

# ERIKSON INSTITUTE

Chicago, Illinois

2003-2004 Title II Report

## A Graduate School in Child Development

### **Mission:**

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

### **Teacher Preparation Programs:**

Erikson Institute offers a Master of Science in Early Childhood Education leading to state teacher certification. Teachers may also pursue a master's degree program and prepare for National Board for Professional Teaching Standards (NBPTS) Certification. Erikson also offers an 18-hour post-baccalaureate certificate program that prepares teachers for bilingual/ESL approval.

### **Student Characteristics:**

Graduate students include both beginning and experienced professionals. Almost all follow two- or three- year programs and attend courses either in the morning, afternoon, or evening. These students include Illinois residents, out-of-state students, and international students. One-third of all students are minority students.

### **Admission Requirements:**

**Admission to Teacher Education:** Candidates must have a bachelor's degree from an accredited institution, at least a 2.75 GPA, verify general education competencies through a prerequisite summer course, complete the Institute's writing assessment, and pass the Illinois Test of Basic Skills.

**Admission to Student Teaching:** Students must have completed the core curriculum, four required methods courses, and at least 150 clock hours of approved pre-student-teaching clinical experiences. They must also have passed the Illinois Test for Early Childhood Education. Departmental approval is required.

### **Accreditation:**

Erikson Institute is accredited by the Higher Learning Commission of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, (800) 621-7440. The Early Childhood teacher preparation program is approved by the Illinois State Board of Education.

# CONTEXTUAL INFORMATION

### **Teacher Education Vision:**

- The Erikson Early Childhood teacher education program is housed in an institute whose sole focus in academic programs, research, community service, and professional development is children, birth through age eight, and their families.
- The teacher education program of studies emphasizes and integrates knowledge, practice, and reflection.
- The program prepares teachers who are skilled at working in urban schools where children and families come from diverse cultural, economic, linguistic, and racial backgrounds.

### **Best Practices:**

- The program includes a unique course, *Concepts and Methods of Inquiry in the Early Childhood Curriculum*, which brings a candidate's general education studies into focus by exploring the big ideas, methods of inquiry, and strategies for approaching problem solving in Math, Science, the Social Sciences, and Humanities. This framework is used to build methods of teaching.
- The program provides for yearlong student teaching in addition to 150 hours of pre-student- teaching clinical experiences with infants, toddlers, preschoolers, and school-aged children integrated into program course work.
- Teacher preparation includes intensive tutorial support for candidates' reading, writing, and technology skills throughout the program.
- The program hosts discussion and dinners during the school year with teacher education faculty, student teachers, supervising teachers from Chicago area public schools, and the Teacher Education Advisory Board.
- The program offers three model performance-based assessments of teacher candidates.
- Many program faculty are providing professional development services and conducting research projects in the Chicago Public Schools, in such areas as assessment, curriculum development, and preparation for the Early Childhood/Generalist certificate of the National Board for Professional Teaching Standards.

**Program Information for Erikson Institute  
2003-2004**

<b>S.1</b> Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004	31
<b>S.2</b> Number of students in supervised student teaching in academic year 2003-2004	14
<b>S.3</b> Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	3
➤ S.3B Part-time faculty in professional education but full-time in the institution	1
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	4
<b>S.4</b> Total faculty student teaching supervisors	8
<b>S.5</b> Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	1.75
<b>S.6A</b> The average number of student teaching hours per week	17
<b>S.6B</b> The total number of weeks of supervised student teaching required	30
<b>S.7</b> Average total number of hours required	510