

# Erikson Institute

Graduate School in Child Development

## 2024–25 Program Book

Master of Science in Child Development

Master of Science in Early Childhood Education (Non-Licensure)

Graduate Certificates

Students at Large

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This program-specific Program Book is an accompaniment to Erikson’s Student Handbook which outlines the policies, procedures, and resources applicable to all students.

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# 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
- Letters of recommendation (one letter for certificates, two letters for masters)

## 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 priority 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](http://www.erikson.edu)

website for program specific application deadlines.

## Returning Student

**Definition:** Previously enrolled students who have not completed their degree/certificate and have not registered for classes for at least three consecutive semesters (1 year) or have exceeded their leave of absence are considered Returning Students. Returning students must complete a new application and are subject to all new degree/certificate requirements in effect at the time of readmission. If the degree/certificate is no longer being offered at Erikson, returning students may apply to a new degree/certificate from the current offerings.

Readmission is not guaranteed. Eligibility for readmission will be determined by the Dean of Students, in collaboration with the Director of Academic Advising, the Program Director and other designees, as appropriate; Registrar; and Student Bursar. Returning students may be required to comply with additional requirements as needed and as defined based review of their eligibility.

### Re-Admission application requirements:

- Updated resume
- New letters of recommendations (1 for certificate students, 2 for master's students). Although the same recommender(s) can be used, previously submitted letters of recommendation will not be accepted.
- Un/Official transcripts, if courses have been completed at another institution during the time of absence from Erikson
- Essays (Program and Leadership Scholarship)
- Additional essay explaining reason for leave, academic probation/dismissal:

If left in good standing:

*Describe the reasons for your absence from the program and the experiences you have had during your time away. How have these experiences influenced your academic and professional goals? Please explain why you are now prepared to return and successfully complete your graduate studies. Include specific strategies and resources you plan to utilize to ensure your academic success, and how you intend to contribute to the academic community upon your return. (250-500 words)*

If left on academic probation or academically dismissed:

*Reflect on the circumstances that led to your academic probation or dismissal and discuss the steps you have taken to address these challenges. How have you grown personally and academically during your time away from the program? Please outline your specific plans and strategies for ensuring your future success if readmitted, including any resources you intend to utilize or changes you plan to make to your approach to*

*your studies. Be honest and thoughtful in your response, demonstrating your commitment to overcoming past difficulties and achieving your academic and professional goals. (250-500 words)*

Returning students being offered readmission will be admitted on a conditional basis for a specified period outlined in the readmit letter. During this time, the student must demonstrate satisfactory academic progress as part of the conditions of readmission.

If readmission is denied, returning students can reapply for consideration for a future term provided new circumstances are presented in the new application.

## Returning Alumni Student

**Definition:** A former student with a conferred degree or certificate is considered an Alumni. There is no time limit on when the previous certificate/degree must have been earned. However, alumni seeking to return to complete another master's or certificate program must complete a new (streamlined) application to ensure that all academic and professional requirements of the new program being sought are met. Alumni seeking to apply to the PhD program must complete a full application.

Admission is not guaranteed for returning alumni to a new degree or certificate program.

### **Certificate/Master's Returning Student application requirements:**

- Updated resume
- Recommendations waived
- Essays (Program and Leadership Scholarship)
- Un/Official transcripts, if courses have been completed at another institution since completing a degree or program at Erikson

### **PhD Returning Student admission requirements:**

- Full application:
  - Updated resume
  - 3 letters of recommendation
  - Essays (Program and Leadership Scholarship)
  - Un/Official transcripts, if courses have been completed at another institution since completing a degree or program at Erikson

If admission is granted, students will be notified through the Office of Admission and the matriculation fee will be

waived upon acceptance of the offer of admission. An individualized program plan, inclusive of relevant transfer credit (see *Course Transfer Credit Policy*) (if applicable), will be discussed with Academic Advising during the enrollment process.

## 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.

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, veteran status or any other characteristic protected by applicable federal, state, or local law, 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.

## Students at Large Policy

Erikson defines a Student-at-Large (SAL) as non-degree seeking students who wish to take a course or courses for professional development or personal enrichment.

To be considered as a SAL, students must first complete an application for admission, identifying themselves as a Student-at-Large. The application for admission must follow term application deadlines and must include the following application materials:

- Un/official transcripts showing evidence of having earned a bachelor's degree
- Un/official transcripts for any completed graduate courses and/or degree
- Brief explanation of reasons for taking the course that includes the reason for taking a course as a Student-at-Large\* (200-250 words)
- 

*\*If the course(s) the student wishes to pursue at Erikson requires a prerequisite, the student must be able to show proof of completion of the prerequisite(s) through un/official transcripts.*

Students pursuing courses as a SAL will be limited to enrolling in one course per term (i.e., maximum 3 credit hours per term). Students must submit a new SAL application for each term for a maximum of three consecutive terms, to complete a maximum of 9 credit hours. SAL students are not allowed to enroll in independent study courses or courses that require a field placement/internship, seminars, or capstones.

Submitted SAL applications are subject to review and approval by the department's Program Director. Students approved for SAL must submit an Intent to Enroll and matriculation fee in order to in order to secure their seat in the requested class. Registration for the approved course will be completed by Records & Registration at a time following registration has completed for all degree seeking and certificate students.

SAL students are not eligible for financial aid disbursements, nor institutional scholarships and grants. Please refer to [Tuition & Fees](#) for details on cost of attendance and payment plan options.

SAL students must comply with all University policies and procedures and are subject to student disciplinary systems as outlined in the student handbook.

SAL students wishing to pursue an Erikson master's degree or enroll in a certificate program must complete the appropriate admission application to update their status as a student. Course work completed while in SAL status is only applicable to a degree/certificate program if a) it has been completed within 5 years of application to a degree/certificate program, b) student earned a B or higher in the course, and c) it is approved by an Academic Advisor and appropriate Program Director.



# 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, early intervention, 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 (MSCD), the Master of Science in Early Childhood Education online (non-licensure) (MSECEO), Master of Science in Early Childhood Education-Early Intervention (MSECE-EI), and the Master of Science in Child Development/Master of Jurisprudence (dual degree with Loyola University Chicago) (MSCD/MJ). Students in the MSCD degree program have the option of specializing in child life. Students in the MSCECO have the option of specializing in leadership and advocacy or social and emotional learning. Additionally, Erikson offers a Master of Science in Early Childhood Education leading to the Illinois Professional Educator License with endorsements in early childhood education, ESL/multilingual education, and special education; and the Master of Social Work, both of which have separate program handbooks.

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, infant and early childhood mental 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.

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\*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). Each of Erikson Master's degree programs includes a set of Program Learning Outcomes that align with the Institutional Learning Outcomes and allow student to demonstrate mastery respective to their specific degree program in the areas of knowledge, practice, and reflections. During the 2023-24 academic year, faculty in each program reviewed and revised the program learning outcomes, which were subsequently approved by Erikson's Faculty council in June 2024. Students entering Erikson in the 2024-25 academic year are expected to demonstrate mastery in revised program learning outcomes.

Students entering Erikson prior to the 2024-25 academic year are expected to demonstrate competency in the following upon completion of their program:

### Knowledge 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.

Students entering Erikson during and after the 2024-25 academic year are expected to demonstrate competency in the following upon completion of their program:

### MSECEO Program Learning Outcomes (revised)

Institutional Learning Outcome (ILO)	Program Learning Outcome (PLO)
<b>Demonstrate understanding of developmental and professional knowledge</b>	1. Describe child development across domains through a JEDI framework
	2. Explain social and cultural influences on learning and development using a JEDI lens (technology tools included here)
	3. Explain systems and approaches to working with diverse families/adults
	4. Understand the historical, cultural, and structural context of early care and education.
	5. Design practices for supporting children, families, and communities
	6. Understand the strengths and limitations of research designs and ethical issues in research
<b>Demonstrate competency of professional practice skills</b>	1. Relates to diverse children, parents, and colleagues effectively and appropriately
	2. Teaching skills across a range of curricular domains
	3. Fostering an educational environment
	4. Critical reflection and analysis observed

	5. Utilizing oral, written and technological communication skills to foster inquiry, collaboration and supportive interactions with children, families and professional colleagues
<b>Engage in critical reflection</b>	1. Takes account of several points of view in a conversation, debate, and discussion
	2. Responds with sensitivity to others and uses knowledge about individual needs, circumstances, and relationships to encourage growth in others
	3. Participates constructively in supervision to reflect on one's work (where appropriate)
	4. Demonstrates insight about one's own performance and is aware of one's effect on others
	5. Maintains a reflective stance in relation to their work in the classroom

**MSCD Program Learning Outcomes (revised)**

Institutional Learning Outcome (ILO)	Program Learning Outcome (PLO)
<b>Demonstrate understanding of developmental and professional knowledge</b>	7. Understand child development across domains within a broad range of sociocultural contexts.
	8. Describe how communities, organizations and neighborhoods interact to mediate and shape child development.
	9. Explain how home, family, and cultural contexts create conditions for supporting child development
	10. Identify macro level influences (sociological, anthropological and systemic) that give rise to policies, systems, and societal structures that indirectly impact families with young children.
	11. Describe how knowledge of developmental domains should be applied to various child development contexts
<b>Demonstrate competency of professional practice skills</b>	6. Integrate applied child development knowledge into professional activities
	7. Demonstrate respect and sensitivity toward diverse children and families.
	8. Promote the well-being, development, and learning of children and families.
	9. Demonstrate ethics and integrity in all professional activities.

	10. Evidence effective oral, written, and technological communication skills.
	11. Demonstrate evidence of professionalism and leadership skills
<b>Engage in critical reflection</b>	6. Use theory and research in the analysis of practice.
	7. Examine how personal history, experience, and cultural background influence work with children, families, and colleagues.
	8. Reflects on issues of diversity, equity, inclusion, justice, and belonging regarding work with children, families and colleagues
	9. Evaluate the effects of personal choices and actions on others.
	10. Identify means for continuing professional growth.

*Note: Program Learning Outcomes for the MSECE-EI program launching in January 2025 are forthcoming.*

## General Degree Requirements

The master's degree programs include tightly-integrated child development 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 2024–25 are January 10, May 9, June 20, and September 20. 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. Applications for master's degree conferral are available on [my.erikson.edu](http://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, culminating capstone project, or portfolio 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](http://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](http://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*

Students in the Master of Child Development program demonstrate mastery of child development and professional knowledge through a comprehensive examination. The comprehensive exam is 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 for 2024–25 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 academic program. Copies of past examinations and resources for preparing for the comp exam are available in the Comp Resources section of 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 Student Experience and Accessibility 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 and Director of Student Experience and Accessibility 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.

### *Capstone Project*

The capstone project is a culminating and integrating project that draws on Erikson's three pillars: knowledge, practice, and reflection. In the first semester of Capstone Seminar, students will create a plan to implement a program or workshops related to their concentration of study (SEL, Leadership & Advocacy, or Mix of Electives) and core child development content. In the second semester, students will implement the plan, write about it, and present on it to their seminar. A student's grade serves as a basis for fulfilling requirements for graduation.

### [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 or portfolio project or participate in an internship. 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. Portfolios include cumulative artifacts that demonstrate mastery of knowledge, integration of knowledge with practice skills, and reflective capacities. 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 in Child Development and Master of Science in Early Childhood Education – Early Intervention degree programs. Students enrolled in certificate programs that require an internship receive information about their respective program's internship requirements, policies, and procedures through the program director.

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 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. Students residing outside the Chicagoland area are responsible for identifying potential internship sites and sharing contact information for potential sites with their program director and internship coordinator for vetting.

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 internship placement at a student's place of employment 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 internship 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 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/internship liaison. 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 (Revised Program beginning 2023)

*33-36 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 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)

### Internship and seminar

- CHLD C440 Internship I (1)
- CHLD C441 Internship II (1)
- CHLD C450 Integrative Seminar I (2)
- CHLD C451 Integrative Seminar II (2)

### Electives

Electives (6-9 credit hours)

### Comprehensive examination

## Master of Science in Child Development with child life concentration

*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 I (1)
LIFE C441	Internship 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)

### Comprehensive examination

\*This degree program is no longer admitting new students.

## Master of Science in Child Development with infancy concentration\*

### 41 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
CHLD C490	Research Methods (3)
INF I479	Relationship Based Developmental Intervention (2)

### Internship and seminar

INF C440	Internship I (1)
INF C441	Internship II (1)
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 Early Childhood Education-Early Intervention

*36 credit hours*

Erikson Institute's Master of Science in Early Childhood Education (MSECE)-Early Intervention is an infant mental health informed program designed for those seeking to support the development of infants and young children in the contexts of their families, communities, and culture. Students will learn to work in the publicly funded Part C Early Intervention system, along with other systems serving infants, young children and families, engaging in relationship-based intervention.

### Course work

CHLD C421	Social and Emotional Development I: Infancy and Childhood (3)
CHLD C425	Applied Developmental Neuroscience (3)
CHLD C432	Family and Culture (3)
IMH xxx	Foundations of infant and Early Childhood Mental Health and Development (3)
IMH xxx	Infant Observation (1)
IMH xxx	Infant Observation (1)
CODE TBD	Facilitating Attuned Interactions (1)
IMH xxx	Infant and Early Childhood Developmental Intervention (2)
IMH xxx	Infant and Early Childhood Field Experience (2)
<i>IMH xxx</i>	<i>Parent Child Relationship Assessment in Infancy and Early Childhood (2)</i>
	<i>or</i>
<i>CODE TBD</i>	<i>Infant Toddler Screening and Assessment (2)</i>
CODE TBD	Developmental Differences in Infants and Toddlers (2)
IMH xxx	Infant and Early Childhood Mental Health Intervention/Parent Child Relationships (2)
CODE TBD	Developmental Intervention in Cognition and Language (2 or 3)
IMH xxx	Relational Developmental Intervention (2 or 3)

### Internship and Seminar

CODE TBD	Internship I (1)
CODE TBD	Internship II (1)
CODE TBD	Integrative Seminar I
CODE TBD	Integrative Seminar II

### Capstone

Students in the MSECE Early Intervention Program complete a Capstone project to demonstrate their learning. The program launches January 2025, and details on the Capstone project will be updated as more information is determined.

## 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](http://www.luc.edu/childlaw).

Upon the completion of each course, students must send an official transcript with their grade to [registration@erikson.edu](mailto: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)

### Capstone Project

## 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)

### Capstone Project

# 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, including child development, infant and early childhood mental health, leadership and advocacy, or social and emotional learning.

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
- Infant and Early Childhood Mental Health
- Leadership and Advocacy
- Social and Emotional Learning 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 2024–25 are January 10, May 9, June 20, and September 20. 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)

## 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)

## 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 C414 Working with Adults: Collaboration and Supervision (3)

Two elective courses of your choice from the Core Child Development Courses or SEL (6).

## 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)



**Degree/Certificate Granting Authority**

Erikson is authorized by the Illinois Board of Higher Education to grant the Master of Science in Child Development, the Master of Science in Early Childhood Education, the Master of Social Work, and graduate certificates in Child Development, Infant and Early Childhood Mental Health, Early Childhood Leadership and Advocacy, and Early Childhood Social and Emotional Learning.

**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, veteran status or any other characteristic protected by applicable federal, state, or local law, 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, with or 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.

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# Student Acknowledgement

Please visit the following link to acknowledge you have read, accepted, and agreed to abide by the 2024-25 Erikson Handbook and your Program Book: [STUDENT ACKNOWLEDGEMENT 2024-25](#)