

Erikson Institute

Graduate School in Child Development

2023–24 Program Book

MS Students

Graduate Certificate Students

Students at Large

Contents

Click on a section to navigate.

This program-specific MS/Certificate/Student-at-Large Program Book is an accompaniment to Erikson's Student Handbook which outlines all the policies, procedures, and resources applicable to all students.

Admission Requirements	3
Master's Degree Programs	6
• Professional Competencies	8
• General Degree Requirements	9
• Conferral of Degree	9
• Assessment of Professional Competencies	10
○ Knowledge Requirement	11
▪ Comprehensive Examination	11
○ Practice Requirement	12
▪ Internships	12
• Master's Program Descriptions	15
Graduate Certificate Programs	38
• General Certificate Requirements	38
• Conferral of Graduate Certificate	38
• Certificate Program Descriptions	39

Admission Requirements

Master's and Certificate programs

Requirements for admission to Erikson Institute's ("Erikson") master's degree and certificate programs include, but are not limited to, prior academic competency and demonstrated suitability for the field. This includes the display of integrity, sensitivity, flexibility, and adaptability; the ability to consider the impact of context and culture on human behavior and development; and the capacity to engage in reflective practice.

Applicants to the child life concentration in the child development master's degree program are expected to have a minimum of 100 hours of experience working in a hospital setting, preferably under the supervision of a Certified Child Life Specialist, as well as a minimum of 100 hours of hands-on experience with children in non-medical settings such as childcare or after school programs.

Requirements for admission consideration are:

- A bachelor's degree from a regionally accredited institution of higher education by the date of enrollment
- A minimum grade point average of 2.75/4.0 in the last 60 credit hours of the bachelor's degree OR a 3.0/4.0 from a completed master's degree
- Copy of official or unofficial transcripts from the bachelor's degree (earned or in-progress at the time of application) and for any courses taken beyond the bachelor's degree, including any earned master's degree or higher.

Additional application requirements include:

- Current resume
- Two (2) short essays in response to essay prompts
- Two (2) letters of recommendation (master's and certificates)

Admission review process

All applicants are thoughtfully and wholistically reviewed by a faculty member(s) before making an admission recommendation. With the exception of the child life concentration, admission decisions are made on a rolling basis, as soon as an application is complete.

A faculty member for the child life concentration will begin review of all applications immediately after the application deadline. All Child Life applicants are interviewed as part of the application process. Applicants will be notified of the target dates for admission decisions during the review process.

The application period for programs vary according to program start offering. Please review the www.erikson.edu

website for program specific application dates.

Conditional admission: new students

In some cases, the program director may conditionally admit a student on the basis of academic or other concerns. After weighing factors such as GPA and/or readiness for graduate school, the program director may decide that it is in the student's best interests to be given an opportunity to meet certain conditions in order to ensure success in their graduate program. These conditions may include a reduced course load or completion of experience hours to meet the requirements of a particular degree program. In cases where there are academic concerns, it may be recommended that the student contact and meet with the Interim Academic Support and Disability Coordinator to discuss the provision of academic supports.

For any student admitted on a conditional basis, a letter outlining the conditions of their admission, along with an individualized program plan, will be created and forwarded to them by their Program Director. The Associate Director of Academic Advising and the Dean of Students will be notified of a student's conditional admission and consulted as needed.

Readmission of Erikson students

Students who have withdrawn from Erikson or exceeded the term of their leave of absence (maximum of one academic year) must reapply for admission if they wish to resume their studies at a later time. Eligibility for readmission will be determined by the Dean of Students, in collaboration with the Associate Director of Academic Advising, the Program Director and other designees, as appropriate; Registrar; and Student Bursar. Readmitted students are subject to all new degree requirements in effect at the time of readmission and must complete a new application for readmission.

Admission of international students

Erikson has an "Admissions" Designated School Official (DSO) to work with international students at the point of admissions (initial I20), Amy Mikel, Executive Director of Admissions and Marketing (amikel@erikson.edu). Once students are enrolled, attend student orientation and their first class, they are considered "continuing" students and will work with Erikson's "Registration" Designated School Official (DSO), Leanne Beaudoin-Ryan, Director of Research, Registration, and Records, for the remainder of their program. For more information on the role of the Registration DSO, please review the "International Student Services" section in the Erikson Student Handbook.

Qualified applicants from abroad are encouraged to apply for admission to Erikson. In addition to the application materials described above, international applicants must submit official translations of their academic transcripts and records in English. International applicants must have their transcripts evaluated course by course by an outside evaluation service firm. Transcripts and documents must be in English and submitted in an official sealed format by

either Education Credential Evaluations, Inc. (ECE) or World Education Services (WES).

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

Erikson 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 Erikson 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 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 Vice President for Academic Affairs/Chief Academic Officer and the Associate Vice President for Justice, Equity, Diversity, and Inclusion (JEDI), Organization Ombuds, and Title IX Coordinator.

Credit for life or work experience

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

Master's Degree Programs

Master's degree programs at Erikson are designed to prepare individuals for professional and leadership roles in the full range of disciplines that serve young children and their families, including social services, early care and learning environments, education, 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 online, the Master of Science in Child Development/Master of Jurisprudence (dual degree with Loyola University Chicago), the Master of Science in Early Childhood Education leading to initial early childhood teaching license, and the Master of Social Work. Students have the additional option of specializing in leadership and advocacy, child life, early childhood bilingual/ESL education, early childhood special education, infancy, STEM, or social and emotional learning 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, students participate in small group seminars focused on reflective practice and the integration of knowledge and practice—always with close attention and support from the seminar leader. In addition, except for the MSECE online program, students participate in internship ranging from two to four semesters depending on the program.

While working independently, students are expected to interact with their instructors and peers to gain mastery of course material and develop insight into the interrelationship of the various disciplines.

Students typically complete their degree in one-to-three years. The full-time online MS in Early Childhood Education are 20-month programs.

Master's degree programs

<u>Master of Science in Child Development with child life concentration</u>	15
<u>Master of Science in Child Development with child life concentration (Revised Program)</u>	16
<u>Online MS in Child Development with child life leadership and advocacy concentration*</u>	17
<u>MS in Child Development with child and family policy concentration*</u>	18
<u>MS in Child Development with infancy concentration*</u>	19
<u>MS in Child Development with infancy and leadership and advocacy concentrations*</u>	20
<u>MS in Child Development with leadership and advocacy concentration</u>	21
<u>Dual Degree: MS in Child Development / MJ in children's law and policy*</u>	22
<u>Online MS in Early Childhood Education with early childhood leadership and advocacy concentration</u>	24
<u>Online MS in Early Childhood Education with early childhood special education concentration*</u>	25
<u>Online MS in Early Childhood Education with early childhood STEM concentration*</u>	26
<u>Online MS in Early Childhood Education with social and emotional learning concentration</u>	27
<u>MS in Early Childhood Education leading to initial teaching licensure*</u>	28
<u>MS in Early Childhood Education leading to initial teaching licensure and bilingual/ESL concentration*</u>	30
<u>MS in Early Childhood Education leading to learning behavior specialist I*</u>	32
<u>MS in Early Childhood Education leading to initial teacher licensure, bilingual/ESL endorsement, and learning behavior specialist I endorsement*</u>	34
<u>Subsequent or Initial Early Childhood Education endorsement (with previous Masters degree)*</u>	36

*Note: These degree programs are no longer admitting new students.

Professional Competencies

All Erikson graduates demonstrate competency in three areas, which represent Erikson's Institutional Learning Outcomes: (a) understanding of developmental and professional knowledge (Knowledge), (b) professional practice skills (Practice), and (c) critical reflection (Reflection). For each of Erikson Master's degree programs, a set of competencies has been developed for each of the Institutional Learning Outcomes: 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 concentration 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 Degree Requirements

The master's degree programs include tightly-integrated core courses as well as the opportunity to apply their learning in a variety of ways, depending on their degree program. These may include internship, capstone project, and integrative/supervision seminars. Upon completion of these requirements, students in all programs, complete a culminating learning experience of some kind. This may include a capstone, portfolio, or comprehensive examination.

Concentrations require additional courses and, in some instances, the substitution of specialized courses for core courses.

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 (i.e., grades of D or F are prohibited and are not allowed to count toward degree completion).
- 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.

Program descriptions for the master's degree programs are found beginning on page 15. Course descriptions for the master's degree programs are found in a separate document: Erikson's Course Catalog.

Conferral of Master's Degree

Erikson has four official degree conferral dates each year. Dates for 2023–24 are September 15, December 29, May 10, and June 23. Master's degree students who plan to graduate must complete and submit an application for master's degree conferral, along with the \$175 degree conferral application fee, no later than February 13, 2023. Applications for master's degree conferral are available on my.erikson.edu. To receive your master's degree, you must have been certified by the Registrar at Erikson as having fulfilled all academic and administrative program requirements, including passing the comprehensive examination. All tuition and fees must be paid and all library materials returned before a student can be approved for graduation.

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 one or more of the competency areas to meet the required total score of 80 across the three areas.

- Knowledge competencies: Students' developmental and professional knowledge competencies are evaluated through a comprehensive exam or culminating capstone project, depending on the academic program enrolled in. A detailed description of the knowledge competencies covered is presented in Comprehensive Exam: Orientation & Preparation, which is available on the 'Comps Prep Resources' page in the Academics section of my.erikson.edu.
- Practice competencies: Each student will work with their seminar leader/field liaison to establish the evidence that will be gathered and used to evaluate practice competencies. Each student will identify specific and observable skills that they want to strengthen, improve, and develop. These will be recorded on the Internship Goals form and become the focus of study with the student's seminar leader and/or field liaison.
- Reflection competencies: Requirements for reflection competencies are addressed and monitored in the integrative/supervision seminars. 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 'Culminating requirements for Master's degree students', which is available on the Master's Graduation Requirements page in the Academics section of my.erikson.edu.

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

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

1. Establish a 3-person committee including their Program Director to oversee the completion and assessment of additional work assigned by the committee. Possible committee members may include the Dean of Students, seminar instructor, and other faculty.
2. The committee will work with the student to determine the appropriate additional work to be completed based on a discussion of the student's relative strengths and areas for potential growth as reflected in their

culminating scores profile.

3. The committee will establish a timeline for the completion of the additional work. All work will be completed within one year, at most, of the initial meeting with the Dean of Students.
4. The committee and Program Director will evaluate the student's additional work, once completed.

Knowledge Requirement

Comprehensive Examination

The comprehensive examination is one of the culminating requirements for two of Erikson's on-campus master's degree programs: Child Development and Social Work. A five-hour, written examination that covers major content areas in child development, the exam is important because:

- It gives the faculty concrete evidence of the student's mastery of the subject matter and their ability to organize and apply what has been learned.
- 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 April, June, and September—if three or more people register for the exam. Refer to the academic calendar on page 3 for 2023–24 exam dates.

To be eligible to take the exam, you must have satisfactorily completed all your Erikson course requirements excluding your final semester of internship, tutorial (if applicable), and seminar before you will be allowed to take the comprehensive exam. You may petition your advisor to take the spring comprehensive exam if during your final spring semester you are registered for one academic course, e.g., Social and Historical Perspectives, or are registered for a concentration course over the summer. All tuition and fees must be paid in order to register for the 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 work completed by the end of the academic 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 requirements.

The questions on the comprehensive examination cover the entire core academic program. Copies of past examinations and resources for preparing for the comp exam are available in the Comp Resources section of the Academic Success Center site on my.erikson, 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. If you are a student who is requesting an accommodation for taking the comp exam based on a documented disability, please contact the Director of Academic Support and Disability Services to discuss your request.

Comprehensive examination results shall be reported as pass or fail. The existing comprehensive exam administration procedure was revised to the following procedure beginning in academic year 2020–21. If a student fails the exam, they will be able to “bank” passing scores on any questions that have a score of 3 or better. Students will be asked to retake only those exam questions that did not receive a passing score. Students will be eligible to retake these exam questions on the next scheduled comprehensive exam test date. A student has up to 2 additional attempts to earn a passing score on these retake questions. Students will be allotted the same amount of time to answer questions as they were given in the original exam situation; that is, 1 hour for questions 1 and 2, and 30 minutes for questions 3–6. Students who have a special circumstance that impedes their ability to participate in the comprehensive exam on the next scheduled date may petition the Program Director, the Director of Academic Support and Disability Services, or the Dean of Students to arrange a special retake date.

If a student fails on the third attempt, they may petition to take the comprehensive exam for a fourth time by submitting a formal written request to the Dean of Students. Students repeating the exam must do so within one year of the previous attempt.

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 a capstone project, participate in an internship, or complete student teaching requirements. A capstone project requires students to generate questions about their practice that lead to a capstone project intrinsically connected to issues of quality in teaching and learning within diverse early childhood and primary settings. Student teaching consists of 10 weeks full-time (or the equivalent) 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 program director and field liaison work closely with each student to design an appropriate professional practice experience.

Internships

The following information is specific to students enrolled in the on-campus Master of Science degree programs. Students enrolled in the PhD program or certificate programs that require an internship receive information about their respective program’s internship requirements, policies, and procedures through the program director. MSW students should refer to the MSW Handbook for information on practicum education.

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 Erikson and that are discussed in more details in the “Student Rights and Responsibilities” section in the Student

Handbook.

Prior to beginning an internship, each student will be required to undergo and successfully complete a name and social security number based background check. The existence of a conviction in an applicant's record does not necessarily mean that they will be dismissed from the program or that the student will be unable to complete the internship requirement. 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 have a minimum 3.0 grade point average, may not be on academic probation, and have successfully completed all child development core courses before beginning internship.

Students typically have one internship placement for the entire academic year. We strive to help students find internships that reflect their interests and career goals. Students in one of the concentration tracks, however, may have specific requirements concerning previous experience, the type of internship, setting, and number of hours per week. Hours and specific commitments vary.

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

[Internship placement at student's employment site](#)

Students are discouraged from pursuing an internship where they are employed. The purpose of internship is for the student to be a true learner, to be exposed to various practice opportunities and populations, and to get the broadest possible experience. Often the boundary between student and employee can become blurred, and the learning can become secondary.

If students want to pursue the possibility of an internship at their place of employment, they must begin the process by notifying their program director of their intention at least six months prior to the scheduled beginning of the internship. The student's program director will determine whether the activities performed as a student differ sufficiently from their job responsibilities, that the internship supervision is distinct from the employment supervision, and that the internship supervisor can provide reflective supervision and oversee the student's learning goals. For an approved placement at a place of employment, there may be an additional requirement of a written project, depending on the nature of the learning experience and the student's learning needs.

There is no guarantee that the placement will be approved. In the case where it is not approved, the student will be responsible for completing an alternative approved placement.

- The following policies are in place to ensure that the student's learning is the priority:
- The student must have passed the employment probationary period prior to the request.
- The field learning experiences must occur in a different unit or division, and must be separate and distinct

from any activities currently performed for pay. The internship assignments must be relevant to the student's learning goals.

- It is strongly preferred that a separate supervisor is assigned to be the student's internship supervisor. If this is impossible, a separate hour must be used weekly for the sole purpose of internship supervision.
- The program director or their designee will conduct a site visit prior to the student beginning internship to establish clear boundaries in roles of the student/employee, clarify learning opportunities, and distinguish work to be done as an employee and tasks to be undertaken for internship.
- Once all of the material is reviewed, the program director makes the decision in regard to whether the placement is appropriate for new learning for the student. If approved, the internship supervisor needs to demonstrate throughout the year that the commitment to student learning is maintained.

Internship orientation

Erikson holds two mandatory internship orientations. The first orientation (in February) provides an overview of the requirements for an internship and a listing of potential sites. Working closely with your program director you will apply to the internship site during the spring semester.

The second orientation (in late July and early August) is a week-long asynchronous course with a 2-hour synchronous component. This orientation prepares you for the challenges of internship and reviews the particulars of the integrative seminars, placements, and goals contract. The goals contract is to be filled out by you, your advisor, and your internship supervisor and will establish general and specific learning goals on which your performance will be evaluated.

Internship evaluation

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 seminar instructor. At the end of your internship, you will also write an evaluation of your experience to help future students in selecting their placements.

Master's Program Descriptions

Master of Science in Child Development with child life concentration

44 credit hours;

45 credit hours (with optional practicum experience)

Intended for students who are interested in health care settings, this concentration prepares graduates for working in the field of child life. Students complete the core child development curriculum, as well as six additional courses in child life in order to meet the course requirements for internship and certification by the Association of Child Life Professionals (ACLP). Upon completion of required academic course work, students are eligible to apply for child life internships at hospitals across the United States. This program of study at Erikson Institute is recognized as an Endorsed Graduate Program by the ACLP.

Course work

CHLD C413	Adult Education and Supervision (2)
CHLD C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C422	Social and Emotional Development II: Early Adolescence through Adulthood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C428	Cognitive and Language Development (3)
CHLD C432	Family and Culture (3)
CHLD C490	Research Methods (3)

Internship, tutorial, and seminar

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

Concentration course work

LIFE C470	Child Life in Health Care Settings: History, Theory, Research, Scope, Methods and Professional Issues (3)
LIFE C472	Ethics in the Pediatric Health Care Setting (2)
LIFE C473	Therapeutic Play in Pediatric Health Care Settings (3)
LIFE C474	Medical Terminology and Human Physiology (2)
LIFE C475	Grief and Loss in Children and Families (2)
LIFE C492	Assessment in Pediatric Health Care Settings (2)

Practicum

LIFE C400	Child Life Practicum I (1)
	*Program Director permission required

Comprehensive examination

Master of Science in Child Development with child life concentration (Revised Program)

40 credit hours

41 credit hours (with optional practicum experience)

Intended for students who are interested in health care settings, this concentration prepares graduates for working in the field of child life. Students complete the core child development curriculum, as well as six additional courses in child life in order to meet the course requirements for internship and certification by the Association of Child Life Professionals (ACLP). Upon completion of required academic course work, students are eligible to apply for child life internships at hospitals across the United States. This program of study at Erikson Institute is recognized as an Endorsed Graduate Program by the ACLP.

Course work

CHLD C413	Adult Education and Supervision (2)
CHLD C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C422	Social and Emotional Development II: Early Adolescence through Adulthood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C428	Cognitive and Language Development (3)
CHLD C432	Family and Culture (3)
CHLD C490	Research Methods (3)

Internship, tutorial, and seminar

LIFE C440	Internship and Tutorial I (1)
LIFE C441	Internship and Tutorial II (1)
LIFE C450	Integrative Seminar I (2)
LIFE C451	Integrative Seminar II (2)

Concentration course work

LIFE C470	Child Life in Health Care Settings: History, Theory, Research, Scope, Methods and Professional Issues (3)
LIFE C472	Ethics in the Pediatric Health Care Setting (2)
LIFE C473	Therapeutic Play in Pediatric Health Care Settings (3)
LIFE C474	Medical Terminology and Human Physiology (2)
LIFE C475	Grief and Loss in Children and Families (2)
LIFE C492	Assessment in Pediatric Health Care Settings (2)

Practicum

LIFE C400	Child Life Practicum I (1)
	*Program Director permission required

Comprehensive examination

Online Master of Science in Child Development with child life leadership and advocacy concentration*

30 credit hours

Developed for Certified Child Life Specialists with 3+ years of experience, the Child Life Leadership program strives to enhance the administrative, leadership, and advocacy skills of experienced practitioners to prepare them for positions of increased leadership among teams, departments, and the field at large. While many practitioners in this program aspire to lead child life departments, others prefer to develop skills to engage in goals such as taking on greater roles in teams, expanding areas of child life service in existing programs, diving more deeply into research and evidence-based practices, and developing child life programming and support within community settings. The content presented in this real-life, practical degree program was developed by leaders in the field to help bridge the knowledge and skill-gaps they experienced when shifting from direct-service child life roles into those of greater leadership and program administration.

Course Work

CHLD C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)

Seminar

LIFE T500	Integrative Seminar I (0)
LIFE T501	Integrative Seminar I (0)
LIFE T502	Integrative Seminar I (0)
LIFE T503	Integrative Capstone Seminar I (0)
LIFE T504	Integrative Capstone Seminar II (0)

Concentration course work

LIFE T482	Administration of Child Life Programs (3)
LIFE T483	Legal and Financial Issues in Child Life (3)
LIFE T484	Child Life Policy and Advocacy (3)
LIFE T485	Research Methods in Child Life (3)
LIFE T486	Working with Adults (3)
LIFE T487	Trauma Informed Practice in Child Life (3)

*This degree program is no longer admitting new students.

Master of Science in Child Development with child and family policy concentration*

(offered in collaboration with Loyola University Chicago School of Law)

46 credit hours

Increasingly, professionals who work with children and families find that they need to be better informed about the law and how it intersects with and impacts their work. Offered in conjunction with Loyola University Chicago School of Law's Civitas ChildLaw Center, the concentration prepares students to examine the critical issues and considerations in marrying child development knowledge and the law. To specialize in children's law and policy, you complete all the courses in the child development core curriculum and take four law courses. You also complete an internship that gives you experience in an aspect of child/family law or policy. Upon the completion of each course, students must send an official transcript with their grade to registration@erikson.edu. This will ensure that credit is posted to the students transcript as progress is made towards the degree.

Course work

CHLD C410	Social and Historical Perspectives on Early Care and Education (3)
CHLD C413	Adult Education and Supervision (2)
CHLD C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C422	Social and Emotional Development II: Early Adolescence through Adulthood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)
CHLD C432	Family and Culture (3)
CHLD C490	Research Methods (3)
Assessment elective course (2)	

Internship and seminar

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

Loyola course work

LAW 663	Summer Institute: Children's Summer Institute (2)
LAW 665	Introduction to the Study of Law and the Legal System (2)
LAW 667	Introduction to Children's Law and Policy (2)
LAW 670	Child Welfare Law and Policy (2)

Comprehensive examination

*This degree program is no longer admitting new students.

Master of Science in Child Development with infancy concentration*

45 credit hours

The infancy concentration prepares professionals for the complex role of the infant/family specialist, who works with infants and families together in the contexts of their communities and homes. 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 site. You and the director of the infancy specialization 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 C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C422	Social and Emotional Development II: Early Adolescence through Adulthood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)
CHLD C432	Family and Culture (3) CHLD C490 Research Methods (3)
INF I479	Relationship Based Developmental Intervention (2)

Internship and seminar

INF C440	Internship I (3) INF C441 Internship II (3)
INF C450	Integrative Seminar I (2) INF C451 Integrative Seminar II (2)

Concentration course work

INF I492	Infant/Toddler Screening and Assessment (2)
INF I496	Developmental Differences in Infants and Toddlers (2)
INF I497	Prevention/Early Intervention Methods I (2)
INF I498	Prevention/Early Intervention Methods II (2)
INF I499	Infant and Family Service Systems (1)

Comprehensive examination

*This degree program is no longer admitting new students.

Master of Science in Child Development with infancy and leadership and advocacy concentrations*

51 credit hours

Students complete the supplemental course work for both concentrations 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 C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C422	Social and Emotional Development II: Early Adolescence through Adulthood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)
CHLD C432	Family and Culture (3)
CHLD C490	Research Methods (3)
Course elective (2) (in consultation with program director)	

Internship and seminar

INF C440	Internship I (3)
INF C441	Internship II (3)
INF C450	Integrative Seminar I (2)
INF C451	Integrative Seminar II (2)

Concentration course work

ADMN A408	Administration of Early Childhood Programs I: Leadership, Management and Community Relations (3)
ADMN A409	Administration of Early Childhood Programs II: Legal and Financial Aspects (3)
INF I492	Infant/Toddler Screening and Assessment (2)
INF I497	Prevention/Early Intervention Methods I (2)
INF I498	Prevention/Early Intervention Methods II (2)
INF I499	Infant and Family Service Systems (1)

Comprehensive examination

*This degree program is no longer admitting new students.

Master of Science in Child Development with leadership and advocacy concentration

40 credit hours

The Leadership, Administration, and Advocacy concentration is designed to develop skills in management and leadership, working with adults, policy influence, and advocacy in child development settings. This program prepares students in knowledge, practice, and reflection of leadership skills as well as being an advocate in DEI and DAP in programs and policies within child development settings. This program leads to the Illinois Gateways to Opportunity Early Care and Education Credential, Levels 2-5. For students with supervisory experience, this program also leads to the Opportunity Illinois Director Credential, Level 1- 3 (IDC). All classes in the L/A concentration are aligned with key competencies in the IDC. The L/A concentration supports Erikson's mission of growing and supporting leadership in the child development fields.

Course work

CHLD C410	Social and Historical Perspectives on Early Care and Education (3)
CHLD C414	Working with Adult Online (3)
CHLD C421	Social and Emotional Development I (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)
CHLD C432	Family and Culture (3)

Internship and seminar

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

Concentration course work

ADMN A408	Leadership, Management and Community Relations (3)
ADMN A409	Legal and Financial Aspects (3)
ADMN A410	Early Childhood Policy and Advocacy Online (3)

Comprehensive examination

Master of Science in Child Development/ Master of Jurisprudence with children's law and policy concentration*

(dual degree in collaboration with Loyola University Chicago School of Law)

56 credit hours

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

As an MS/MJ dual degree student, you will complete three years of course work, including a two-semester internship in a child/family law and policy focused setting during the final year of the program. Upon completing the 56-credit hours of required course work, you will receive the MS in Child Development from Erikson Institute and the MJ in Children's Law and Policy from Loyola University Chicago. The MJ is a graduate degree similar to a traditional master's degree and does not qualify graduates to sit for the bar or practice law. All MJ courses, with the exception of LAW 663 Children's Summer Institute, are offered in an asynchronous online. Child law courses are taught by law professors, practicing attorneys, and child welfare professionals who have first-hand experience with legal issues that impact children and families.

For more information about the program, please visit www.luc.edu/childlaw.

Upon the completion of each course, students must send an official transcript with their grade to registration@erikson.edu. This will ensure that credit is posted to the student's transcript as progress is made towards the degree.

*This degree program is no longer admitting new students.

Master of Science in Child Development/ Master of Jurisprudence with children's law and policy concentration (cont'd)

(dual degree in collaboration with Loyola University Chicago School of Law)

MS in child development requirements (38 credits)

Course work

CHLD C410	Social and Historical Perspectives on Early Care and Education (3)
CHLD C413	Adult Education and Supervision (2)
CHLD C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C422	Social and Emotional Development II: Early Adolescence through Adulthood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)
CHLD C432	Family and Culture (3)
CHLD C490	Research Methods (3)
Assessment elective course (2)	

Internship and seminar

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

Comprehensive examination

MJ in children's law and policy requirements (18 credits)

Required course work

LAW 663	Children's Summer Institute (2)
LAW 665	Introduction to the Study of Law and Legal Systems (2, online)
LAW 667	Children's Law Policy and Practice (2, online)
LAW 668	Leadership Development (4, online)

Elective course work

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

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

Online Master of Science in Early Childhood Education with early childhood leadership and advocacy concentration

30 credit hours

Develop strong skills in management, policy influence, and advocacy to position yourself as an effective and visionary early childhood leader. Our Early Childhood Leadership and Advocacy program will prepare you to navigate through every aspect of the early childhood system and use your voice to advocate for policies that are in the best interest of young children and their families. This concentration prepares you to seek the Illinois Gateways to Opportunity Early Care and Education (ECE) Level 5 Credential and the Illinois Director Credential (IDC) at Level 3 through the Entitled Route. To earn the credentials, you will need to complete the appropriate Gateways applications and provide documentation of professional experiences and contributions.

Course work

CHLD C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C482	Cognitive and Language Development (3)
CHLD C432	Family and Culture (3)

Seminar

LEAD T500	Integrative Seminar (1)
LEAD T501	Integrative Seminar (1)
LEAD T503	Capstone Seminar (2)
LEAD T504	Capstone Seminar (2)

Concentration course work

ADMN A408	Administration of Early Childhood Programs I: Leadership, Management and Community Relations (3)
ADMN A409	Administration of Early Childhood Programs II: Legal and Financial Aspects (3)
ADMN A410	Early Childhood Policy and Advocacy (3)
CHLD C414	Working With Adults: Collaboration and Supervision (3)

Online Master of Science in Early Childhood Education with early childhood special education concentration*

30 credit hours

This program will elevate your knowledge of special education to better support students with special needs and diverse learners in a variety of early childhood settings. Students will gain expertise in special education theory and practice that will enhance their ability to teach, advocate, and collaborate with parents and other educational professionals.

Teachers, administrators, other school professionals with an Illinois Professional Education License (PEL) can add the Learning Behavior Specialist 1 (LBS1) Endorsement and the Early Childhood Special Education Letter of Approval to their teaching license and work in the rewarding and high-demand area of inclusive early childhood education and early childhood special education.

Course work

CHLD C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)
CHLD C432	Family and Culture (3)

Seminar

SPED T500	Integrative Seminar (0)
SPED T501	Integrative Seminar (0)
SPED T502	Integrative Seminar (0)
SPED T503	Capstone Seminar (0)
SPED T504	Capstone Seminar (0)

Concentration course work

SPED S408	Special Education Methods I: Birth–PreK (2)
SPED S409	Special Education Methods II: Kindergarten–2 nd Grade (2)
SPED S411	Family and Professional Collaboration in Special Education (2)
SPED S412	Assessment of Children with Special Needs and Diverse Abilities (2)
SPED S413	Communication and Language Delays and Disabilities (2)
SPED S414	Contemporary Issues in Special Education: Autism Spectrum Disorders and Positive Behavior Support (3)
EDUC T438	Children with Special Needs and Diverse Abilities (2)

*This degree program is no longer admitting new students.

Online Master of Science in Early Childhood Education with early childhood STEM concentration*

30 credit hours

Elevate your practice and strengthen your knowledge of teaching and learning in the disciplines of science, technology, engineering, and mathematics (STEM), with an emphasis on children in preschool through third grade. The concentration in Early Childhood STEM will provide you with the latest methods for ensuring that all young children start off on a strong STEM learning trajectory. The courses you will take will give you the necessary grounding in how children explore, play, and communicate about the natural and human-made world around them. The program curriculum is aligned with the Next Generation Science Standards (NGSS) and National Association for the Education of Young Children (NAEYC) recommendations, as well as federal initiatives (Committee on STEM Education and National Science and Technology Council) to include preschool in STEM education reforms.

Course work

CHLD C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C426	Cognitive Development (3)
CHLD C427	Language Development (3)
CHLD C432	Family and Culture (3)
EDUC T415	Inquiry Based Learning (3)

Seminar

STEM T500	Integrative Capstone Seminar (0)
STEM T501	Integrative Capstone Seminar (0)
STEM T502	Integrative Capstone Seminar (0)
STEM T503	Integrative Capstone Seminar (0)
STEM T504	Integrative Capstone Seminar (0)

Concentration course work

STEM T488	Technology and Early Learning (3)
STEM T490	Early Math: Ages 3–9 (3)
STEM T491	Science in Early Childhood (3)

Elective

Students in the early childhood STEM concentration take two electives.

Online course elective I (3) Online course elective II (3)

*This degree program is no longer admitting new students.

Online Master of Science in Early Childhood Education with social and emotional learning concentration

30 credit hours

Prepare to support young children’s social-emotional development and well-being in learning settings through innovative programs, curricula, and integrative approaches. You will develop the knowledge and skills necessary to deliver social and emotional learning (SEL) programming directly to children, and also to be an advocate for the principles of culturally and developmentally appropriate SEL practice. Graduates of this program will be well-positioned to become SEL leaders after three to five years of direct experience.

Course work

CHLD C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C482	Cognitive and Language Development (3)
CHLD C432	Family and Culture (3)

Seminar

SEL T500	Integrative Seminar (1)
SEL T501	Integrative Seminar (1)
SEL T503	Capstone Seminar (2)
SEL T504	Capstone Seminar (2)

Concentration course work

SEL T493	Social and Emotional Learning Foundations I: Programs and Approaches (3)
SEL T494	Social and Emotional Learning Foundations II: Family, Community, and Policy (3)
SEL T496	Inclusive and Trauma-Informed Behavior Guidance (3)
SEL T497	Embedded Social and Emotional Learning: Play, Peers, and Projects (3)

Master of Science in Early Childhood Education leading to initial teaching licensure*

44 credit hours

Erikson offers a comprehensive and integrated curriculum for prospective teachers of young children from birth through second grade. Students work toward the initial professional educator license with early childhood endorsement from the Illinois State Board of Education together with the Master of Science in Early Childhood Education.

Prerequisites for admission to teacher candidacy

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

Course work

CHLD C421 Social and Emotional Development I: Infancy and Childhood (3)

CHLD C425 Applied Developmental Neuroscience (3)

CHLD C426 Cognitive Development (3)

CHLD C427 Language Development (3)

CHLD C432 Family and Culture (3)

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

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

EDUC T461 Assessment for Classroom Teachers (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 & Instructional Techniques in Diverse and Inclusive Settings I (2)

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

SPED S410 Curricular and Instructional Methods in Early Childhood Special Education (2)

Comprehensive examination

*This degree program is no longer admitting new students.

Master of Science in Early Childhood Education leading to initial teaching licensure (cont'd)

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 semester student teaching full-time in a public school early childhood classroom, completing a total of 300 hours. During the fall semester and the remaining 5 weeks of the spring semester, teacher candidates work in the same classroom for an additional 225 hours of clinical experience.

Additional requirements for teacher licensure

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the Illinois professional educator license with early childhood endorsement:

- Field experiences, observations, and participation in early childhood programs

In the context of program course work, teacher candidates must complete 150 clock hours of observation and participation in early childhood programs, that must include a minimum of:

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

- General education competencies

The Institute's licensure 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, at a minimum. Competence in other content areas, including English language arts, social sciences, physical growth and development, and the fine arts, may also be assessed based on performance in prior undergraduate and graduate course work.

- State licensing examinations administered by ISBE

These include the following:

- Illinois Test 206 for Early Childhood, which teacher candidates must pass prior to their final year in the program.

Note: Teacher licensure candidates will no longer be required to pass ACT, SAT, or TAP as part of the licensure program. The Basic Skills Bill (HB0423) eliminates the basic skills requirement (TAP, ACT, or SAT) until June 30, 2025.

Master of Science in Early Childhood Education leading to initial teaching licensure and bilingual/ESL concentration*

51 credit hours

This program is tailored to prepare students to seek three distinct credentials: the Master of Science degree from Erikson, as well as the Illinois initial professional educator license with early childhood endorsement and bilingual or ESL endorsement from the Illinois State Board of Education. Unique in Illinois, this program 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. 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 second grade).

Prerequisites for admission to teacher candidacy

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

Course work

CHLD C421 Social and Emotional Development I: Infancy and Childhood (3)

CHLD C425 Applied Developmental Neuroscience (3)

CHLD C426 Cognitive Development (3)

CHLD C427 Language Development (3)

CHLD C432 Family and Culture (3)

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)

BESL B446 Internship, Student Teaching, and Tutorial I: Bilingual/ESL (3)

BESL B447 Internship, Student Teaching, and Tutorial II: Bilingual/ESL (3)

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

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

SPED S410 Curricular and Instructional Methods in Early Childhood Special Education (2)

*This degree program is no longer admitting new students.

Master of Science in Early Childhood Education leading to initial teaching licensure and bilingual/ESL concentration (cont'd)

Concentration course work

BESL B402	Language Development in New Language Learners (3)
BESL B416	Methods and Materials for Teaching New Language Learners I (2)
BESL 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

Additional requirements for teacher licensure

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the Illinois professional educator license with early childhood endorsement:

- 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 semester student teaching full-time in a public school early childhood classroom, completing a total of 300 hours. During the fall semester and the remaining 5 weeks of the spring semester, teacher candidates work in the same classroom for an additional 225 hours of clinical experience.
- Field experiences, observations, and participation in early childhood programs
In the context of program course work, teacher candidates must complete 150 clock hours of observation and participation in early childhood programs, that must include a minimum of:

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

Teacher candidates 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
- State licensing examinations administered by ISBE

These include the following:

- Illinois Test 206 for Early Childhood, which teacher candidates must pass prior to their final year in the program;
- Candidates seeking the bilingual endorsement must also pass the appropriate target language test for ISBE.

Master of Science in Early Childhood Education leading to learning behavior specialist I*

50 credit hours

Early childhood teachers increasingly need to be able to educate students with varying learning abilities, developmental delays, and/or disabilities. Erikson's concentration in early childhood special education prepares teachers to meet the needs of these learners. Students completing the concentration will earn the special education letter of approval in addition to the Illinois professional educator license with early childhood endorsement. Furthermore, students completing this concentration will also be eligible to receive the Learning Behavior Specialist I (LBS1) endorsement. (Students must pass the LSB1 Test 290 and complete all course work in order to earn the endorsement). The concentration 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

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

Course work

CHLD C421 Social and Emotional Development I: Infancy and Childhood (3)

CHLD C425 Applied Developmental Neuroscience (3)

CHLD C426 Cognitive Development (3)

CHLD C427 Language Development (3)

CHLD C432 Family and Culture (3)

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

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

EDUC T461 Assessment for Classroom Teachers (2)

SPED S411 Family and Professional Collaboration in Special Education (2)

SPED S412 Assessment of Children with Special Needs and Diverse Abilities (2)

SPED S413 Communication and Language Delays 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 & Instructional Techniques in Diverse and Inclusive Settings I (2)

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

SPED S410 Curricular and Instructional Methods in Early Childhood Special Education (2)

*This degree program is no longer admitting new students.

Master of Science in Early Childhood Education leading to learning behavior specialist I (cont'd)

Comprehensive examination

Additional requirements for teacher licensure

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the Illinois professional educator license with early childhood endorsement:

- 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 semester student teaching full-time in a public school early childhood classroom, completing a total of 300 hours. During the fall semester and the remaining 5 weeks of the spring semester, teacher candidates work in the same classroom for an additional 225 hours of clinical experience.

- Field experiences, observations, and participation in early childhood programs

In the context of program course work, teacher candidates must complete 150 clock hours of observation and participation in early childhood programs, that must include a minimum of:

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

In addition to the above observation hours, each early childhood special education concentration 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 licensure 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, at a minimum. Competence in other content areas, including English language arts, social sciences, physical growth and development, and the fine arts, may also be assessed based on performance in prior undergraduate and graduate course work.

- State licensing examinations administered by ISBE

These include the following:

- Illinois Test for Early Childhood, which teacher candidates must pass prior to their final year in the program; and
- Illinois edTPA: Teacher Performance Assessment, which teacher candidates complete during their student teaching semester.

Master of Science in Early Childhood Education leading to initial teacher licensure, bilingual/ESL endorsement, and learning behavior specialist I endorsement*

57 credit hours

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

- Master of Science in Early Childhood Education
- Illinois Professional Educator License (teaching license)
- Early childhood teaching endorsement
- Bilingual (must pass target language content exam as well) and/or ESL teaching endorsement
- Early Childhood Special Education Letter of Approval; and
- Learning Behavior Specialist I endorsement (must pass LBS1 Test 290 as well)

Prerequisites for admission to teacher candidacy

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

Course Work

CHLD C421 Social and Emotional Development I: Infancy and Childhood (3)

CHLD C425 Applied Developmental Neuroscience (3)

CHLD C426 Cognitive Development (3)

CHLD C427 Language Development (3)

CHLD C432 Family and Culture (3)

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

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

SPED S411 Family and Professional Collaboration in Special Education (2)

SPED S412 Assessment of Children with Special Needs and Diverse Abilities (2)

SPED S413 Communication and Language Delays 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 T406 Teaching and Learning in Diverse and Inclusive Settings: Mathematics (2)

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

BESL B446 Internship, Student Teaching, and Tutorial I: Bilingual/ESL (3)

BESL B447 Internship, Student Teaching, and Tutorial II: Bilingual/ESL (3)

SPED S410 Curricular and Instructional Methods in Early Childhood Special Education (2)

*This degree program is no longer admitting new students.

Master of Science in Early Childhood Education leading to initial teacher licensure, bilingual/ESL endorsement, and learning behavior specialist I endorsement (cont'd)

Concentration course work

BESL B402	Language Development in New Language Learners (3)	BESL B416	Methods and Materials for Teaching New Language Learners I (2)
BESL 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)		

Additional requirements for teacher licensure

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the Illinois professional educator license with early childhood endorsement:

- 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 public school early childhood 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 clinical experience.
- Field experiences, observations, and participation in early childhood programs
In the context of program course work, teacher candidates must complete 150 clock hours of observation and participation in early childhood programs, that must include a minimum of:

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

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

- State examinations administered by ISBE
These include the following:
 - Illinois Test 206 for Early Childhood, which teacher candidates must pass prior to their 10-week student teaching assignment;
 - Candidates seeking the bilingual endorsement must also pass the appropriate target language test for ISBE.

Initial Early Childhood Education endorsement (for students with previous Masters degree)*

24 credit hours

This intensive one-year program is open to students who have already been awarded a Master's degree in a discipline similar to education or child development. It offers a comprehensive and integrated curriculum for current or prospective teachers of young children from birth to second grade. The program meets the requirements for initial Illinois Professional Educator Licensure with endorsement in Early Childhood Education.

Course Work

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 T414	Key Concepts in Teaching and Learning in the Disciplines for the Early Childhood Curriculum (2)
EDUC T438	Children with Special Needs and Diverse Abilities (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 & Instructional Techniques in Diverse and Inclusive Settings I (2)
EDUC T457	Integrative Seminar: Classroom Management & Instructional Techniques in Diverse and Inclusive Settings II (2)
SPED S410	Curricular and Instructional Methods in Early Childhood Special Education (2)

Additional requirements for teacher licensure

There are several additional requirements set by the Illinois State Board of Education (ISBE) to qualify for the Illinois professional educator license with early childhood endorsement:

- 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 public school early childhood 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 clinical experience.
- Field experiences, observations, and participation in early childhood programs
In the context of program course work, teacher candidates must complete 150 clock hours of observation and participation in early childhood programs, that must include a minimum of:

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

*This degree program is no longer admitting new students.

Initial Early Childhood Education endorsement (for students with previous Masters degree) (cont'd)

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

- State examinations administered by ISBE

These include the following:

- Illinois Test 206 for Early Childhood, which teacher candidates must pass prior to their 10-week student teaching assignment.

General Certificate Requirements

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. The 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:

- Child Development
- Early childhood bilingual/English as a second language
- Infant mental health
- Leadership and Advocacy
- Social and Emotional Learning Education
- Special Education

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- (i.e., grades of D or F are prohibited and are not allowed to count toward degree completion).

Program descriptions for certificate programs are found beginning on the next page (39). Course descriptions for the certificate programs are found in a separate document: Erikson's Course Catalog.

Conferral of Graduate Certificate

Erikson has four official certificate conferral dates each year. Dates for 2023–24 are September 15, December 29, May 10, and June 23. Certificate students do not have to submit an application or conferral of the certificate of completion. To receive your certificate, you must have fulfilled all program requirements. All tuition and fees must be paid and all library materials returned before a student can be approved.

Certificate Program Descriptions

Child Development Certificate Program (online)

18 credit hours

Erikson's Child Development graduate certificate program aims to improve professional practice by gaining a deep, research-based understanding of early childhood development and family functioning. Drawing on the core curriculum in our flagship master's degree program, the courses in the certificate program integrate relevant aspects of a range of disciplines including developmental psychology, neurobiology, anthropology, psychiatry, education, sociology, health and social work.

Course Work

CHLD C421 Social and Emotional Development I: Infancy and Childhood (3)

CHLD C425 Applied Developmental Neuroscience (3)

CHLD C426 Cognitive Development (3)

CHLD C427 Language Development (3)

CHLD C432 Family and Culture (3)

An elective course of your choice (3)

Early Childhood Bilingual/English as a Second Language Certificate Program

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 a valid Illinois early childhood or elementary teaching license 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 licensed teachers in Pre-K through 3rd grade classrooms 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 licensed teachers in Pre-K through 3rd

grade classrooms 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)

Infant and Early Childhood Mental Health Certificate Program

18 credit hours

Erikson's Irving B. Harris infant studies program offers a graduate certificate in infant and early childhood mental health for experienced infant/family specialists and mental health professionals. The program prepares practitioners to support the social/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 support parent-child relationship challenges and child social/emotional and behavioral concerns. Further, specialists are prepared to help programs move toward a reflective, relationship-based approach to practice and to mentor others in the infant/family field. Taken over two years, the infant and early childhood mental health certificate program includes course work, individual reflective supervision, field experience, and group reflective practice experience throughout the program. The infant and early childhood mental health certificate program is fully online with a combination of synchronous and asynchronous courses.

Course work

IMH I370	Foundations of Infant Mental Health (3)
IMH I371	Infant Observation (2)
IMH I372	Infant Mental Health Practice: Developmental Intervention (3)
IMH I373	Infant and Early Childhood Field Experience (2)
IMH I374	Parent-Child Relationship Assessment in Early Childhood (2)
IMH I375	Infant/Early Childhood Mental Health Practice: Parent-Child Relationships (4)
IMH I376	Capstone Seminar (2)

Leadership and Advocacy Certificate Program (online)

18 credit hours

The Leadership and Advocacy Certificate is for a variety of Early Childhood Education Practitioners developing their leadership and advocacy skills. Our Program supports ECE professionals in or moving into a wide range of

careers including center/program directors, educational coordinators, teachers, parent coordinators, child care home providers as well as professionals who work in supportive ECE programs, such as libraries, museums, Child Care Resource and Referral and child and family support services. This program is designed to support leadership and advocacy in a variety of programs and gives candidates an Illinois Directors Credential.

Course work

- ADMN A408 Administration of Early Childhood Programs I: Leadership, Management and Community Relations (3)
- ADMN A409 Administration of Early Childhood Programs II: Legal and Financial Aspects (3)
- ADMN A410 Early Childhood Policy and Advocacy (3)
- CHLD C410 Social and Historical Perspectives on Early Care and Education (3)
- CHLD C414 Working with Adults: Collaboration and Supervision (3)

An elective course of your choice from the Core Child Development Courses

Social and Emotional Learning Education Certificate Program (online)

18 credit hours

SEL is a field growing rapidly in demand. More and more job ads are emerging with SEL in the title (e.g., “SEL Coordinator” “SEL Coach”). Erikson’s SEL track is one of the few available SEL-specific certificates nationally. It can be used to enhance any resume or profession where the social and emotional needs of children are a prominent issue, but applies most directly to school settings (e.g., educators, principals, school social workers), and other informal learning settings (e.g., museum educators, after school program coordinators). The program is NOT designed for infant-toddler professionals as it addresses PreK to about grade 5. Infant-toddler professionals concerned about social-emotional needs should pursue our track in Infant Mental Health.

Course work

- SEL T493 Social and Emotional Learning Foundations I: Programs and Approaches (3)
- SEL T494 Social and Emotional Learning Foundations II: Family, Community, and Policy (3)
- SEL T496 Inclusive and Trauma-Informed Behavior Guidance (3)
- SEL T497 Embedded Social and Emotional Learning: Play, Peers, and Projects (3)

Two electives course of your choice (6)

Special Education Certificate Program (online)

18 credit hours

The Special Education Certificate is ideal for early childhood educators who want to better understand and support all children, including diverse learners and those with special needs in a variety of early childhood settings. Students will gain expertise in special education law, theory, and practice that will enhance their ability to teach, advocate, and collaborate with parents and other educational professionals. Candidates with an Illinois Professional Educator license (PEL) are eligible for the birth-preschool and Learning Behavioral Specialist 1 (LBS1) special education endorsement upon completion (LBS1 endorsement also requires completion of Illinois content area test 155).

Course work

- SPED S409 Special Education Methods II: Kindergarten–2nd Grade (2)
- SPED S410 Curricular and Instructional Methods in Early Childhood Special Education (2)
- SPED S411 Family and Professional Collaboration in Special Education (2)
- SPED S412 Assessment of Children with Special Needs and Diverse Abilities (2)
- SPED S413 Communication and Language Delays and Disabilities (2)
- SPED S414 Contemporary Issues in Special Education: Autism Spectrum Disorders and Positive Behavior Support (3)
- EDUC T438 Children with Special Needs and Diverse Abilities (2)
- An elective course of your choice (3)

STEM Certificate Program (online)

18 credit hours

STEM is a field growing rapidly in demand. More and more job ads are emerging with STEM in the title (e.g., “STEM director”). But because it is a relatively new field, there is no such thing as a degree, license or nationally-recognized certification in the field and many organizations are not offering programs specifically focused on STEM. Erikson’s STEM track is one of the few available STEM-specific certificates. It can be used to enhance any resume or profession where STEM is prominent issue, but applies most directly to educational settings (e.g., educators, principals, school social workers, museum educators, librarians, after school program coordinators) or technology fields (e.g., app developers, media developers).

Course work

- STEM T488 Technology and Early Learning (3)
- STEM T490 Early Math: Ages 3–9 (3)
- STEM T491 Science in Early Childhood (3) Three elective courses of your choice (9)

Degree/Certificate Granting Authority

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

Nondiscrimination policy

It is the policy of Erikson 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 Vice President for Academic Affairs/Chief Academic Officer or the Organization Ombuds.

Right to change

Erikson reserves the right to change or supplement without notice any statement in this publication concerning, but not limited to, rules, policies, procedures, tuition, fees, curricula, and courses. Erikson Institute also retains the sole discretion and reserves the right to modify, withdraw, or replace any of the procedures set forth in this Handbook or to modify them to meet the needs of a particular case or situation.

© 2023 Erikson Institute. All rights reserved. 12-05/AC

Erikson Institute

451 North LaSalle Street Chicago, Illinois 60654-4510

(312) 755-2250

www.erikson.edu

Student Acknowledgement

Please visit the following link to acknowledge you have read, accepted, and agreed to abide by the 2023-24 Erikson Handbook and your Program Book: [STUDENT ACKNOWLEDGEMENT 2023-24](#)