive exam is administered three times each year—in August, April, and June—if three or more people register for the exam. Refer to the academic calendar on page 2 for 2011–12 exam dates. For more information on comprehensive examination policies and procedures, see page 49.

Specific requirements for each master's degree program

Master of science in child development

38 credit hours

The master of science in child development offers a comprehensive curriculum in early childhood development. As such, the program provides excellent preparation for professional or leadership roles in the full range of disciplines and systems that serve young children and their families, including education, child care, social service, mental health, policy, and health care. Graduates have had notable success in fields as different as museum education and public policy analysis.

Course work

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

Internship, tutorial, and seminar

CHLD C440	Internship and Tutorial I (3)
CHLD C441	Internship and Tutorial II (3)
CHLD C450	Integrative Seminar I (2)
CHLD C451	Integrative Seminar II (2)

Comprehensive examination

Master of science in child development with administration specialization

42 credit hours

Intended for administrators and supervisors of early childhood programs, this specialization explores the planning and implementation of administrative systems that effectively carry out an organization's mission. The internship enables students to prepare their center/program for NAEYC accreditation, to bring the center through the accreditation process, or, for an accredited center, to augment the programs serving children and families. Students seeking to earn the Illinois Director Credential, the professional standard for management in child care and education programs, must complete their internship in an administrative setting.

Course work

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

Internship, tutorial, and seminar

CHLD C440	Internship and Tutorial I (3)
CHLD C441	Internship and Tutorial II (3)
CHLD C450	Integrative Seminar I (2)
CHLD C451	Integrative Seminar II (2)

Specialization course work

ADMN A308	Administration of Early Childhood Programs (4)
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Comprehensive examination

Master of science in child development with child life specialization

44 credit hours

Intended for students who are interested in hospital settings, this concentration explores the field of child life. Students complete the core child development curriculum, as well as two additional courses in child life in order to meet the course requirements for certification by the Child Life Council. Upon completion of all program course work, students apply for a child life internship at one of the hospitals in the area.

Course work

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

Internship, tutorial, and seminar

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

Specialization course work

- LIFE C470 Child Life: Intervention, Advocacy and Education within the Pediatric Healthcare System (3)
- LIFE C471 Child Life: Theory, Research, Methods, and Scope (3)

Comprehensive examination

Master of science in child development with family services specialization

44 credit hours

An increasing number of early childhood professionals enter positions in which expertise in working with families and the systems that support them is as important as expertise in working with young children. While the family services specialization does not lead to clinical licensure, it prepares professionals to work effectively with families and with the social, legal, and political contexts in which young children and their families are embedded. Particular focus is placed on the many structures and systems that support the developing child, from families and communities in their many configurations, to the welfare system, early intervention, medical/mental health, courts, and schools.

Course work

- CHLD C421 Human Development I: Psychosocial Development in Infancy and Childhood (3)
- CHLD C425 Physical Growth and Development (3)
- CHLD C426 Development of Cognition, Language, and Play I: Cognitive Development (3)
- CHLD C427 Development of Cognition, Language, and Play II: Language Development (3)
- CHLD C432 Family and Culture (3)
- CHLD C439 Child Assessment (2)
- CHLD C490 Research Methods (3)

Internship, tutorial, and seminar

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

Specialization course work

- FAML F423 Human Behavior in the Social Environment (3)
- FAML F412 History of Social Welfare and Social Policy (3)
- FAML F438 Working with Children with Special Needs and Diverse Abilities and Their Families (2)
- FAML F436 Working with Children, Families, and Groups (3)
- FAML F415 Children, Families, and the Law (3)

Comprehensive examination

Master of science in child development with infancy specialization

44 credit hours

The infancy specialization prepares professionals for the complex role of the infant/family specialist, who works with infants and families together in the context of their communities. You may work toward a State of Illinois early intervention credential through this program. Students complete an internship in a setting with infants and their families. If you seek credentialing in early intervention, you will need to complete an internship at an early intervention or diagnostic site. You and the director of the infant studies program will discuss the requirements for credentialing. To complete an internship in an early intervention site, you must be available during the daytime, Mondays through Fridays, during your internship year.

Course work

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

Internship, tutorial, and seminar

CHLD C440	Internship and Tutorial I (3)
CHLD C441	Internship and Tutorial II (3)
CHLD C450	Integrative Seminar I (2)
CHLD C451	Integrative Seminar II (2)

Specialization course work

INF I392	Infant/Toddler Screening and Assessment (3)
INF I397	Prevention/Early Intervention Methods: A (1.5)
INF I398	Prevention/Early Intervention Methods: B (1.5)

Comprehensive examination

Master of science in child development with infancy and administration specialization

48 credit hours

Students complete the supplemental course work for both specializations and do an internship that combines infancy and administrative responsibilities.

Course work

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

Internship, tutorial, and seminar

CHLD C440	Internship and Tutorial I (3)
CHLD C441	Internship and Tutorial II (3)
CHLD C450	Integrative Seminar I (2)
CHLD C451	Integrative Seminar II (2)

Specialization course work

INF I392	Infant/Toddler Screening and Assessment (3)
INF I397	Prevention/Early Intervention Methods: A (1.5)
INF I399	Prevention/Early Intervention Methods: B (1.5)
ADMN A308	Administration of Early Childhood Programs (4)

Comprehensive examination

Master of science in child development/master of social work (dual degree in collaboration with Loyola University Chicago School of Social Work)

86 credit hours

This dual degree program offers a combination of theoretical, clinical, and practical training that will prepare students to be effective in providing clinical services to children and families in child mental health, school, child welfare, child development, pediatric/medical, and early intervention settings. Course requirements of both degrees have been slightly abbreviated in instances where content overlapped. Three- and four-year options are available, although most students are pursuing the three-year option.

Course work

The program consists of three or four years of course work, including two internships, totaling 86 credit hours. In the three-year option, courses begin in the summer with a week-long course, Human Behavior in the Social Environment I, taught jointly by Erikson and Loyola faculty. During the first academic year, the primary curricular focus is child development. The second year of studies includes child development and social work courses with a two-semester field instruction/internship with young children and their families. The Erikson comprehensive examination is typically taken after the second year of course work. Students who complete the Erikson requirements and pass the comprehensive examination receive their master of science in child development after two years (or three years in the four-year option).

In the final year, students complete the social work course requirements and a second field instruction/internship in social work. Upon completion of the Loyola requirements, they receive their master of social work from Loyola. Please note: the Loyola requirements summarized below are intended only as a guide. Students must consult their Loyola adviser for official degree requirements.

Erikson requirements (37 credits, which includes the joint requirements)

- CHLD C410 Social and Historical Perspectives on Early Care and Education (3)
- CHLD C421 Human Development I: Psychosocial Development in Infancy and Childhood (3)
- CHLD C422 Human Development II: Psychosocial Development from Early Adolescence through Adulthood (3)

- CHLD C425 Physical Growth and Development (3)
- CHLD C426 Development of Cognition, Language, and Play I: Cognitive Development (3)
- CHLD C427 Development of Cognition, Language, and Play II: Language Development (3)
- CHLD C432 Family and Culture (3)
- CHLD C439 Child Assessment (2)
- DUAL D440 Field Instruction I (2)
- DUAL D441 Field Instruction II (2)
- DUAL D452 Supervision Seminar I (3)
- DUAL D453 Supervision Seminar II (3)

Comprehensive examination

Joint requirements (courses taught by both Erikson and Loyola faculty) (4 credits)

- SOWK 500E Human Behavior in the Social Environment I (1)
- DUAL D413 The Child and the Law (3)

Loyola requirements (49 credits, in addition to the joint requirements listed above)

- SOWK 507 Social Welfare and Social Work (3)
- SOWK 509 Policies and Strategies for Community Interventions (3)
- SOWK 503 Social Work with Individuals and Families I (3)
- SOWK 504 Social Work with Individuals and Families II (3)
- SOWK 502 Ethnicity, Race and Culture (3)
- SOWK 505 Social Work with Small Groups I (3)
- SOWK 501 Human Behavior in the Social Environment II (3)
- SOWK 506 Methods of Social Work Research (3)
- SOWK 606 Practicum in Research (3)
- SOWK 612 Family Diagnosis and Treatment (3)
- SOWK 620 Clinical Social Work Practice with Children (3)
- SWFI 630 and 630-S Field Instruction III (2)
- SWFI 631 and 631-S Field Instruction IV (2)
- Policy Elective (3)
- Social Work electives (9 credits)

Master of science in child development/master of social work (dual degree in collaboration with Loyola University Chicago School of Social Work) with infancy specialization

92 credit hours

The infancy specialization allows dual degree students to prepare for the complex new role of the infant/family specialist, who works with infants and families together in the context of their communities. You may work toward a State of Illinois early intervention credential through this specialization. Students complete the first year field placement in a setting with infants and their families. If you seek credentialing in early intervention, you will need to complete an internship at an early intervention or diagnostic site. You

and the director of the infant studies program will discuss the requirements for credentialing. To complete the field placement in an early intervention site, you must be available during the daytime, Mondays through Fridays.

Erikson requirements (37 credits, which includes the joint requirements)

CHLD C410	Social and Historical Perspectives on Early Care and Education (3)
CHLD C421	Human Development I: Psychosocial Development in Infancy and Childhood (3)
CHLD C422	Human Development II: Psychosocial Development from Early Adolescence through Adulthood (3)
CHLD C425	Physical Growth and Development (3)
CHLD C426	Development of Cognition, Language, and Play I: Cognitive Development (3)
CHLD C427	Development of Cognition, Language, and Play II: Language Development (3)
CHLD C432	Family and Culture (3)
CHLD C439	Child Assessment (2)
DUAL D440	Field Instruction I (2)
DUAL D441	Field Instruction II (2)
DUAL D452	Supervision Seminar I (3)
DUAL D453	Supervision Seminar II (3)

Specialization course work

INF I392	Infant/Toddler Screening and Assessment (3)
INF I397	Prevention/Early Intervention Methods: A (1.5)
INF I398	Prevention/Early Intervention Methods: B (1.5)

Comprehensive examination

Joint requirements (courses taught by both Erikson and Loyola faculty) (4 credits)

SOWK 500E	Human Behavior in the Social Environment I (1)
DUAL D413	The Child and the Law (3)

Loyola requirements (49 credits, in addition to the joint requirements listed above)

SOWK 507	Social Welfare and Social Work (3)
SOWK 509	Policies and Strategies for Community Interventions (3)
SOWK 503	Social Work with Individuals and Families I (3)
SOWK 504	Social Work with Individuals and Families II (3)
SOWK 502	Ethnicity, Race and Culture (3)
SOWK 505	Social Work with Small Groups I (3)
SOWK 501	Human Behavior in the Social Environment II (3)
SOWK 506	Methods of Social Work Research (3)
SOWK 606	Practicum in Research (3)
SOWK 612	Family Diagnosis and Treatment (3)
SOWK 620	Clinical Social Work Practice with Children (3)
SWFI 630 and 630-S	Field Instruction III (2)
SWFI 631 and 631-S	Field Instruction IV (2)
	Policy Elective (3)
	Social Work electives (9 credits)

Master of science in early childhood education (on-campus)

38 credit hours

The master of science in early childhood education is designed specifically for certified teachers who want to carry their teaching to the next level. Core courses provide a comprehensive, interdisciplinary understanding of child development. Through a special internship, tutorial, and seminar sequence, students identify a special project or research topic of their own choosing. Students receive advanced instruction in critical subject areas and participate in a specially designed internship in their own classrooms.

Course work

CHLD C413	Adult Education and Supervision (2)
CHLD C421	Human Development I: Psychosocial Development in Infancy and Childhood (3)
CHLD C422	Human Development II: Psychosocial Development from Early Adolescence through Adulthood (3)
CHLD C425	Physical Growth and Development (3)
CHLD C426	Development of Cognition, Language, and Play I: Cognitive Development (3)
CHLD C427	Development of Cognition, Language, and Play II: Language Development (3)
CHLD C432	Family and Culture (3)
EDUC T408	Foundations of American Schooling and Bilingual Education (3)
EDUC T461	Assessment for Classroom Teachers (2)
EDUC T460	Advanced Teaching Methods (3)

Internship, tutorial, and seminar

CHLD C440	Internship and Tutorial I (3)
CHLD C441	Internship and Tutorial II (3)
CHLD C450	Integrative Seminar I (2)
CHLD C451	Integrative Seminar II (2)

Comprehensive examination

Master of science in early childhood education (online)

38 credit hours

The online master of science in early childhood education program is designed for experienced early childhood educators working with children from birth to age eight. Core courses in the program provide a comprehensive, interdisciplinary understanding of child development. Four specialized early childhood education courses specifically address the roles of educators by focusing on curriculum and assessment and effective teaching for prekindergarten through third grade. In the final two semesters, students choose a focus of interest relevant to their development as a practitioner and complete an appropriate action research project.

Course work

- CHLD C414 Working With Adults: Collaboration and Supervision (3)
- CHLD C421 Human Development I: Psychosocial Development in Infancy and Childhood (3)
- CHLD C425 Physical Growth and Development (3)
- CHLD C426 Development of Cognition, Language, and Play I: Cognitive Development (3)
- CHLD C427 Development of Cognition, Language, and Play II: Language Development (3)
- CHLD C432 Family and Culture (3)
- EDUC T430 Foundations of Schooling and Curriculum for Pre-K to Grade 3 Programs (3)
- EDUC T431 Key Concepts for the Pre-K to Grade 3 Curriculum: Role of Content Knowledge in Teaching and Learning (2)
- EDUC T432 Advanced Methods of Teaching and Learning across the Pre-K to Grade 3 Curriculum (3)
- EDUC T461 Assessment for Classroom Teachers (2)

Action Research, tutorial, and seminar

- EDUC T470 Integrative Seminar: Leadership in Early Childhood Education I (2)
- EDUC T471 Integrative Seminar: Leadership in Early Childhood Education II (2)
- EDUC T472 Integrative Seminar: Leadership in Early Childhood Education III (2)
- EDUC T480 Integrative Seminar: Action Research in Diverse Early Education Settings I (2)
- EDUC T481 Integrative Seminar: Action Research in Diverse Early Education Settings II (2)

Comprehensive examination

Master of science in early childhood education with bilingual/English as a second language specialization

44 credit hours

The demand for early childhood teachers with bilingual and/or English as a Second Language (ESL) expertise is growing rapidly. The number of students with limited English skills has doubled in the last decade. This specialization prepares students specifically for the challenges of teaching children from different language traditions. To qualify for the program, students must have Type 04 certification or Type 03 certification with experience in a primary classroom, or other comparable certification. The program prepares students for early childhood bilingual or ESL endorsement/approval by the Illinois State Board of Education.

Course work

- EDUC T408 Foundations of American Schooling and Bilingual Education (3)
- CHLD C413 Adult Education and Supervision (2)
- CHLD C421 Human Development I: Psychosocial Development in Infancy and Childhood (3)
- CHLD C422 Human Development II: Psychosocial Development from Early Adolescence through Adulthood (3)
- CHLD C425 Physical Growth and Development (3)
- CHLD C426 Development of Cognition, Language, and Play I: Cognitive Development (3)
- CHLD C427 Development of Cognition, Language, and Play II: Language Development (3)
- CHLD C432 Family and Culture (3)
- EDUC T460 Advanced Teaching Methods (3)

Internship, tutorial, and seminar

- CHLD C440 Internship and Tutorial I (3)
- CHLD C441 Internship and Tutorial II (3)
- BESL B406 Methods and Materials for Teaching New Language Learners I (2)
- BESL B407 Methods and Materials for Teaching New Language Learners II: Reflective Practice (2)

Specialization course work

- BESL B402 Language Development in New Language Learners (3)
- BESL B404 Assessment of New Language Learners (2)
- BESL B405 Emergent Literacy with New Language Learners (3)

Comprehensive examination

Master of science in early childhood education leading to initial type 04 teacher certification

42 credit hours

Erikson offers a comprehensive and integrated curriculum for prospective teachers of young children from birth through third grade. Students work toward initial early childhood (Type 04) teacher certification from the Illinois State Board of Education together with the master of science in early childhood education. Erikson's program has been approved under Illinois' standards-based teacher preparation reform effort.

Prerequisites for admission to teacher candidacy

Illinois State Board of Education Test of Basic Skills

EDUC T414 Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (2)

Course work

CHLD C421 Human Development I: Psychosocial Development in Infancy and Childhood (3)

CHLD C425 Physical Growth and Development (3)

CHLD C426 Development of Cognition, Language, and Play I: Cognitive Development (3)

CHLD C427 Development of Cognition, Language, and Play II: Language Development (3)

CHLD C432 Family and Culture (3)

EDUC T408 Foundations of American Schooling and Bilingual Education (3)

EDUC T461 Assessment for Classroom Teachers (2)

EDUC T438 Children with Special Needs and Diverse Abilities (2)

Internship, tutorial, and methods/integrative seminars

EDUC T466 Proseminar for Teachers I (0)

EDUC T467 Proseminar for Teachers II (0)

EDUC T404 Teaching and Learning in Diverse and Inclusive Settings: Science and Social Studies (2)

EDUC T405 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing (2)

EDUC T406 Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2)

EDUC T412 Preschool Curricular Approaches in Diverse and Inclusive Settings (2)

EDUC T446 Internship, Student Teaching, and Tutorial I (3)

EDUC T447 Internship, Student Teaching, and Tutorial II (3)

EDUC T456 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings I (2)

EDUC T457 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II (2)

Comprehensive examination

Student teaching and internship

Teacher candidates must be available for daytime study and student teaching during the final year of their program. 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.

Additional requirements for teacher certification

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the type 04 early childhood teaching certificate:

Clinical experiences, observations, and participation in early childhood programs

In the context of program course work, teacher candidates must complete 150 clock hours of clinical observation and participation in early childhood programs, as follows:

Infants/toddlers	25 hours
Special education	25 hours
Preschool/kindergarten	50 hours
Primary level	50 hours

General education competencies

The Institute's certification officer reviews transcripts of all prior undergraduate and graduate course work, along with previous professional experiences, to verify that teacher 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, will be assessed based on performance in Erikson course work.

State examinations administered by ISBE

These include the Illinois Board of Education Test of Basic Skills, a prerequisite for admission to the teacher certification program; the Illinois Test for Early Childhood, which teacher candidates must pass prior to their 10-week student teaching practicum; and the Illinois Assessment of Professional Teaching Standards, which candidates take upon successful completion of all degree requirements, including the comprehensive examination.

Master of science in early childhood education leading to initial type 04 teacher certification and bilingual/ESL endorsement

49 credit hours

This combined program, unique in Illinois, responds to the urgent need for more early childhood teachers who can effectively meet the needs of new language learners in a culturally, linguistically, and developmentally appropriate manner. The curriculum has been specially tailored to prepare students to seek three distinct credentials: the master of science degree from Erikson, as well as type 04 teacher certification and bilingual or ESL endorsement from the Illinois State Board of Education. Upon completion of all program requirements, teacher candidates will be eligible to seek ISBE approval to teach new language learners from a variety of language traditions in early childhood classrooms (birth through third grade).

Prerequisites for admission to teacher candidacy

Illinois State Board of Education Test of Basic Skills

EDUC T414 Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (2)

Course work

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

Internship, tutorial, and methods/integrative seminars

- EDUC T466 Proseminar for Teachers I (0)
- EDUC T467 Proseminar for Teachers II (0)
- EDUC T404 Teaching and Learning in Diverse and Inclusive Settings: Science and Social Studies (2)
- EDUC T406 Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2)
- EDUC T412 Preschool Curricular Approaches in Diverse and Inclusive Settings (2)
- EDUC T446 Internship, Student Teaching, and Tutorial I (3)
- EDUC T447 Internship, Student Teaching, and Tutorial II (3)

- EDUC T456 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings I (2)
- EDUC T457 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II (2)

Specialization course work

- BESL B402 Language Development in New Language Learners (3)
- BESL B416 Methods and Materials for Teaching New Language Learners I (2)
- EDUC T409 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing for Bilingual and English Language Learners (3)
- EDUC T462 Assessment of New Language Learners (3)

Comprehensive examination

Student teaching and internship

Teacher candidates must be available for daytime study and student teaching during the final year of their program. 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.

Clinical experiences, observations, and participation in early childhood programs

In the context of program course work, teacher candidates must complete 150 clock hours of clinical observation 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 will work closely with the director of teacher education to ensure that a minimum of 100 of the above hours are in bilingual or ESL settings, depending on the student's desired endorsement.

General education competencies

The Institute's certification officer reviews transcripts of all prior undergraduate and graduate course work, along with previous professional experiences, to verify that teacher 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, will be assessed based on your performance in Erikson course work.

State examinations administered by ISBE

These include the following:

- Test of Basic Skills, a prerequisite for admission to the teacher certification program;
- Illinois Test for Early Childhood, which teacher candidates must pass prior to their 10-week student teaching practicum;
- Illinois Assessment of Professional Teaching Standards, which candidates take upon successful completion of all degree requirements, including the comprehensive examination; and
- Candidates seeking the bilingual endorsement must also pass the appropriate target language test for ISBE.

Master of science in early childhood education leading to initial type 04 teacher certification and early childhood special education letter of approval

52 credit hours

Early childhood teachers increasingly need to be able to educate students with varying learning abilities, developmental delays, and/or disabilities. Erikson's specialization in early childhood special education prepares teachers to meet the needs of these learners and receive a letter of approval in addition to their type 04 certification to teach young children with special needs from birth through age five.

The specialization courses focus on assessment of developmental delay and/or disability, atypical language development, specialized instructional methods, and collaboration with professionals and families of young children with disabilities.

Prerequisites for admission to teacher candidacy

Illinois State Board of Education Test of Basic Skills

EDUC T414 Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (2)

Course work

CHLD C421 Human Development I: Psychosocial Development in Infancy and Childhood (3)

CHLD C425 Physical Growth and Development (3)

CHLD C426 Development of Cognition, Language, and Play I: Cognitive Development (3)

CHLD C427 Development of Cognition, Language, and Play II: Language Development (3)

CHLD C432 Family and Culture (3 credit hours)

EDUC T408 Foundations of American Schooling and Bilingual Education (3)

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

EDUC T461 Assessment for Classroom Teachers (2 credit hours)

SPED S411 Family and Professional Collaboration in Early Childhood Special Education (3)

SPED S412 Assessment of Infants and Preschool-aged Children with Disabilities/Developmental Delay (2)

SPED S413 Communication and Language Development and Disabilities (2)

Internship, tutorial, and methods/integrative seminars

EDUC T466 Proseminar for Teachers I (0)

EDUC T467 Proseminar for Teachers II (0)

EDUC T404 Teaching and Learning in Diverse and Inclusive Settings: Science and Social Studies (2)

EDUC T405 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing (2)

EDUC T406 Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2)

EDUC T412 Preschool Curricular Approaches in Diverse and Inclusive Settings (2)

EDUC T446 Internship, Student Teaching, and Tutorial I (3)

EDUC T447 Internship, Student Teaching, and Tutorial II (3)

EDUC T456 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings I (2)

EDUC T457 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II (2)

SPED S410 Curricular and Instructional Methods in Early Childhood Special Education (3)

Comprehensive examination

Student teaching and internship

Teacher candidates must be available for daytime study and student teaching during the final year of their program. 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.

Clinical experiences, observations, and participation in early childhood programs

In the context of program course work, teacher candidates must complete 150 clock hours of clinical observation and participation in early childhood programs, as follows.

Infants/toddlers	25 hours
Special education	25 hours
Preschool/kindergarten	50 hours
Primary level	50 hours

In addition to the above clinical observation hours, each early childhood special education specialization course includes a minimum of 15 hours of field experience working with children with special needs and their families.

General education competencies

The Institute’s certification officer reviews transcripts of all prior undergraduate and graduate course work, along with previous professional experiences, to verify that teacher 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, will be assessed based on your performance in Erikson course work.

State examinations administered by ISBE

These include the following:

- Test of Basic Skills, a prerequisite for admission to the teacher certification program;
- Illinois Test for Early Childhood, which teacher candidates must pass prior to their 10-week student teaching practicum; and
- Illinois Assessment of Professional Teaching Standards, which candidates take upon successful completion of all degree requirements, including the comprehensive examination.

Master's degree course descriptions

Master's degree child development core courses

CHLD C410 Social and Historical Perspectives on Early Care and Education (3 credit hours)

This course provides an overview of the social and historical circumstances that have influenced how we care for and educate young children. The course familiarizes students with the cultural ideas, beliefs, values, and social purposes that have shaped and continue to influence public and private education and child care in the United States. It explores curricular approaches, policy frameworks, financing, and organizational practice. The goal of the course is to enable students to place their own professional practice in a broader historical and educational context.

CHLD C413 Adult Education and Supervision (2 credit hours)

This course focuses on three aspects of adults (professionals and parents) as learners. First, it considers relationships in adult learning, covering factors in teaching-learning interactions such as authority, social status, and institutional culture. Second, the course will also examine two teaching-learning formats—formal education (including in-service education and college courses), and supervision (including reflective practice) to identify delivery models and techniques. Finally, the course examines models of parent education and support programs and their effectiveness.

CHLD C414 Working with Adults: Collaboration and Supervision (3 credit hours)

This course is designed to help students work collaboratively with parents, other family members, and colleagues in diverse and inclusive infant, preschool, and school-age settings. The course begins by examining the values and beliefs of the culture of professionalism. The dynamics of family, professional, and team relationships are explored within the context of personal history, culture, and adult development and learning. Students use active learning strategies to practice skills in communication, collaboration, problem solving, and interdisciplinary team process. Models of supervision in early childhood programs are described. Across relationships, students learn to focus on strengths, partner around vulnerabilities, and develop self-knowledge as a professional competency.

CHLD C421 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 the variety of childrearing 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 of infants, preschoolers, and school-aged children with relevant theory and research.

CHLD C422 Human Development II: Psychosocial Development from Early Adolescence through Adulthood (3 credit hours)

This course builds on theories and concepts presented in CHLD C421 Human Development I: Psychosocial Development in Infancy and Childhood. It focuses on two major areas: 1) a western social science perspective on psychosocial development from the school years through the life span, and 2) issues involved in understanding and working with parents and families. The developmental tasks of the school-aged and adolescent child 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 and culture. This course also provides an introduction to family systems and formal and informal contact with families. Students are expected to develop self-knowledge and the ability to form a working relationship with families by examining personal beliefs and expectations about parenting and professionalism.

CHLD C425 Physical Growth and Development (3 credit hours)

This course examines physical growth and development from pre-birth through age eight, including physical, neurological, motor, and sensory processes as well as the influence of environmental and cultural variations. Paths of typical development are explored in depth, followed by a focus on understanding atypical patterns and events that lead to developmental disabilities and delays. General

health and wellness issues along with common chronic health conditions are discussed. Students gain an appreciation for the importance of individual sensory profiles in children's learning as well as the interrelationship of nutrition and physical movement in maintaining health and developmental progress. Strategies for observing neurobehavioral functioning in infants and children are explored and practiced.

CHLD C426 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.

CHLD C427 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.

CHLD C432 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.

CHLD C439 Child Assessment (2 credit hours)

This course provides students with a basic understanding of the assessment of young children from three to eight years of age. The primary foci of the course are 1) the purposes and processes of a variety of assessment methods currently used to evaluate learning and development of young children and 2) challenges in assessing young children from developmental, educational, psychological, and cultural perspectives. Students will learn principles of appropriate assessment, acquire a working knowledge of basic measurement concepts, and gain understanding of the methods of interview, observation, standardized testing, and alternative assessment approaches for young children.

CHLD C490 Research Methods (3 credit hours)

The purpose of this course is to help students understand the role of research in developmental and educational studies. Topics covered include 1) popular statistical methods used in developmental and educational studies; 2) the proper use of statistics in various contexts; and 3) the interpretation and application of statistical analyses.

CHLD C440 and C441 Internship and Tutorial I and II (3 credit hours each)

Students spend 15 hours a week in a yearlong (nine-month) internship designed to meet their specific professional needs. Internships typically take place in a setting for children and families but may also include working

with adults (e.g., college teaching or staff training) or special advocacy, research, or demonstration projects. The accompanying biweekly tutorial brings a student together with his or her faculty adviser to integrate theory and practice, acquire self-knowledge, reflect on practice, develop appropriate approaches to working with or on behalf of children and families, and encourage professional development and identity.

CHLD C450 and C451 Integrative Seminar I and II (2 credit hours each)

Concurrent with the internship, students participate in a weekly supervision seminar (1.5 hours per week) that focuses on bridging theory and practice and developing appropriate plans and strategies for practice. Seminars also aim to help students reflect on their practice by considering problem-solving and decision-making strategies. Students also address issues of professionalism (including the development of leadership skills) and develop an understanding of group process.

Child development specialization courses

Administration specialization

ADMN A308 Administration of Early Childhood Programs (4 credit hours)

This course is designed to consider the organizational factors in administering and supervising programs for young children and their families. It examines key concepts and practices of management, with emphasis on nonprofit programs. The content is organized into five modules. Module I introduces the organizational principles that must be considered in administering a program. Module II reviews key components of educational programming, including planning and implementing a child-centered curriculum, promoting the inclusion of children with special needs, and implementing assessment procedures. Module III explores the regulatory framework within which early childhood programs operate, including the distinctions among the government, nonprofit and for-profit sectors. Module IV focuses on financial terms and concepts, including planning, implementation, reporting, monitoring, and forecasting. It also includes personnel policies and practices as well as basic practices in budgeting for revenue and expenses. Module V covers evaluation. It considers both the

data needed for strategic planning as well as processes for decision-making, including cost analysis. Ethical and legal considerations and practical implications are addressed throughout the course.

Infancy specialization

INF I392 Infant/Toddler Screening and Assessment (3 credit hours)

Prerequisite: 30 hours of hands-on, direct experiences with infants and toddlers or consent of Sharon Syc, Clinical Associate Professor, Co-director Infant Specialist Program. Note: Students in Erikson's master's degree program must complete CHLD C439 Child Assessment before taking this course.

This course takes a relationship-based developmental approach to observation, screening, and assessment of children from birth through age three. Assessment is viewed as an integral part of the intervention process and as a collaboration between parents and providers. Students are trained to focus on underlying developmental processes as well as the appearance of individual milestones in cognitive, social/emotional, communication, and sensory and motor development. Students are guided in partnering with parents to assess the child's strengths and challenges to development, and to identify the family's priorities for services. Selected screening tools, standardized tests, and criterion-referenced instruments are reviewed. Students receive introductory training in one screening and one assessment tool, including administration, interpretation, referral, and recommendations for developmental intervention. The rationale and practices for screening, referral, and assessment in various infant/toddler settings (e.g., child care, Early Head Start, early intervention) are examined.

INF I397 Prevention/Early Intervention Methods: A (1.5 credit hours)

This course examines the relationship-based philosophy, principles, strategies, and interventions that underlie effective early intervention and primary prevention services for infants and toddlers at risk of developmental delays or disabilities and their families.

Special focus is placed on the design and implementation of relationship-based, family-centered, child sensitive services; on the development of collaborative relationships

between professionals and families to support the family; the parent-child relationship; and infant toddler development. Students are expected to become involved in the “parallel process” (“Do unto others as you would have others do unto others”) by applying these principles and practices in their class projects involving families and as part of class participation. Although the course blends theory and research with relationship-building strategies and reflective practice, the emphasis is on students applying what they are learning.

**INF I398 Prevention/Early Intervention Methods: B
(1.5 credit hours)**

Building upon a relationship-based philosophy, this course explores the principles, strategies, and interventions that underlie effective early intervention for infants and toddlers with or at risk for developmental delays or disabilities and their families. Students will examine current legislation, philosophy, policies, and practices associated with the early intervention system. Special attention will be given to family-centered practice, natural environments, trans-disciplinary services, culturally appropriate services, and evidence-based practice. Intervention strategies for enhancing the development of infants and toddlers with disabilities and supporting child and family outcomes will be examined. Emphasis will be placed on skill-building activities and planning interventions.

Child life specialization

LIFE C470 Child Life: Intervention, Advocacy and Education within the Pediatric Healthcare System (3 credit hours)

Note: This course and 100 hours of volunteer time in a hospital setting are required for students participating in a child life specialist internship placement. Students wishing to register for this course must first seek approval from Dr. Sharon Syc, Clinical Associate Professor.

This course will present an overview of the philosophy, research, and practice of the field of child life, including the skills, knowledge, and requirements necessary to be nationally certified as a child life specialist. Child life programs are designed to help children birth through adolescence along with their siblings and their families learn about the healthcare environment and work through common fears

that may be associated with healthcare experiences. Child life specialists use various strategies to meet the developmental and emotional needs of children, including preparation for surgeries and procedures, education about illness and treatment, and opportunities for play and other expressive therapies (such as art, music, humor, and pet). Child life services are provided in ambulatory, inpatient, and emergency areas.

Topics will include: developmental stages as they are affected by hospitalization, the effect of chronic or serious illness on the family system, neonatal intensive care, long term ventilator dependent infants, children with life threatening illnesses, adolescents, trauma and abuse, pain management, and coping techniques. Professional issues including confidentiality, boundaries, ethics, death and bereavement, and interdisciplinary teamwork will be explored.

LIFE C471 Child Life: Theory, Research, Methods, and Scope (3 credit hours)

This course will explore theory, research and practice in the field of Child Life, including the skills, knowledge and requirements necessary to be nationally certified as a Child Life Specialist. Topics will include evidence-based practice, expressive activities, issue-specific interventions, programming for special needs and special populations, grief and death, therapeutic use of humor and animals, complimentary therapies, and the impact of culture on children’s healthcare encounters. Students will examine issues in clinical practice and the political and economic challenges child life specialists face in today’s healthcare environment.

Family services specialization

FAML F423 Human Behavior in the Social Environment (3 credit hours)

This course presents ecological, anthropological, life-span, bio-psycho-social, and social theory perspectives on human behavior in the social environment. It covers theories of development and identity from adolescence through older adulthood, building on concepts already introduced in Human Development I. Parenting, grandparenting, and intergenerational parenting will be discussed in relation to both developmental and contextual meanings and their intersection with race, ethnicity, social class, gender, and

other social variables. In addition, stress, coping, and risk and protective factors will be discussed as they relate to life span transitions. Attention will be given throughout to issues of diversity, inequality, and discrimination.

**FAML F412 History of Social Welfare and Social Policy
(3 credit hours)**

This course provides an overview of historical responses to the needs of children and families and the foundation of the American welfare state. It examines past and current social policies and other factors that have given rise to and shaped the systems that support children and families, including early care, health, mental health, and education. The status of the family is considered, with particular attention to conceptions of family and trends in family formation, the impact of poverty and discrimination on children and families, the rise of immigrant and refugee families, and disparities in child welfare. The course explores the role of family services and child welfare programs in enhancing family well-being as well as strategies to improve collaboration among service providers to maximize benefits to families.

FAML F438 Working with Children with Special Needs and Diverse Abilities and Their Families (2 credit hours)

This course provides students with a knowledge base for working with children with special needs and diverse abilities and their families. Students will be introduced to a range of physical, cognitive, linguistic, emotional, and behavioral disabilities and challenges. They will also explore the interdependent influence of family, culture, poverty, social class, race, privilege, and community on the development, education, and well-being of children with special needs and diverse abilities. Students will consider the personal experience of children and families as they negotiate assessment, diagnosis, and intervention in multiple helping systems, including early intervention, educational, social service, medical, community, mental health, and legal systems. An emphasis will be placed on understanding and supporting children's and families' changing needs from a multicultural perspective and learning how to effectively communicate with, support, empower, and advocate for all families. Elements of effective family-professional partnerships are examined. Strategies for working with children and collaborating with families in various

settings are emphasized. The course also details pertinent legislation affecting the education and well-being of children with special needs and diverse abilities.

**FAML F436 Working with Children, Families, and Groups
(3 credit hours)**

This course introduces students to the theoretical foundations and fundamental purposes, functions, and methods of working with children, families, and groups. The course explores ways of understanding family structures and dynamics, including definitions of the family, cultural underpinnings of diverse family structures, and gender roles. The course also examines the nature of the helping relationship and approaches to engaging with families and groups, including roles, boundaries, confidentiality, and the balance of power. It presents a range of possible interventions with different kinds of families and groups within their historical and socio-cultural contexts, including family therapy, early intervention, and community- and school-based interventions. Different group formats and interventions are also examined, including self-help groups, parent training groups, therapeutic groups, and online groups. Ethical and legal issues in working with children, families, and groups are considered.

FAML F415 Children, Families and the Law (3 credit hours)

This course is designed to prepare students to understand and work with the legal system though 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, and children involved in the child welfare system, adequately serve the best interests of children and families across diverse cultural contexts. The course also addresses the issue of multidisciplinary decision-making and advocacy processes related to understanding and respecting children's and families' rights. Disparities in social policies and the legal system are also explored in relation to vulnerable and disenfranchised populations, children with disabilities, and families with mental illness. Broader legal and social justice issues related to immigration, international law, trans-cultural adoption, and unaccompanied minors are also discussed.

Early childhood education and teacher certification courses

EDUC T404 Teaching and Learning in Diverse and Inclusive Settings: Science and Social Studies (2 credit hours)

This course examines the content and methods of teaching social studies and the sciences to young children from diverse family, linguistic and cultural backgrounds in kindergarten through grade three. The course explores the big ideas and process of inquiry in each domain; processes by which children learn; and methods for guiding children in conceptualizing the social and scientific world they inhabit. The primary foci of the course include:

1. Understanding the big ideas and inquiry processes in social studies and the sciences, and connections between the domains that teachers can utilize to bridge children's theories with new knowledge;
2. Creating learning environments that are
 - a. child-centered: helping children make connections between prior knowledge and current learning tasks;
 - b. knowledge-centered: providing an understanding of concepts in each discipline and the connections between the disciplines; i.e., providing a cognitive road map to help students understand the big ideas and inquiry processes in social studies and science;
 - c. assessment-centered: articulating learning goals and using systematic ongoing observation and documentation of children's progress toward meeting goals;
 - d. learning-centered: providing a broad range of learning resources and organizational formats to support children's learning including hands-on materials and technology resources used in large group, small group, pair shares, individual work, and open-ended play, experimentation, and exploration activities;
 - e. community-centered: establishing norms of respect, collaboration, and perseverance toward goals.
3. Methods of curriculum development, pedagogy, and assessment for the social sciences and sciences that help teacher candidates structure learning activities where children learn to think, discuss, and inquire about topics in the disciplines. Candidates will develop learning opportunities that explicitly address the needs of children from diverse backgrounds including those with special needs and for whom English is a second language.

EDUC T405 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing (2 credit hours)

This course prepares teacher candidates to guide young children from diverse family and cultural backgrounds in learning to read and write. Teacher candidates learn to recognize and describe developmental stages in learning to read and write for 4- to 8-year-olds, describe and identify different factors that influence the learning process, and design curricula for reading and writing that meet the Illinois Learning Outcomes and Illinois Early Childhood Education Standards. Teacher candidates develop a framework for building a classroom library of fiction and nonfiction reading materials that reflect the literary traditions and points of view of a diverse multicultural society. Methods of teaching reading and writing use this broad base of literature to facilitate the integration of reading and writing with mathematics, science, social studies, and the arts.

EDUC T406 Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2 credit hours)

This course examines the content and methods of teaching mathematics to young children from diverse family, linguistic and cultural backgrounds in kindergarten through grade three. The course prepares teacher candidates to use their knowledge of mathematics to develop children's ability to approach and solve problems in the various areas of mathematical thinking including number concept, geometry, probability, and measurement. Simultaneously the course furthers the language as well as the conceptual understanding skills of all children, including English language learners and individuals with special needs. Teacher candidates design and present lesson plans, develop curriculum plans, and use formal and informal strategies to assess children's thinking processes as well as their skills and knowledge. The pedagogical approaches studied respect mistakes and misunderstandings as learning opportunities for everyone.

EDUC T408 Foundations of American Schooling and Bilingual Education (3 credit hours)

This course explores the historical, political, and legal foundations of early childhood and early elementary public education in U.S. schools, including the foundations of bilingual, English as a Second Language (ESL), and special education programs. Students also study the sociocultural,

pedagogical, linguistic, and political issues underlying current models of education for English speaking and non-English speaking children, as well as models for bilingual and ESL instruction.

EDUC T412 Preschool Curricular Approaches in Diverse and Inclusive Settings (2 credit hours)

This course examines the history of and current research base for quality education programs for preschool and kindergarten children of diverse cultures, languages, and economic and developmental backgrounds. The course explores how teachers of three- to five-year-old children can promote the development of knowledge and skills of thinking and symbolic representation in literacy, mathematics, science, social studies, physical growth, and the fine arts. Simultaneously, the course furthers the language as well as conceptual thinking of all children, including ELLs and bilingual children. The course examines the dynamics of teachers and children in a variety of teaching and learning philosophies. The course prepares future teachers to promote the intellectual potential of children from English speaking homes as well as ELLs and bilingual children. Teacher candidates learn to use a range of strategies for three- to five-year-olds within a variety of learning activities such as dramatic play, group problem-solving, observation, direct instruction, and Socratic discussions.

EDUC T414 Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (Prerequisite, 2 credit hours)

Teacher candidates examine a network of key concepts in the disciplines of the sciences, mathematics, humanities, and social sciences. This course provides a framework for understanding the concepts, habits of mind, and skills characteristic of professionals in each of the disciplines. The goal of the course is to prepare teachers to 1) recognize important “big ideas” in the disciplines, 2) become effective in facilitating children’s emerging understandings and skills in the various domains of thinking as these understandings are cultivated in classroom life, and 3) design learning experiences that are responsive to the learning needs of children from diverse cultural and language backgrounds as well as representing a range of special needs.

This course models the dynamics of a diverse and inclusive learning community using a mixture of presentation of ideas, concepts, and skills followed by discussion, activities, hands-on investigations, and demonstrations of games, materials, and technology supports for children’s learning: normally developing, special needs, and English language learners.

EDUC T430 History of Schooling and Curriculum for Pre-K to Grade 3 Programs (3 credit hours)

This course explores the historical, political, and legal foundations of early childhood and early elementary public education in U.S. schools, including the foundations of bilingual, English as a Second Language (ESL), and special education programs. Students study the history of the main curricular approaches developed over the past 100 years and critically consider their use in early childhood programs in the U.S. and abroad today. The sociocultural, pedagogical, linguistic, and political issues underlying the current curriculum for English-speaking and non-English-speaking children, as well as models for bilingual and ESL instruction, are closely examined. Throughout the course, readings and discussions highlight the role of parents as partners in educating young children.

EDUC T431 Key Concepts for the Pre-K to Grade 3 Curriculum: The Role of Content Knowledge in Teaching and Learning (2 credit hours)

This course focuses on the content knowledge that teachers of young children must have in literacy, mathematics, science, social studies, physical growth, and fine arts in order to be effective teachers. The course will review key concepts to be learned across content areas and examine ways to align and coordinate learning activities so that they build on what children have already learned. It will also address working with colleagues to evaluate curricula in light of the learning needs and interests of children; advocating for learning experiences that reflect cultural, linguistic, and community considerations; reflecting on high-quality instruction; and other aspects of curricular leadership. The course prepares students to maximize the intellectual potential of children from English-speaking homes as well as English language learners and bilingual children.

EDUC T432 Advanced Methods of Teaching and Learning across the Pre-K to Grade 3 Curriculum (2 credit hours)

This course is designed to help students further their understanding of effective curricula and pedagogical methods in the content areas across the pre-K to grade 3 continuum. Students critically examine the philosophical underpinnings of their own practice and use their understanding of children's diverse abilities, interests, and cultural and linguistic backgrounds to develop challenging and meaningful curriculum projects based on the big ideas of the disciplines. Students acquire strategies to assume leadership roles in their school communities in order to impact the overall quality of instruction and to create a coherent and consistent learning context for children in pre-K to third grade classrooms.

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

This course is designed for general education classroom teacher candidates to provide an overview of the growth and development of children with special needs and diverse abilities, with a special focus on those children classified as having learning disabilities. Candidates study characteristics of various disabilities and find out where to go for more in-depth information on specific types of special needs and related support services. Teacher candidates consider the implications of various special needs and diverse abilities in both self-contained and inclusive settings, and in society more broadly. The course covers referral, assessment, specific teaching methods including assistive technologies and alternative communication systems, collaboration among professionals, and partnership with families. Teacher candidates study diverse cultural perspectives on special needs and the place of multicultural responsiveness in the development of Individual Family Service Plans (IFSP's), Individual Education Plans (IEP's), and inclusive classrooms. The course also details pertinent legislation affecting the education of children with special needs and diverse abilities.

EDUC T460 Advanced Teaching Methods (3 credit hours)

This course is designed to help licensed experienced early childhood teachers further their understanding of subject area knowledge reflected in the Illinois Learning Standards, and strengthen their methods of teaching across the

curriculum. Methods of teaching are examined and studied for their philosophical underpinnings in order to identify principles that help teachers build consistency and coherence within a total classroom program given a particular population of children, their age, cultural and linguistic background, and family/community goals. Teachers examine current research and thinking about early literacy and numeracy development along with research on the role of the arts (visual and performing) in the intellectual development of young children. Course participants develop and implement a curriculum project reflecting ideas relevant to their classroom.

EDUC T461 Assessment for Classroom Teachers (2 credit hours)

This course examines the construct and practice of assessment for teaching in preschool to third grade classrooms. The course considers the critical issues related to assessment and accountability in schools, focusing on why assessment is necessary, who the various assessment audiences are, what kind of assessment information is useful for each, and the time frame appropriate for such assessment information. Students study a variety of assessment methods currently used to evaluate teaching and learning in classrooms. They also discuss ways to communicate formative information about student progress to families; collaborate with colleagues to use assessment results to modify grade-level curricula for children with diverse abilities; and advocate for culturally, linguistically, and developmentally-appropriate forms of assessment.

EDUC T446 and T447 Internship, Student Teaching, and Tutorial I and II (3 credit hours each semester)

Teacher candidates spend a total of 550 hours in a preschool, kindergarten, and/or primary classroom mastering the practice competencies of professional teaching under the supervision of a mentoring teacher. Student teaching includes 10 consecutive weeks of full-time participation in the responsibilities of teaching in an early childhood classroom. The tutorial, a biweekly meeting between the teacher candidate and faculty adviser, is a bridge between academic courses and student teaching experiences. Goals for the tutorial include: integration of theory with practice, refining methods of teaching, deepening one's understanding of how

to work effectively with children and families from diverse backgrounds, reflecting on all aspects of professional teaching practice, and developing further goals for professional development.

EDUC T456 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings I (2 credit hours)

This course is the first part of a year long seminar designed to accompany teacher candidates' clinical experience and student teaching. In this seminar, teacher candidates 1) reflect on and further develop instructional techniques across the curriculum in preparation for student teaching; 2) develop a philosophy for and skills in classroom management; and 3) monitor emerging skills and understanding of each of the IL Early Childhood content standards and their expression in the Erikson's practice competencies. In this seminar, teacher candidates pay close attention to the dynamics that shape group life and transform it into a community that nurtures and includes all individuals, with particular attention to the needs of English Language Learners, bilingual children, and special needs children.

EDUC T457 Integrative Seminar: Classroom Management and Instructional Techniques in Diverse and Inclusive Settings II (2 credit hours)

This course is the second part of a yearlong seminar designed to accompany teacher candidates' clinical experience and student teaching in a kindergarten or primary classroom. In this seminar, teacher candidates 1) complete all requirements of student teaching; 2) develop a philosophy for and skills in classroom management that are responsive to children from diverse backgrounds; and 3) further develop effective methods and instructional techniques for all curriculum areas as they participate in student teaching. Seminar (and tutorial) sessions support teacher candidates with integrating theory and practice, refining methods of teaching, deepening their understanding of how to work effectively with children and families from diverse backgrounds, reflecting on all aspects of professional teaching practice, and developing further goals for professional development.

EDUC T466 and T467 Proseminar for Teacher Candidates I and II (0 credit hours)

This seminar provides a forum for teacher candidates to 1) begin their study of the Illinois Early Childhood Standards, Erikson Institute's Conceptual Framework for Teacher Education, and 2) to discuss clinical experiences being carried out within the context of their academic courses. Candidates discuss observations of and interactions with children, parents, teachers, and staff at the various sites. The faculty adviser guides discussion of clinical experiences and the many layers of diversity at work in any child care setting. Teacher candidates learn to see the complexity of factors at work in the interactions among participants in a classroom or program, and between the school or program and contemporary American society.

The seminar is designed to give candidates a heightened awareness of the critical questions about human development, teaching and learning, educational philosophy, and school organization and governance that are shaped by educators, parents and community members, as well as tax-paying citizens and voters. The seminar leader guides teacher candidates' reflection on experiences and development of professional skills toward mastery of the ten outcomes detailed in Erikson Institute's Conceptual Framework for the Teacher Education Program.

EDUC T470, T471 and T472 Integrative Seminar: Leadership in Early Childhood Education I, II and III (2 credit hours each semester)

This small group seminar creates a community of practice that helps students to examine their teaching and learning, integrate theory and practice, refine methods of teaching, deepen their understanding of how to work effectively with children and families from diverse backgrounds, reflect on all aspects of professional teaching practice, and develop leadership skills.

EDUC T480 and T481 Integrative Seminar: Directed Action Research in Diverse Early Education Settings I and II (2 credit hours each semester)

Educational programs serving diverse young children demand practitioners who are capable of reflecting about the application of theory to practice, and engage in the critical examination of a variety of issues pertaining to working

with these students and their families. Participants in this two semester course generate questions about their practice that lead to an action research intrinsically connected to issues of quality in teaching and learning within diverse early childhood and primary settings. The course supports students as they generate questions about their practice, gather data in response to the question, and utilize this data to support in-depth individual and collective reflection about their professional work.

Bilingual/English as a second language specialization and certificate program

BESL B402 Language Development in New Language Learners (3 credit hours)

This course develops students' understanding of language development in the first eight years of life and the principles that govern the process. The language learning process is studied as an integral part of both the development of thinking and the child's sense of self. The purpose of the course is also to provide a framework for considering how language development in bilingual individuals is different from that of monolinguals. This course is designed to assist educators in understanding how the multiple realities of bilingualism interact with the educational context and therefore may influence the academic performance of bilingual students. Students learn how the various contexts both inside and outside of a child's home interact with factors such as age, sex, race, social class, and cultural experiences to influence language competence and performance. Students examine the role of adults, peers, and siblings in fostering language development, and learn how group experiences in early childhood programs can be arranged to maximize language development in new language learners.

BESL B404 Assessment of New Language Learners (2 credit hours)

This course will present a developmental approach to formal and informal observation and assessment procedures appropriate for young children from 3- to 8-years-of-age. The course will especially focus on the issues in assessment in working with culturally and linguistically diverse children. The course will explore assessment issues as they relate to appropriate instructional practices, evaluation of language and academic progress, and communicating with

families regarding young children's development. Students will become familiar with a variety of assessment techniques, tests, procedures, and screening instruments.

BESL B405 Emergent Literacy with New Language Learners (3 credit hours)

This course is designed to help students examine the definition of what it means to read and write; recognize and describe developmental stages in learning to read and write; describe and identify different factors that influence learning to read and write; and design and implement an emergent curriculum in a culturally and linguistically diverse early childhood classroom. The course will focus on the role of parents and teachers in promoting literacy development in early childhood classrooms, the relationship between oral and written language, and the role of high quality multicultural literature and story telling in emergent literacy.

BESL B406 Methods and Materials for Teaching New Language Learners I (2 credit hours)

The widespread presence of language minority students in American schools posits a variety of challenges for all involved in their education. Classroom teachers in particular face the daily practical demands imposed by curricula and learning standards on one hand, and a student population whose linguistic, economic, ethnic, and cultural diversity warrants instruction that is complex and dynamic, on the other. In consequence, today's teachers must gain knowledge about instructional strategies proven effective to teach language minority students, and be prepared to examine the implications of language and culture for the selection of materials and pedagogy.

This course will allow in-service teachers currently working with language minority students to consider the theoretical underpinnings and pedagogical rationale for a variety of teaching methods used to support successful learning for young English learners, and to incorporate them into the practice of their own early childhood classroom.

BESL B407 Methods and Materials for Teaching New Language Learners II: Reflective Practice (2 credit hours)

This yearlong reflective practice seminar will give teachers the opportunity to examine their ongoing classroom practice during the course of a school year. Students engage in a systematic examination of their frameworks of knowledge; the

relationship between students, content, and subject matters; the interconnections of culture, language, and home-school relationships; and themselves as teachers. This reflective process is conducted in a collaborative and interactive manner that focuses on actual practice and allows for the interplay of inquiry and experience. The seminar will meet twice a month in a small group format that fosters open discussion and the examination of issues.

BESL B416 Methods and Materials for Teaching New Language Learners (2 credit hours)

English Language Learners (ELLs) are a significant presence in many U.S. schools, and data indicate that more than half of public school teachers across the nation have students in their classrooms whose first language is other than English. The widespread presence of ELLs in American schools creates a variety of challenges for all involved in their education. Classroom teachers must juggle the demands imposed by curricula and learning standards on the one hand, and a student population whose linguistic and cultural diversity warrants instruction that is complex and dynamic, on the other. This course prepares early childhood BL/ESL teacher candidates to work with English Language learners in all content areas of the curriculum. Teacher candidates learn methods of teaching proven effective in teaching ELLs, and learn how to consider home language and cultural backgrounds of children as well as their emerging English Language skills in selecting materials and making pedagogical decisions in planning and teaching. Upon completing the course, teacher candidates are knowledgeable about the theoretical underpinnings and pedagogical rationale for a variety of teaching strategies widely used in early childhood classrooms, and how they can be utilized to support successful learning for young English Language Learners.

EDUC T409 Teaching and Learning in Diverse and Inclusive Settings: Reading and Writing for Bilingual and English Language Learners (3 credit hours)

This course prepares teacher candidates to guide young children from diverse family, culture and language backgrounds in learning to read and write. Teacher candidates

learn to recognize and describe developmental stages in learning to read and write for 4- to 8-year-olds in their home language and English as a second language. Teacher candidates will become proficient in describing and identifying different factors that influence the learning process, and designing curricula for reading and writing that meet the Illinois Learning Outcomes and Illinois Early Childhood Education Standards. Teacher candidates develop a framework for building a classroom library of fiction and nonfiction reading materials that reflect the literary traditions and points of view of a diverse multicultural society. Methods of teaching reading and writing use this broad base of literature to facilitate the integration of reading and writing with mathematics, science, social studies, and the arts.

EDUC T462 Assessment of New Language Learners (3 credit hours)

This course examines the construct and practice of assessment for classroom teachers of pre-k to third grade children from culturally and linguistically diverse backgrounds. The primary foci of the course are 1) examining critical issues regarding assessment and accountability in schools serving culturally and linguistically diverse students, 2) studying the challenges and promises in using assessment results to improve classroom teaching of English Language Learners; and 3) implementing a variety of assessment methods currently used to evaluate teaching and learning in classrooms, including assessment of English language skills, and assessing academic learning across the full range of curriculum content areas. Teacher candidates learn principles of assessment to shape meaningful and effective learning for their students, and learn how to conduct developmental screening, evaluate classroom quality, and implement performance-based assessments. Teacher candidates learn how to communicate assessment results to school personnel as well as to parents and families regarding their young children's development and school learning.

Early childhood special education specialization

SPED S410 Curricular and Instructional Methods in Early Childhood Special Education (3 credit hours)

This course examines instructional and curricular methods of promoting social, emotional, cognitive, adaptive, and motor development for young children (birth through age five) that have or are at risk for developmental delay or disability. Emphasis will be on the design and implementation of curricula and instruction that meets the needs of diverse learners utilizing Universal Design for Learning (UDL) and Differentiated Instruction as instructional frameworks. Students will use their understanding of typical and atypical development across domains to develop, modify, and evaluate lesson plans, instructional strategies, and formative assessments. Students will integrate theories of child development and various methods of instruction (including naturalistic, embedded, incidental, direct, and multi-tiered) to create curricula that support students with special needs in various settings such as home, school and the community. Attention will be paid to current theories of ethical teaching practices in early childhood special education settings (ECSE).

SPED S411 Family and Professional Collaboration in Early Childhood Special Education (3 credit hours)

This course examines the impact of disability on families who have young children (birth through age five) with special needs. It also explores the interdependent influence of family, culture, and community on the development and education of young children with disabilities. Areas of study include Family Systems theory, family-centered practice, family-professional partnerships, professional collaboration and teaming, and family-community engagement. Specifically, students will explore historical and cultural perspectives on families of young children with disabilities, legal and philosophical foundations for family participation in the education of young children with disabilities, and conceptualizations of family-centered practice. Elements of effective family-professional partnerships are examined as well as social, cultural, linguistic, and economic considerations for family-professional partnerships. Models and strategies for collaborating with families and other

professionals, including paraprofessionals, particularly as they relate to family-centered practice, Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP), family-community engagement, child and family outcomes are emphasized.

SPED S412 Assessment of Infants and Preschool-aged Children with Disabilities/Developmental Delay (2 credit hours)

This course provides students with a basic understanding of assessment of young children who have or are at risk for developmental delays or disabilities from birth through age five. Students will become familiar with formal and informal methods and instruments for assessing young children's social, emotional, cognitive, communication, and motor skills in a range of contexts including home, school, and community learning environments. Students will develop an understanding of the importance of family concerns, priorities, and resources in assessing young children. Students will identify methods for conducting formative and summative individual assessment as well as program evaluation. Culturally responsive approaches to involving the family with the assessment process will be addressed.

SPED S413 Communication and Language Development and Disabilities (2 credit hours)

This course will focus on typical and atypical communication and language development in children from birth through age five with or at risk for disabilities. Topics will include early language development, origins and characteristics of atypical language development, and the relationship between communication/language delays and early learning and development across domains. Specific language disabilities and atypical language development related to disabilities such as autism and Down syndrome will also be discussed. Students will explore methods of identifying and addressing communication and language delays through total communication including assistive technology and alternative communication systems. The role of families and importance of family-professional partnerships in enhancing language development will be emphasized.

Dual degree courses

DUAL D413 Children, Family and Law (Co-taught by Erikson and Loyola faculty) (3 credit hours)

This is an interdisciplinary, one-week summer course for social workers, educators, lawyers, psychologists, child development specialists, and child advocates. Through intensive, interactive seminars, the course offers a wide-ranging exploration of a critical issue facing children. Examples are the legal, ethical, and psychosocial issues in severing family ties, in children of divorce, and in adoption. Erikson faculty co-teach the course with Loyola University Chicago faculty from the School of Law, School of Education, School of Social Work, and the Department of Psychology.

DUAL D440 and D441 Field Instruction I and II (2 credit hours each semester)

Field (internship) courses satisfy both Erikson and Loyola social work requirements and are taken concurrently with academic courses and the Supervision Seminar during students' second year of study. These field courses provide the opportunity for students to acquire, integrate and develop skills to learn about professional relationships, the professional code of ethics, assessment, treatment planning, and intervention. Students typically are placed in an agency or other setting that serves children and families for two days each week. Placements begin in September and end in May. The minimum number of hours required for this field placement is 450. These placements are determined by an assessment of learning needs of the student and must be approved by Erikson, Loyola, and the field agency.

DUAL D452 and D453 Supervision Seminar I and II (3 credit hours each semester)

Concurrent with on-site work, dual degree students participate in a weekly supervision seminar that focuses on bridging theory and practice and developing appropriate plans and strategies for practice. Seminars also aim to help students reflect on their professional practice by considering problem-solving and decision-making strategies.

Students are encouraged to reflect on how their own history, experience and cultural background may influence their work with children, families, and colleagues. Students also address issues of professionalism, including the ability to articulate a philosophy and rationale for one's decisions, and develop an understanding of the group process.

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.

Ph.D. program

Erikson Institute offers the Ph.D. in Child Development in conjunction with The Graduate School of Loyola University Chicago, which awards the degree. The Erikson-Loyola doctoral program focuses on applied child development research and examines the dynamics of and sociocultural influences on human development from infancy through early and middle childhood.

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

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

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

Degree requirements

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

Ph.D. Course Descriptions

Child development core

Required: 18 semester hours

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

ERIK E460 Proseminar in Applied Child Development (0 semester hours)

This proseminar introduces new doctoral students to current issues, theoretical developments, and major research questions in the field of applied child development. The doctoral faculty will participate by leading discussions in their respective areas of expertise. The proseminar is required for all new doctoral students.

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

This course focuses on the study of social and emotional development from birth through the school years, presenting and critiquing a Western social science point of view. It primarily considers how children experience themselves and others; how the contexts of relationships and culture impact the young child's social and emotional development; and the interaction of biological, psychological, and social forces. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation of infants, pre-schoolers, and school-aged children with relevant theory and research. (Doctoral students who have already taken CHDL C421 at Erikson as master's students are not required to take this course.)

ERIK E477 Seminar on Children at Risk (3 semester hours)

This course examines the concept of risk and how it impacts child development. We will use multiple frameworks to examine risk, including public health, developmental psychopathology, and education. Attention will be focused on biological/genetic (such as prematurity and temperament), family (such as parent mental health and child maltreatment), and environmental (such as poverty and neighborhood violence) factors. The consequences of growing up in the context of chronic adversity will be explored,

as well as the factors that lead some children to cope with and show resilience in these circumstances. The challenges of understanding risk in current research, as well as the implications of this research for programs and policy will also be discussed.

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

An understanding of the two domains of learning and teaching is fundamental to the field of child development and education. This course examines these issues through investigating and analyzing exemplary models of recent and influential theory and research. A dialogue-based approach to learning will be used throughout the course to encourage personal involvement in exploring and explaining the science of learning and teaching. Students will also engage in fieldwork, such as on-site observations, conversations with practitioners, and a research project, to gain first-hand experience of these issues.

ERIK E481 Seminar on Social and Cultural Contexts (3 semester hours)

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

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

This course examines the variety of early childhood supports and interventions that have evolved to serve low-income children and their families. These include: parenting and family support interventions, preschool, child care,

kindergarten (and other supports around the transition to school), and more broadly, public aid (welfare), parental leave, and maternal and child health.

ERIK E489 Special Topics (3 semester hours)

This course focuses on selected topics in infancy or early childhood.

Research design and statistics

Required: 9 semester hours

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

Additional Loyola courses

Required: 9 semester hours

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

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

Internships

Required: 6 semester hours

The internship consists of two semesters of supervised fieldwork and is supervised by the student's Erikson adviser. One semester must be a research internship and the other is planned to meet the professional needs of each student.

ERIK E485 Research Internship (3 semester hours)

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

ERIK E486 Teaching Internship (3 semester hours)

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

Doctoral candidacy

The status of doctoral candidacy indicates that the student is ready to conduct dissertation research and write the dissertation. The student becomes a doctoral candidate after successfully completing the steps listed below. A more complete description of the steps leading to candidacy can be found at: www.luc.edu/gradschool.

Steps toward candidacy

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

Qualifying paper or pilot study

Doctoral students submit a qualifying paper, preferably in an area or on a topic close to that of the student's likely dissertation. This paper can take the form of either:

- An analytical/critical review of the literature on some important problem, question, or issue in child development; the review must draw on at least two of the Erikson doctoral seminars; or
- A pilot research study, with a research question or questions, a problem statement, literature review, methods chapter, and brief results chapter.

Students decide which option to pursue in consultation with their adviser.

The qualifying paper is designed to test the student's scholarly ability to gather and sort data, to analyze relevant literature critically and succinctly, to work independently, and thus, ultimately, to undertake a dissertation.

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

Dissertation

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

Dissertation committee

The dissertation committee is usually formed after completing the Erikson qualifying paper/pilot study. A committee consists of at least three faculty members; two must be from Erikson, including the chairperson, and one must be a Loyola faculty member.

Dissertation proposal

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

The faculty chairperson of the dissertation committee will decide with the student when it is appropriate to call a dissertation committee meeting to discuss the proposal.

Erikson holds an oral hearing on the dissertation proposal as part of the process for admission to candidacy.

Human subjects review procedures

Before collecting data for the dissertation, the student must receive approval from the Loyola Institutional Review Board for the Protection of Human Subjects.

On completion of the candidacy requirements and acceptance of the dissertation proposal, a student is admitted to candidacy and is considered a doctoral candidate.

Completion of dissertation

Students follow a set protocol in the final stages of completing a dissertation, including scheduling the final defense hearing and having the final copies of the dissertation approved. Students are responsible for meeting the deadlines set by The Loyola Graduate School. All dissertations require a public oral defense.

Timeframe

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

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

Erikson Institute doctoral faculty

Samuel J. Meisels, President and Professor

A.B., University of Rochester; Ed.M. in education, Harvard University; Ed.D. in education, Harvard University

Robert Halpern, Program Director and Professor

B.A., Trinity College (Hartford, CT); M.S. in early childhood education, Florida State University; Ph.D. in international development education, Florida State University

Jie-Qi Chen, Professor

B.A., Beijing Normal University; M.S. in early childhood education, University of Northern Iowa; Ph.D. in applied child development, Tufts University

Pamela Epley, Assistant Professor

B.S., Rockhurst College; M.A. in education, Rockhurst College; Ph.D. in special education, University of Kansas

Jane Fleming, Assistant Professor

B.A., University of Pennsylvania; M.A. in communication sciences and disorders, Northwestern University; Ph.D. in communication sciences and disorders, Northwestern University

Linda Gilkerson, Professor

B.S., University of Kansas; M.Ed. in special education, University of Missouri; Ph.D. in early childhood special education, University of Illinois at Champaign-Urbana

Jon Korfmacher, Associate Professor

B.A., Stanford University; Ph.D. in clinical psychology and child development, University of Minnesota

Gillian Dowley McNamee, Professor

B.A., Hampshire College; M.S.T., University of Chicago; Ph.D. in reading and language, Northwestern University

Tracy Moran, Assistant Professor

B.A., Washington University; M.A. in psychology, Washington University; Ph.D. in clinical psychology, University of Iowa

Aisha Ray, Senior Vice President for Academic Affairs/Dean of Faculty and Associate Professor

B.A., Grinnell College; M.Ed. in early childhood education, Erikson Institute-Loyola University Chicago; Ph.D. in developmental psychology, University of Michigan

Frances Stott, Professor

B.A., University of Chicago; M.A. in educational psychology, University of Chicago; Ph.D. in educational psychology/child development, Northwestern University

Graduate certificate programs

Graduate certificate programs are courses of study designed to update your skills or prepare you to enter a specialized field of early childhood, such as infant studies, bilingual education, or English as a Second Language education. Some students who are not sure if they are ready to embark on a master's program—those who have been out of school for a long time, for example, or who have many other commitments—appreciate the shorter duration and narrower focus of a certificate program. A certificate program does not lead to a degree, and most courses you take in the program may not be applied to a master's degree.

Two of the three certificate programs prepare students to meet some of the credentialing requirements of outside agencies. It is your responsibility to determine if you meet all of the requirements for credentialing.

Erikson offers graduate certificates in the following areas:

- Early childhood bilingual/English as a second language
- Infant mental health
- Infant specialist

To earn a graduate certificate from Erikson, students must:

- Complete all program requirements, including requisite internship or methods seminar sequence, within three years of the student's entry into the certificate program
- Receive a grade of B or better in each internship course if an internship is required
- Maintain a B average (3.0 on a 4.0 scale) with no more than one grade of C+, C or C–

Certificate in early childhood bilingual/English as a second language

18 credit hours

This graduate certificate is designed to meet the needs of novice and veteran early childhood teachers who seek the bilingual or ESL endorsement/approval by the Illinois State Board of Education. The program provides the training you need for the challenging role of early childhood educator. It is designed to prepare teachers from a range of settings—preschools, early childcare programs, and public school classrooms—to work effectively with children in a multicultural, multilingual classroom. The program can be completed in two years.

Bilingual endorsement/approval: The bilingual education endorsement/approval typically allows an early childhood teacher to instruct young children in their native language and English. Early childhood teachers with Type 03 or Type 04 certification who have completed the eighteen hours of required course work must pass a reading, written, and oral examination administered by the State of Illinois Board of Education for second language proficiency. The Erikson bilingual program is designed to enable certified early childhood teachers (e.g., Type 03 or 04) who have the language proficiency necessary to teach in bilingual classrooms to add the bilingual approval and continue to work or seek employment in a bilingual education program.

English as a second language (ESL) endorsement/approval: The English as a second language endorsement/approval typically prepares monolingual (i.e., English language speaking) early childhood teachers to effectively instruct second language learners in English. The Erikson ESL program is designed to enable certified early childhood teachers (e.g., Type 03 or 04) to add the ESL endorsement/approval and continue to work or seek employment in an ESL program.

Course work

EDUC T408	Foundations of American Schooling and Bilingual Education (3)
CHLD C432	Family and Culture (3)
BESL B402	Language Development in New Language Learners (3)
BESL B404	Assessment of New Language Learners (2)
BESL B405	Emergent Literacy with New Language Learners (3)
BESL B406	Methods and Materials for Teaching New Language Learners I (2)
BESL B407	Methods and Materials for Teaching New Language Learners II: Reflective Practice (2)

Certificate in infant mental health

18 credit hours

Erikson's Irving B. Harris infant studies program offers a graduate certificate in infant mental health for experienced infant/family specialists and mental health professionals. The program prepares specialists to support the emotional health and development of infants, toddlers, and families in a range of settings. Specialists are trained to identify, intervene, and/or collaborate with others to intervene with troubled parent/child relationships and child social/emotional

behavioral concerns. Further, specialists are prepared to help programs move toward a relationship-based approach to practice and to mentor others in the infant/family field.

Taken over two years, the infant mental health certificate program includes course work, an internship, and two years of clinical supervision.

Prerequisites

(Waived for students who have taken these or similar courses within the past five years)

- INF I390 Infant/Toddler Growth and Development: Typical and Atypical (3)
- INF I392 Infant/Toddler Screening and Assessment (3)

Course work

- IMH I370 Foundations of Infant Mental Health (2)
- IMH I371 Infant Observation (2)
- IMH I372 Infant Mental Health Practice: Developmental Intervention (3)
- IMH I373 Clinical Seminar in Infant Mental Health (2)
- IMH I374 Developmental Assessment Institute (2)
- IMH I375 Infant Mental Health Practice: Parent/Child Relationships (4)

Internship and clinical supervision

- IMH I376 Infant Mental Health Internship (3)

Infant specialist certificate

18 credit hours

Erikson's Irving B. Harris infant studies program offers an infant specialist graduate certificate designed to prepare experienced professionals, including those with advanced degrees, to work with children from birth through age three and their families. In addition to the campus-based program, Erikson offers selected infant specialist courses through online distance learning.

You can specialize in one of two areas: infant/toddler child care or prevention/early intervention. The curriculum for both specializations includes four courses plus a yearlong internship focusing on your area of specialization.

Students can prepare to meet the requirements for credentialing as an early intervention specialist in the State of Illinois by taking Prevention/Early Intervention Methods A and B and doing an internship in Part C early intervention services. **Note:** To be credentialed in early intervention as a developmental therapist, you must already hold a bachelor's degree or higher in early childhood education (Type 04), early childhood special education (Type 04), special education (LBS-1 or LBS-2), special education: deaf/hard of hearing or blind/partially sighted (3-21), child development, elementary education, developmental psychology, or social work. While Erikson courses prepare students to meet some of the requirements for credentialing/certification, there may be additional requirements. You should check with Provider Connections, a contractor to the Illinois Department of Human Services (IDHS) Bureau of Early Intervention, www.wiu.edu/ProviderConnections, for complete certification requirements.

Course work

- INF I390 Infant/Toddler Growth and Development: Typical and Atypical (3)
- INF I391 Family Studies (3)
- INF I392 Infant/Toddler Screening and Assessment (3)

Internship and seminar

- INF I394 Internship and Seminar I (3)
- INF I395 Internship and Seminar II (3)

Specialization course work

- INF I361 Designing Quality Child Care for Infants, Toddlers, and Their Families (3) (For students specializing in infant/toddler child care)
- INF I397 Prevention/Early Intervention Methods: A (1.5) (For students specializing in prevention/early intervention)
- INF I398 Prevention/Early Intervention Methods: B (1.5) (For students specializing in prevention/early intervention)

Certificate program course descriptions

Early Childhood bilingual/English as a second language certificate courses

Courses for the early childhood bilingual/ESL certificate consist of EDUC T408 Foundations of American Schooling and Bilingual Education, CHLD C432 Family and Culture, as well as the courses required for the master's degree specialization in bilingual/ESL. See pages 23, 27, 31–32 for course descriptions.

Infant specialist certificate courses

INF I390 Infant/Toddler Growth and Development: Typical and Atypical (3 credit hours)

The Infant/Toddler Growth and Development course is designed to introduce students to in-depth knowledge of infant development, including developmental patterns of infants at risk. The knowledge includes an understanding of the basic developmental processes in the domains of cognitive, social/emotional, communication, and sensory and motor development. Throughout the course, consideration will be given to the interaction of social, cultural, and interpersonal environments with infant development. Special focus will be placed on the influences of developmental challenges in the child's emerging capacities for engagement in relationships and in learning.

INF I391 Family Studies (3 credit hours)

This course is designed to promote an empathic understanding of parenting and family life from pregnancy through the first three years of life. Using family systems and attachment theory as organizing frameworks, the course explores the structure and function of families, psychological processes of parenting, and the development of the parent/infant/family relationship within the context of culture and community. Conceptual models of stress and coping guide the exploration of family vulnerability and resiliency. The contributions and challenges of early childhood disability to family relationships are explored. Further, the course provides guidelines for examining the nature of the relationship between the family and service provider and the tenets of relationship-based, family-centered approaches to infant/family work.

INF I392 Infant/Toddler Screening and Assessment (3 credit hours)

See course description page 24.

INF I361 Designing Quality Child Care for Infants, Toddlers and Their Families (3 credit hours)

This course addresses the key principles and policies underlying the design of quality child care programs for children under three and their families. Building on a model of relationship-based care, this course provides an exploration of the components of quality care and helps participants reflect on program philosophy that will help guide day-to-day practice. Course participants will be required to consider both the theoretical and practical implications of quality standards for very young children and reflect on their own interpretations of how this may be best supported.

INF I397 Prevention/Early Intervention Methods: A (1.5 credit hours)

For students specializing in prevention/early intervention
See course description page 24.

INF I398 Prevention/Early Intervention Methods: B (1.5 credit hours)

For students specializing in prevention/early intervention
See course description page 25.

INF I394 and I395 Internship and Seminar I and II (3 credit hours each semester)

The internship consists of 10 hours per week of directed field experience, tailored to your learning needs and supported through individual supervision and an internship process seminar. Your faculty adviser helps you select an internship site. An on-site supervisor provides you with guidance and weekly supervision. You can intern within your place of employment, if you undertake a special project focused on a new aspect of your work with infants and toddlers. An Erikson faculty adviser provides individual reflective supervision and goes onsite to observe and meet with you and the site supervisor. You also participate in an infant studies internship process seminar. If you wish to meet the requirements for an early intervention specialist

credential in the State of Illinois, you must take INF I397 and INF I398 along with the internship and must intern in Part C early intervention services. You must be available during the daytime, Mondays through Fridays, to complete an internship in an early intervention site.

Infant mental health certificate courses

IMH I370 Foundations of Infant Mental Health (2 credit hours)

This course will provide an historical, theoretical, and empirical overview of the field of infant mental health. The different definitions and parameters of infant mental health will be explored, from promotion to prevention, intervention and treatment. Classic literature will be revisited, including the evolution of the concept from early infant psychiatry to the pioneering work of Selma Fraiberg to modern conceptions that focus on the promotion of social-emotional well being in the early years. The empirical basis to practice will also be examined, focusing on how important theories of social development (e.g., attachment, temperament) are applied to infant mental health work. Emphasis is placed on how infant mental health principles provide a foundation for work with infants, toddlers, and families across all settings and disciplines.

IMH I371 Infant Observation (2 credit hours)

Observing infants and toddlers over time in the context of their families and homes is the foundation for understanding parent/child relationships and for assessment and intervention. This yearlong course guides participants through a process of observation, which includes visits to a family every two weeks, recording descriptive notes, and discussing the observations in a monthly seminar. The intent of this process is to be able to describe as completely as possible what one sees, to understand the complexities of “seeing” through the lens of one’s personal experience, and to witness the narrative of a baby evolve over time.

IMH I372 Infant Mental Health Practice: Developmental Intervention (3 credit hours)

As a foundation for infant mental health practice across settings, this course reviews a range of approaches to developmental intervention with young children with social/emotional, behavioral and developmental concerns and their families and addresses how the child’s and family’s strengths and vulnerabilities inform the intervention process. Emphasis is placed on the Developmentally Informed, Individual Differences Based, Relationship Focused Intervention (DIR) paradigm and floor time strategies as a comprehensive approach covering developmental capacities of the child, children’s individual differences in sensory, motor, and reactivity and the relationships that support development. Participants will learn to observe functional emotional developmental levels, understand individual sensory profiles, and implement floor time strategies in different settings. Participants will also learn to integrate behavioral strategies as needed to assist parents with their child’s development and with common behavior problems and regulatory issues such as sleeping, feeding, toileting, discipline, and coping with stress. The course is accompanied by a clinical seminar and can be credited toward a DIR Certificate.

IMH I373 Clinical Seminar in Infant Mental Health (2 credit hours)

The Clinical Seminar is taken in conjunction with Infant Mental Health Practice: Developmental Intervention. In this seminar, participants will have the opportunity to apply concepts from the course to their work with two families, at least one of which will be from their own work setting.

IMH I374 Developmental Assessment Institute (2 credit hours)

Intensive training will be offered in social/emotional screening and assessment. All students will be trained in a range of screening tools and then will select one assessment tool for intensive practice.

IMH I375 Infant Mental Health Practice: Parent/Child Relationships (2 credit hours each semester)

This yearlong course focuses on developing relationships with families and on how these relationships can support growth and change in both child and parent. Emphasis is placed on sensitive listening, understanding and holding difficult emotional states, and providing emotional support, concrete assistance and developmental guidance specific to the individual child. Participants will learn about the early identification of risk, screening for social/emotional/behavior problems and how to assess the parent/child relationship, including the parents' and the child's capacities for relatedness. Major emphasis is placed on the practice of parent/infant psychotherapy, including understanding and responding to the parents' history, allowing relationship conflicts to be expressed and explored, and supporting parents in observing, nurturing and engaging with their child. Participants will have the opportunity to learn about different approaches to parent/infant psychotherapy and to receive training in interaction guidance, a method that uses a videotape intervention approach. Students will develop in-depth

intervention skills as well as learn to recognize the limits of their practice, based on their disciplinary training, and how to collaborate with other care systems including adult mental health services. Topics covered will include parental psychiatric illness, chemical dependency, child maltreatment and trauma, failure to thrive, domestic violence and infants and toddlers in foster care.

IMH I376 Infant Mental Health Internship (1.5 credit hours each semester)

Infant Mental Health Practice: Parent/Child Relationships will be taken in conjunction with an internship in an infant mental health setting. Individual clinical supervision will be provided throughout the internship year and will offer a uniquely supportive learning relationship in which to integrate theory and practice. Further, students will undertake an integrative project, which will build their capacity to bring a relationship-based approach to their own and to other settings.

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 Vice President for Planning and Enrollment.

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 Vice President for Planning and Enrollment, 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 Vice President for Planning and Enrollment. 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 Vice President for Planning and Enrollment. Once such a complaint or concern reaches the Vice President for Planning and Enrollment, the Vice President 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 Vice President 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 Vice President for Planning and Enrollment for formal investigation, the procedure undertaken shall be as follows. The Vice President for Planning and Enrollment may conduct the investigation or designate another representative of the Institute to conduct such investigation, as the Vice President for Planning and Enrollment deems appropriate.

The Vice President for Planning and Enrollment 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 Vice President or designee and provide written material or documents considered relevant to resolution of the complaint. The investigating Vice President 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 Vice President 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 Vice President 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 Vice President for Planning and Enrollment 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 Vice President for Planning and Enrollment or designee should first confer with the appropriate faculty member about the proposed sanction. If an affected faculty member and the Vice President for Planning and Enrollment (or designee) cannot agree on an appropriate sanction, the Vice President for Planning and Enrollment (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 Vice President for Planning and Enrollment no later than one month after the issue for complaint has occurred. The Vice President for Planning and Enrollment (or her 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 Vice President or designee determines that the grievance lacks merit, and this written decision is final.

If the Vice President or designee concludes upon initial review of the grievance that continued consideration is warranted, the Vice President for Planning and Enrollment (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 Vice President 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 Vice President for Planning and Enrollment.

Upon conclusion of such an investigation without a negotiated resolution, the Vice President or designee shall determine whether the grievance has merit and whether any relief is warranted. If the Vice President or designee finds that the grievance lacks merit or that no changes to the challenged grade or course requirements are

warranted, the Vice President 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 Vice President for Planning and Enrollment (or designee) shall be final.

If the Vice President for Planning and Enrollment (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 Vice President for Planning and Enrollment (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, and 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 Bulletin. 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 Vice President for Planning and Enrollment or the Senior Vice President for Academic Affairs/Dean of Faculty.

Academic probation: new students

Students admitted to a certificate program on academic probation will work closely with their program adviser over the course of the first two semesters of enrollment. They must complete all course assignments within the deadlines indicated by the instructor and course syllabus; no extensions on their work will be given. Students admitted on probation may rewrite a paper only once, and may be required to meet with a writing tutor for assistance with course work and writing assignments. They must receive a final grade of B or better in each course in the first two semesters. Students who do not meet these conditions will be dismissed from the certificate program.

Students admitted to a master's degree program on academic probation enter the three-year option of the master of science in child development or master of science in early childhood education leading to type 04 certification. They will not be considered for admission to one of the specializations until they have successfully fulfilled the conditions of their probation.

Master's degree 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 CHLD C421 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 for 90 minutes, 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 CHLD C422 Human Development II: Psychosocial Development from Early Adolescence through Adulthood and CHLD C432 Family and Culture. Teacher candidates will enroll in CHLD C432 Family and Culture and EDUC T438 Children with Special Needs and Diverse Abilities.
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. Certificate students who receive a C+, C, or C- are issued an academic warning that they are in danger of academic dismissal.
3. Students who fail to maintain at least a 3.0 grade point average or who receive a D will be placed on academic probation.
4. 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.

5. 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 49 for policies regarding the comprehensive examination. Students on academic probation may not begin their internship until they have regained good academic standing.
6. 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.
7. Certificate students receiving a second C+, C, or C-, a second D, or any combination of two grades of C+, C, C-, and D, or receiving a failing grade (F or FR) in any course will be dismissed from the program.

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 child development and early education, 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. You may petition your adviser to take the spring comprehensive exam if during your final spring semester you are registered for one academic course, e.g., Child Assessment, or are registered for a specialization course over the summer. 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 Senior Vice President for Academic Affairs/Dean of Faculty. Students repeating the exam must do so within one year of the previous attempt. If they fail to do so, they must petition their faculty adviser to be allowed to retake the exam.

For more information on the comprehensive examination, see page 11.

Conferral of degrees and certificates

Erikson has four official degree/certificate conferral dates each year. Dates for 2012 are May 12, June 30, September 30, and December 15. Master's degree students who plan to graduate must complete and submit an application for master's degree conferral, along with the appropriate application processing fee, no later than February 24, 2012. Applications for master's degree conferral are available from the Registration and Student Records Office and *my.erikson.edu*. Certificate students do not have to submit an application for conferral of the certificate of completion.

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

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.

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 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.

Internships

The following information is specific to students enrolled in the on-campus master's degree programs. Students enrolled in the Ph.D. program or certificate programs that require an internship, receive information about their respective program's internship requirements, policies, and procedures through the program director. Students enrolled in the online M.S. in early childhood education program complete a two-semester action research project instead of an internship.

Organizations serving as internship sites make a significant investment in Erikson students. In return, you and the Institute both have an obligation to fulfill the terms of the internship agreement. You 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, you will be expected to adhere to the student responsibilities that apply to all students of the Erikson Institute and that are discussed in more details in the "Student Rights and Responsibilities" section, page 66.

Prior to beginning an internship, 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.

Students can have one or two internship placements during the year. We strive to help students find internships that reflect their interests. Students in one of the specialization tracks, however, may have specific requirements concerning previous experience, the type of internships, setting, and number of hours per week. Hours and specific commitments vary. Contact time, supervisory conferences, and group meetings are arranged by the student, his/her Erikson adviser, and the internship supervisor.

You are expected to work a minimum of 15 hours per week. Some internship placements require prior experience, for which extra advanced planning is needed.

Erikson holds two internship orientations. The first (in February) provides an overview of the requirements for an internship and a listing of potential sites. You will be asked to complete a questionnaire identifying the type of internship you would like. Working closely with your adviser and the Assistant Dean for Academic Affairs, you will apply to appropriate sites over the spring and summer.

The second orientation (in late August) goes over the particulars of the integrative seminars, placements, and internship contract. The internship contract is to be filled out by you, your adviser, and your internship supervisor and will establish general and specific learning goals on which your performance will be evaluated.

Your internship supervisor will complete a detailed evaluation twice during your internship, in fall and spring. You will also complete a self-evaluation at the same time and discuss the results with your internship supervisor and your adviser. All evaluations are included in your file. If you disagree with the evaluation, you may write a formal reply that will also be placed in your file. At the end of your internship, you will also write an evaluation of your experience, to help future students in selecting their placements.

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.
Saturday	8:30 a.m.–4:30 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.

Bulletin grievance and appeal procedures

All of the grievance, appeal, and disciplinary procedures set forth in this Bulletin 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.

Computer, email, and message board usage policy

As with all Institute assets, our computer systems, hardware and software are intended only for authorized use. Inappropriate use of computer hardware and/or software may result in loss of access privileges and dismissal from the Institute.

Inappropriate use includes, but is not limited to:

- Unauthorized attempts to access another person's email account
- Transmission of cartoons, sexually explicit images or messages or any transmission containing ethnic slurs, racial

epithets or anything that may be construed as harassment or disparagement of others based on their age, sex, race, national origin, color, sexual orientation, disability, religious beliefs or other protected classification

- Any illegal or unethical computer related activities, or any computer related activity that could adversely affect or reflect poorly upon the Institute or that could cause it or the student to incur any civil or criminal legal liability. Copyright infringement and other computer-related crimes may violate not only this policy but state or federal law, and may result in serious legal penalties.
- Use of the Institute's computers, systems, email, Internet access, etc. for personal or other non-academic related purposes
- Use of the Institute's computer, email and Internet access systems that is disruptive, offensive to others, or harmful to Institute morale
- Students are prohibited from copying, moving, transferring, altering or destroying any program or software package from/on any of the Institute's workstations or network server. Because of licensing restrictions on certain software packages, violation of this rule can result in severe penalties to the Institute and for the student. Disciplinary action may follow.

Institute management will have unrestricted access to information stored in the computer systems and may access users' data or programs when necessary to maintain or prevent damages to Institute systems, or to ensure compliance with Institute rules or state or federal law. Students should not expect any information stored on the Institute's computer system to be private. Review and disclosure of student information and documents stored on our system will be restricted to the extent necessary to ensure compliance with FERPA, and the Institute will also make reasonable attempts to limit internal review of such materials to those Erikson representatives with a need to know, as further set forth in the Institute's Confidentiality Policy. Nothing in this Computer Policy limits the right of the Institute to review, disclose, or use information stored on its computer system to comply with government investigative requests or as otherwise required by law, subpoena, or court order.

Students should recognize that computer systems and networks are imperfect and may malfunction, resulting in loss of student work, research, or files. Students should

be careful to maintain backup files of important materials stored on the computer systems of the Institute. The Institute will not be responsible for lost work, time, or programs or for any other negative consequences that may arise from a student's use of the Institute's computers, systems, or networks.

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 Planning and Enrollment 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, Jeanne Lockridge, Vice President for Planning and Enrollment (office 414; 312.893.7140), 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 47.

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 9-911 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 76.

Procedures for reporting criminal actions, including sexual

assault: If a student believes herself/himself to be the victim of a crime or to have knowledge of a crime, she/he should immediately contact the Dean of Enrollment Management and/or the Chief Human Resources Officer. They will assist the victim to report the incident to the proper authorities. Crimes should also be reported promptly to the Chicago Police Department (911).

Students who believe they have been victims of sexual assault should immediately report the incident to the Vice President for Planning and Enrollment and/or the Dean of Enrollment Management. They will assist the victim to report the incident to the proper authorities. They are also available to arrange counseling for the victim. Sexual assault should be reported promptly to the Chicago Police Department (911). Counseling is available through the Rape Crisis Hotline of the YWCA (1.888.293.2080) and the Rape Victim Emergency 24-hour hotline (312.744.8418).

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. Because there are legitimate academic uses for such applications, Erikson does not, at this time, prohibit or block the use of peer-to-peer applications on any part of its network or IT resources. However, inappropriate use of these applications can have serious repercussions that affect individual users as well as the Institute. For the protection of the entire Erikson community, everyone should become familiar with issues surrounding peer-to-peer file sharing.

A primary concern is that such file-sharing may violate the rights of the creator of the content. Most files distributed over peer-to-peer networks are copyrighted works. Uploading or downloading works protected by copyright without authorization from the copyright owner is an infringement of the copyright owner’s exclusive rights of reproduction and/or distribution. Penalties for copyright infringement can be severe (see Erikson’s policy on copyright protection for work created by others).

Erikson expects that any use of its network and IT resources, including peer-to-peer applications, 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.

Accordingly, 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 supports the legitimate use of peer-to-peer applications for academic purposes and will endeavor to ensure that the Erikson community is not adversely affected by this use. To that end, Erikson monitors bandwidth usage to make sure peer-to-peer programs do not degrade network speeds or any other IT resources. If legitimate use of such programs degrades the performance of the network or other IT resources, or otherwise affects them in a manner inconsistent with Institute policies, appropriate action will be taken to address the situation.

Privacy Statement for Erikson Websites

Personal information you provide to us will be processed in the United States. By submitting your personal information to us, 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 capture certain non-personal common technical information automatically. 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.

Personal information: We do not collect personally identifiable information from you unless you supply it voluntarily. The types of personally identifiable information that may be requested 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.

2. Purposes of data collection

We request personal 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.

3. Protection of personal information

Although we cannot guarantee impenetrability of our servers, we have established reasonable physical, electronic, and procedural safeguards for the information we collect online.

4. 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 unless we provide you with advanced notice, 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 personal 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. We may also transfer personal information to third parties where we are expressly authorized by applicable law to do so.

5. 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 Oct. 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.

6. 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. If you have an EriksonOnline account, you may access and update your information by clicking on My Places. Additionally, you may contact the Associate Registrar at registrar@erikson.edu to request updates to your personal information.

7. European Union data protection

If you reside in the European Union, upon providing your personal information to Erikson, you will be indicating your explicit consent that the personal information you have provided may be transferred to, processed, and stored in the United States.

8. What about links to other websites?

This privacy 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.

9. 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 personal 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 15 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 75). 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 Bulletin 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 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 school) 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 Assistant Dean for Academic Affairs.

Leave of absence

Ph.D. students should consult Loyola University Chicago Graduate School's policies and procedures for requesting a leave of absence.

Master's degree and certificate 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 75). 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, recognizing the increasing need for electronic communication with students, has established email as an official means of communication with its students. In order to ensure consistent and effective communication, an official Erikson email address is required for all students. Erikson will send official communications to the Erikson email account, which is uniquely assigned to each student upon official matriculation at the Institute.

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 "Computer, email and message board usage policy".

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

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, documents, computer files, or other materials that contain information directly related to a student and that are maintained by the Institute.

A student's rights under FERPA include:

1. The right to inspect and review the student's education records within 45 days of the day Erikson Institute receives a request for access.

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 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, that official shall advise the student of the correct official to whom the request should be addressed. Copies of such records or portions of records may be provided to the student on request for a fee that covers the Institute's costs of copying.

2. The right to request the amendment of the student's education records that the student believes are 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.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure of "directory information" (see paragraph 6 below) or otherwise authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Erikson Institute in an administrative, supervisory, academic or research, or support staff position; a person or company with whom Erikson Institute has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. 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.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Erikson Institute to comply with the requirements of FERPA. 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

6. FERPA permits the Institute to release certain information ("directory information") upon request, and without prior notification to students (provided an annual notification is sent to all students to this effect). "Directory Information" includes name, degree or certificate

program, class, participation in activities, dates of attendances, degrees and awards received, and the most recent previous educational agency or institution attended. Any student who does not desire inclusion of some or all of this 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 the fact of attendance or of the awarding or lack of awarding of a degree or certificate. An annual notification to students shall be made and shall include the types of education records and information designated by Erikson Institute as "Directory Information."

Transcript requests

Erikson will issue an official academic transcript only upon written approval of the student. The request should include your name, student ID number, date of birth, and signature. The request should include the address/addresses to which the transcripts should be sent. The fee is \$7 for each transcript. A Transcript Request form is available from my.erikson.edu. Send your request to the attention of Assistant Director, Registration and Student Records.

Please allow three to five business days to process your request. For faster response, a "rush fee" of \$12 will be charged and the transcript will be processed within 48 hours of the receipt of the request. Payment should be in the form of a credit card, check, or money order payable to Erikson Institute.

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 jointly recognized courses in the M.S./M.S.W. dual degree program, it is expected that all work for the degree and certificate programs will be completed at Erikson. Transfer credit is not accepted for previous graduate level work. Erikson will, however, consider accepting a maximum of 6 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 and calculated in the GPA.

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 75).

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 Bulletin 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 Bulletin 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 or instructors, should contact the Dean of Enrollment Management, who will act as a facilitator in resolving the problem.
3. 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.
4. 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 Bulletin, 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 Marvel Pomeroy, 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 Vice President for Planning and Enrollment or to any other member of the Administration. The Vice President for Planning and Enrollment (or her delegate) 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 Vice President's/delegate's 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 Vice President/delegate 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 Vice President/delegate believes after initial investigation that misconduct has occurred, the Vice President or delegate 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 Vice President/delegate 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 Vice President/delegate 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 Vice President for Planning and Enrollment) 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 Vice President for Planning and Enrollment/delegate 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 Vice President/delegate 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:

- Harris Leadership Fellowship
- Harris Excellence Scholarship
- Erikson named scholarships, including Barbara T. Bowman Scholarship or Bette & Neison Harris Scholarship
- Erikson need-based grant
- Federal Work Study
- TEACH Grant (for students enrolled in the M.S. in early childhood education leading to initial Type 04 certification and bilingual/ESL endorsement)
- Federal Stafford subsidized loan
- 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
- Erikson bilingual/ESL scholarships
- Federal Stafford subsidized 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 Subsidized Loans (need-based): Subsidized Stafford loans accrue interest upon disbursement of the loan, however the interest on these loans is paid by the federal government during the in-school and grace periods, as well as authorized periods of deferment, for students who are enrolled at least half-time (3 credits) during the academic term including the summer term. Stafford subsidized loans are available to eligible borrowers with financial need based upon their FAFSA information. The annual loan limit on Stafford subsidized loans is \$8,500 for students enrolled in the master's and graduate certificate programs. The interest rate on Stafford subsidized loans disbursed July 1, 2011–June 30, 2012 is a fixed 6.8%.

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 minus the total subsidized loan award, if any, for students enrolled in the master's and graduate certificate programs. The interest rate on Stafford unsubsidized loans disbursed July 1, 2011–June 30, 2012 is a fixed 6.8%.

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, 2011–June 30, 2012 is a fixed 7.9%.

Master Promissory Note (MPN)

To receive Stafford subsidized, Stafford unsubsidized and/or Graduate PLUS loan funds, students must complete a Master Promissory Note (MPN). Students who receive Stafford (subsidized/unsubsidized) 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.

Federal Work Study

This federally funded, campus-based program offers campus and community-service employment to students demonstrating financial need. Most students work between 10-15 hours per week and are generally eligible to earn up to \$4,000 during the academic year. Priority for FWS awards is given to continuing students who have a Graduate PLUS loan.

If you are eligible for Federal Work Study (FWS) as part of your financial aid award, the FWS award represents the maximum amount that you can earn. FWS employees are paid at least the current federal minimum wage and receive a paycheck every two weeks. The funds are not applied to your Erikson student account.

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 initial Type 04 certification 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 Type 04 certification 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 2012–13 to receive aid for summer 2012).

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. 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. 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 \$850 for Summer 2011, Fall 2011, and Spring 2012.

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	\$450
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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

Remittance envelopes are provided with statements.

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 and certificate 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 students. The Center consists of three components: the ASC web site; on campus and virtual writing centers; and The Pick Writing Program, which provides individual and small group writing support to students who qualify.

The Academic Success Center web site provides students with a range of general and course specific support materials. Students can access the ASC web site through EriksonOnline.

The on campus and virtual writing centers are staffed with writing tutors during key days and times throughout the academic year. Tutors assist students who choose to use the writing centers with writing academic papers, comprehensive exam preparation, etc. Additional workshops and peer editing sessions are coordinated through the writing centers.

The Pick Writing Program offers individualized assistance to students who have been identified as benefiting from writing support. On the basis of this assessment, some students are required to take a summer writing course, Academic Writing Preparation. Students taking this course get a head start on the type of reading and writing they will encounter in the program. In order to proceed in the program, students must successfully complete this course. Students identified as needing a writing tutor begin working with a tutor in the fall of their first year. Writing tutorials typically meet once a week for approximately one hour throughout the academic year and consist of one to four students and a writing tutor. Tutors are knowledgeable in the content of the current academic courses, so they can help students with both the readings and the course writing assignments. Students find the writing tutorial program extremely helpful and supportive—and well worth the extra time commitment. Students are not charged tuition for these courses. However, all students registered for writing tutorial courses are required to attend. Tutors assign grades of “pass” or “not passed,” based on the student's attendance record. Students may be charged \$25 for missing tutorials without adequate notification. See page 34 for course descriptions.

Advising

All students will work closely with a faculty adviser throughout their course of study. Group advising, in the form of monthly seminars, is provided to first year master's degree students. Individual advising is provided to certificate and Ph.D. students, as well as master's degree students entering their internship/action research year. Many other Erikson staff, particularly in the Enrollment Management offices, work closely with students to ensure that their needs are met.

Campus safety and security

Erikson Institute is committed to promoting the safety of all members of its campus community, including staff, students, and visitors. Toward this end, we post information related to campus safety and security on the campus portal, my.erikson (click on “Campus Safety and Security”) and on the Erikson website (see “Consumer Information,” www.erikson.edu/consumer). 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 Assistant Dean for Academic Affairs assists students with finding observation sites, part- or full-time employment in the field, and internship placements. She also conducts seminars on resume writing, interviewing, and other job-hunting strategies. 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 in a variety of institutional settings. 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 (approx. \$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 at the CTA general offices (see address below). 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 Karen Bryant, Erikson's U-Pass coordinator, 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 at the CTA general offices (see address below). You will need to present the defective card and your Erikson student ID. You will receive a temporary transit pass. A replacement U-Pass will be issued and sent to Karen Bryant, Erikson's U-Pass coordinator, within 5-7 business days. Upon receipt of the replacement card, you will be notified via email to pick up the pass.

U-Pass Hotline: 312.664.7200 ext. 13088 Monday–Friday from 8:00 a.m.–4:30 p.m. Leave a voicemail message and a U-Pass representative will return your call.

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 requires that students enrolled in an on-campus master's degree or graduate certificate program have minimum basic coverage for accidental injury and/or sickness. Students can meet this requirement at the beginning of each academic year by:

- a) providing proof of health insurance coverage and completing the Health Insurance Waiver Form; or
- b) enrolling in the Student Injury and Sickness Insurance Plan offered through United Healthcare.

Students who do not provide proof of health insurance coverage will be automatically enrolled in the plan offered through United Healthcare. Students who enroll in the United Healthcare plan will be billed for the plan premium through their Erikson student account.

Eligible students who do enroll may also insure their dependents on a voluntary basis. Eligible dependents are the spouse and unmarried children under 19 years of age or 23 if a full-time student in an accredited school, financially dependent upon the insured student.

A brochure with detailed plan terms and the schedule of benefits is available on *my.erikson.edu*, as well as on the United Healthcare Student Resources web site at *www.uhcsr.com*. Students interested in enrolling in this plan should note that Erikson does not administer or in any way represent the health insurance plan offered by United Healthcare. Students are strongly advised to review the terms and supplement this policy with other coverage if additional or different coverage is needed.

International students who are in F-1 status are subject to the health insurance requirement as a condition of their F-1 status. F-1 students may choose to enroll in the plan offered by United Healthcare or provide proof of comparable coverage. 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.

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 9:00 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 4:00 p.m. Monday through 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, LGBT, and international students at the Institute. The office sponsors a variety of social and educational programs for the Erikson community throughout the academic year.

Parking and transportation

Erikson students receive a parking discount at **Greenway Self-Park**, on the northeast corner of Kinzie and Clark streets. (2 blocks from Erikson). The entrance is off Kinzie. Rates: \$6 if you park before 3 p.m. and \$2 after 3 p.m.; \$2 on Saturdays. All rates are for up to 12 hours.

Parking validation tickets are available from the security desk in the first floor lobby.

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 computer workstation will have instructions on how to use the printer/copiers, which have the ability to 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 that 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 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 Assistant Director of Facilities 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

Erikson Institute is committed to compliance with the Americans with Disabilities Act, the Rehabilitation Act of 1973, and other federal, state, and local laws regarding accommodation of the disabled. Erikson will neither discriminate against, nor decline to reasonably accommodate, a qualified student with a disability.

What constitutes a “disability” or a “reasonable accommodation,” however, may vary from individual to individual. Therefore, any student with a disability wishing to request an accommodation should begin the process as early as possible by contacting the Vice President for Planning and Enrollment to make a request for accommodation. The Institute may then request appropriate documentation of the disability and of the need for the requested accommodation, which may require specific assessments or information from a student’s physician or therapy provider. All 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 Vice President for Planning and Enrollment at the time that the student makes the accommodation request; the Vice President for Planning and Enrollment may then request additional documentation. Referrals to diagnosticians may be obtained from the Vice President for Planning and Enrollment.

Once the appropriate documentation is received, the Vice President for Planning and Enrollment, 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 Vice President 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. The student and the Vice President will maintain contact as appropriate for ongoing efforts to accommodate the student. In rare instances, the Institute may not grant a student’s request for 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.

Faculty and staff

Faculty

Samuel J. Meisels, Ed.D., President
Aisha Ray, Ph.D., Senior Vice
President for Academic Affairs/
Dean of Faculty
Barbara T. Bowman, M.A.
Jie-Qi Chen, 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.
Mark Nagasawa, Ph.D.
Frances Stott, Ph.D.
Sharon Syc, Ph.D.

Senior Instructors

Colette Davison, Ph.D.
Carey Halsey, M.S.Ed.
Mary Hynes-Berry, Ph.D.
Rebeca Itzkowich, M.A.

Instructors

Julissa Banzon, M.S.
Victor Bernstein, Ph.D.
Judith Bertacchi, M.Ed.
Tonya Bibbs, M.S.W.
Patricia Chamberlain, M.Ed.
Charles Chang, M.A.
Rochelle Favale, M.A.
Bonnie Fields, M.S.W.
Perla Gamez, Ph.D.
Patricia Garcia, Ph.D.
Lisa Ginet, Ed.D.
Robyn Hart, M.Ed.
Megan Hillegass, M.S.
Pat Husband, M.A.
Laurie Kabb, M.S.W., LCSW
Jennifer Kemp, M.S.
Margaret Lane, M.Ed.
Isabella Dos Santos Marchi, M.Ed.
and M.S.
Mary Marovich, M.Ed.

Ann Masur, Ph.D.
Christine Maxwell, Ph.D.
Rebecca Mermelstein, Ph.D.
Jean Murphy, Ed.D.
Maeve O'Shiel, M.S.W. and LCSW
Laura Papale, M.S.
Deborah Rogers-Jaye, M.Ed.
Jennifer Rosinia, Ph.D.
Becky Rube, M.S.
Julia Snyder, M.Ed. and M.S.
Liza Sullivan, M.A.
Dhara Thaker, Ph.D.
Lauren Wiley, M.Ed.
Candace Williams, M.S., M.S.W.
Molly Witten, Ph.D.

Senior Research Associates

Toby, Herr, M.Ed.

Research/Project Associates

Catalina Ariza, M.Ed.
Marsha Baker, M.Ed. and M.A.
Michele Belanski, M.S.W.
Tonya Bibbs, M.S.W.
Jeanine Brownell, M.S.
Tiffany Burkhardt, M.A.
Charles Chang, M.A.
Laura Esikoff, M.A.
Janina Farinas, M.A.
Lisa Ginet, Ed.D.
Andrea Goss, M.S. and M.S.W.
Sinane Goulet, M.S.
Ruchira Gulati, M.S.
Jennifer Hofherr, B.S.
Donna Johnson, M.S.
Florence Kimondo, M.S.W.
Michelle Lee, M.Ed. and LPC
Christine Maxwell, Ph.D.
Jennifer McCray, Ph.D.
Cody Meirick, M.A.
Nancy Mork, M.S.W.
Sarah Moskowitz, B.A.
Margret Nickels, Ph.D.
Maeve O'Shiel, M.S.W. and LCSW
Mariel Sparr, M.A.
Kristen Young
Yinna Zhang, M.S.

Staff

Office of the President

Samuel J. Meisels, Ed.D., President
Denise Mica, Executive Assistant
to the President

Academic Programs

Aisha Ray, Ph.D., Senior Vice
President for Academic Affairs/
Dean of Faculty
Stephanie Bynum, M.S., Assistant
Dean for Academic Affairs
Rhonda Gillis, M.A. Executive
Assistant
Chip Donohue, Ph.D., Director of
Distance Learning
Mike Maxse, B.S., Instructional
Designer
Michael Paulucci, M.F.A., Digital
Media Designer
Chris Simons, B.A., Faculty
Administrative Assistant

Center for Children and Families

Yvette Gonzalez, Ph.D., Clinical
Psychologist
Sarah Fineout, B.A., Administrative
Coordinator
James Grabowski, M.A., Clinic
Manager
Keri Grossman, M.S.W and LCSW,
Program Coordinator for Counseling
Services
Amy Labb, M.A., Transition Case
Manager
Maria Martinez, M.S., Transition Case
Manager
Margret Nickels, Ph.D., Director
Anne Powers, M.Ed., Coordinator of
Intervention Services
Romeldia Salter, M.A., Program
Coordinator

Communications

Jeffrey Brennan, B.F.A., Marketing Communications Specialist
Anne Divita Kopacz, M.S., Director of Communications
J. Gordon Wright, B.A., Director of New Media

Enrollment Management

Karen Bryant, B.A., Assistant Director, Registration and Student Records
John Francisco, B.A. and B.S., Student Services Coordinator
Michel Frendian, Ed.M., Dean of Enrollment Management
Jeanne Lockridge, Ph.D., Vice President for Planning and Enrollment
Marvel Pomeroy, B.A., Associate Director, Registration and Student Records
Valerie Williams, M.Ed., Associate Director, Admission and Multicultural Student Affairs
Alex Yang, B.S., Assistant Director, Financial Aid and Enrollment Services

Facilities

Yvonne Douthard, Receptionist/Office Coordinator

Finance

Elsa Bekele, B.C., Assistant Controller
Bruce Myers, Financial Analyst/Student Billing Coordinator
Ellen O'Connor, M.P.A., Contracts and Grants Analyst
Susan Wallace, M.B.A. and C.P.A., Vice President for Finance and Operations/CFO

Herr Research Center

Juliet Bromer, Ph.D., Assistant Research Scientist
Betsy Coleman, B.A., Program Assistant
Jana Fleming, J.D. and Ph.D., Director
Jessica Manvell, M.P.P., Research Analyst, Herr Research Center for Children and Social Policy
Shin Yee Tan, M.S., Research Assistant
Jessica Webb Fulford, M.S., Project Coordinator

Human Resources

David Wilson, B.S., Chief Human Resources and Facilities Officer

Infant Studies

Julissa Banzon, M.S., Program Manager, Infant Specialist Certificate Program
Jennifer Kemp, M.S., Program Manager, Infant Studies Certificate Program

Information Technology

Chip AuCoin, B.A., Technical Support Specialist
Sean DeSantis, B.F.A., AV/Technical Support Specialist
Jonathan Frank, B.A., Chief Information Officer
Cathi Odothan, B.A., Systems Administrator

Institutional Advancement

Hyla Callo, A.A., Executive Assistant
Lynn Hart, B.A., Development Associate
Randy Holgate, M.A., Vice President for Institutional Advancement
Magda Slowik, B.A., Associate Director, Annual Fund and Special Events
Anne Volz, B.A., Director, Corporate & Foundation Relations and Grant Management

Institutional Research

Charles Chang, M.A., Director of Institutional Research

Library

Karen Janke, M.S.L.I.S., Director, Edward Neisser Library
Maria Lasky, Assistant Librarian
Matthew Meade, B.A., Library Associate

Professional Development

Debby Mantia, M.A., Director of Professional Development
Matthew Zaradich, B.A., Professional Development Coordinator

Writing tutors

Josh Abrahams, M.S.
Anne Behrns, M.S., Academic Success Center Manager
Julie Blanning, M.S.
Holly Bressler, M.S.
Natasha Byars, M.S., M.S.W.
Alicia DiMarco, M.S., M.S.W.
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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, 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, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, 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.

Erikson's M.S. in Early Childhood Education leading to initial Type 04 certification is approved by the Illinois State Board of Education. The Early Childhood Bilingual/English as a Second Language certificate program is approved by the Illinois State Board of Education's Division of Professional Certification.

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