

Ryerson University

SCHOOL OF EARLY CHILDHOOD STUDIES

STUDENT HANDBOOK

2015 – 2016

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Please Note: This **Student Handbook** is a **supplement** to several sources of information you will need to have this September and every subsequent year. It is important for you to become familiar with the [Ryerson Calendar](#) and the [Ryerson Student Guide](#), both of which have important information not contained in this Handbook.

As a university student, you are now responsible for your own course registration, adding and dropping courses and course material listed on your course outlines. You will need to learn the requirements of the tripartite curriculum and choose responsibly. Be sure that you account for the correct number of core required courses, professional electives, professionally-related and liberal studies courses for each semester.

Course Outlines, the [Ryerson Calendar](#), the [Student Guide](#) and this Student Handbook should be read carefully and retained. **Note all dates on pages of this handbook regarding drop dates, registration, as well as calendar information regarding marks, course substitutions, audits, application to graduate and academic policies** (also offered in brief in this handbook, Section VII). These are extremely important to your academic progress. Not understanding the requirements and time limitations could result in failure, FNA's (failure, non-attendance) and other transcript notations.

Students should **keep copies of course outlines** for course information which might be needed for postgraduate applications or transfers to other institutions. [Ryerson Course Calendars](#) are **posted online** for future reference.

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I SIGNIFICANT DATES

It is the student's responsibility to note all appropriate registration, add/drop dates.

The Significant Dates Table is now located on the Registrar's Office Current Students' webpage.
<http://www.ryerson.ca/currentstudents/calendars/significant-dates.html>

The following is a link to the important dates for the Chang School academic year (Direct Entry part time students) as found on the Chang School's website <http://ce-online.ryerson.ca/ce/default.aspx?id=79>

II WELCOME TO THE SCHOOL OF EARLY CHILDHOOD STUDIES

We welcome new and returning students to the Ryerson School of Early Childhood Studies. You have made a wise educational choice and you are embarking on a path that will lead to further learning and career possibilities. Our School will do its best to meet your learning needs, broaden your horizons, link you to a vibrant network of people and career resources within the early childhood education and allied professions. The program will challenge you as an individual and as a learner at the post secondary level.

The Ryerson School of Early Childhood Studies is the oldest school of its kind in Canada with a proud history and an excellent reputation nationally and internationally. The School is linked globally with other institutions that specialize in early childhood education and related fields. From its origins in 1959 as the Preschool Education Option (a two-year diploma program) of the Home Economics Department, the program evolved to a three-year diploma in the mid-sixties. In 1972, a four-year bachelor of applied arts (BAA) degree program was initiated.

In 1982, the School again broke new ground by offering the direct entry program to graduates of two-year college diploma programs in early childhood education. The program continues to expand as more college graduates choose to build on their ECE diplomas and achieve the baccalaureate degree. The direct entry program is available on a part-time as well as full-time basis and is attracting students from across Canada. In 2002, the School was authorized to grant the Bachelor of Arts (BA) degree and Ryerson was officially recognized as Ryerson University. As of Fall 2014, the School will offer in collaboration with York University a BA/BEEd concurrent program for a cohort of 45 year 2 students. Over many years, the School of Early Childhood Studies has consistently demonstrated its relevance to the learning needs of the communities it serves and its innovativeness in meeting emerging professional interests.

By choosing this distinguished School, you have embarked upon an exciting academic learning process and a period of personal change and growth that will prepare you for the working world and/or for graduate school. You are now part of the proud tradition that the School of ECS represents to its graduates, to employers of our graduates, and to our various communities which are linked to the School. You will establish lasting bonds with the professors and instructors who have made this School the outstanding place of higher learning that it has become.

The faculty and I wish you a year of stimulating learning challenges, the development of new friendships, and personal growth and fulfillment as a School of ECS student.

Rachel Langford, Ph.D.
Director
July, 2015

Vision

The Ryerson School of Early Childhood Studies aims to provide leading university graduate and undergraduate programs contributing to the advancement of the quality of life for all children and families. We will lead the development of knowledge, research and advocacy in disciplines related to early childhood.

Mission

The Ryerson School of Early Childhood Studies, the oldest undergraduate program in Canada, offers a multidisciplinary program of study to undergraduate and graduate students.

The School prepares students to adopt leadership roles in careers involving children and families in our diverse society. Our teaching, research, scholarship, and community service contributes new knowledge in the early childhood field, nationally and globally.

School Goals

Graduates are expected to demonstrate:

1. The ability to integrate theoretical knowledge, conceptual understanding, professional skills, and habits of mind and attitudes appropriate to work with children and families
2. Knowledge of breadth and depth of the social sciences and interdisciplinary subjects
3. An awareness of global issues in early education and care, policy, social justice, diversity and inclusion.
4. Effective communication in professional and academic writing, advocacy and team work.
5. Innovation and leadership in the field of education, community services and health

School Diversity Policy

The School of Early Childhood Studies at Ryerson University encourages critical reflective practice in work with children and families.

In particular, we encourage early childhood professionals to:

- Recognize our commonalities and value difference(s) and diversity
- Question and evaluate the conventions, biases and expectations inherent in a variety of dominant cultural experiences
- Question notions of development that claim universality
- Identify exclusion, inequality, equity and social justice
- Support families from a diversity of backgrounds by listening to families' priorities and aspirations for their children, and adapting programs and curricula to facilitate their children's sense of belonging and success.

We also recognize that it is essential that all students, staff and faculty feel respected, safe and included in our School community. Finally, as a School, we seek to promote and model social responsibility and social justice practices as they relate to a wide range of diversities, such as Aboriginal issues, race, nationality, religion, spiritual beliefs, ethnicity, language diversity, family composition, socio-economic status, sexual orientation, disability, and gender issues and experiences.

FACULTY OF COMMUNITY SERVICES

The School of Early Childhood Studies is one of nine professional schools within the Faculty of Community Services. These include: Child and Youth Care, Disability Studies, Early Childhood Studies, Midwifery, Nursing, Nutrition, Occupational & Public Health, Social Work, and Urban and Regional Planning.

The Dean of the Faculty of Community Services is Dr. Usha George. The School works closely with the Dean's office on all matters affecting the School's operation and the Faculty as a whole, including academic planning, budgeting, academic policy coordination, and other issues of mutual concern to the nine schools.

III INTRODUCING YOUR FACULTY AND STAFF

You will find the faculty and staff eager to assist you with your learning needs and other challenges. Faculty members post their office hours on their office doors and you usually do not need an appointment to meet them at these times. To make an appointment at other times, it is best to contact them through their voice-mail or e-mail. Please ensure that your communication is always professional in tone and content. If you are unfamiliar with whom you should direct your concern, please speak with the School Departmental Assistant who is there to answer your questions and help you become more familiar with the School's procedures.

To reach Ryerson faculty and staff, dial (416) 979-5000, press 1 and then enter the extension # of the person you wish to contact. Only numbers beginning with 5 may be reached by dialing 979-extension. All e-mail addresses for the staff and faculty listed below should be followed by @ryerson.ca – for example, mburgos@ryerson.ca

<u>School Administrative Team</u>		<u>Ext.</u>	<u>E-Mail</u>
Director	Rachel Langford	7635	rlangfor
Mgr, Gerrard Resource Centre	Catherine Moher	2535	cmoher
Mgr, Early Learning Centre	Kim Watts	5338	kwatts
Student Affairs Coordinator	Maria Burgos	6338	mburgos
Manager Part-Time Program	Jennifer Butterly	7636	jennifer.butterly
Field Education Coordinator	Martha Anapliotis	6389	martha.anapliotis
Field Education Assistant(s)	Jacque Durand	2527	durand
Administrative Coordinator	Leah Espineda	4153	espineda
Departmental Assistant	TBA	5306	
Graduate Program Administrator	Milene Ferreira	4953	mferreir

SCHOOL OF EARLY CHILDHOOD STUDIES FACULTY

Full-time Faculty	Ext.	E-Mail
Mehrunnisa Ali, B.A., Ed.M., Ph.D.	6330	maali
Rachel Berman, B.A., M.A., Ph.D.	7695	rcberman
Judith Bernhard, B.A., M.Ed., Ph.D.	7647	bernhard
Marni Binder, B.A., OTC, D.C.S., M.Ed., Ed.D.	7130	mbinder
Debbie Chant, B.A., M.Ed.	2516	dchant
Roma Chumak-Horbatsch, B.A., M.A., Ph.D.	6334	rchumak
Aurelia Di Santo, B.A., M.A., Ph.D.	4576	disanto
Elaine Frankel, B.S., M.Ed., Ed.D.	7651	efrankel
Susan Jagger, B.Sc., B.Ed., M.A., PhD.	2517	susan.jagger
Donna Koller, B.A., D.C.S, M.Sc., Ph.D.	2513	dkoller
Rachel Langford, B.A., M.Ed., Ph.D.	7635	rlangfor
Jason Nolan, B.A., B.Ed., M.A., Ph.D.	7030	jnolan
Sejal Patel, B.Sc., M.A., PhD.	7309	patel.sejal
Kathleen Peets, B.A., M.Ed., Ed.D.	7646	kpeets
Robert Rinkoff, B.S., M.S., Ph.D.	6332	rrinkoff
Gloria Roberts-Fiati, B.A., M.A., Ph.D.	7538	groberts
Kathryn Underwood, B.A., M.A., Ph.D.	2519	kunderwood
Angela Valeo, B.Sc., B.Ed., M.Ed., Ph.D.	7696	avaleo
Kenise Murphy Kilbride, B.A., M.A., Ph.D. <i>Professor Emerita, Adjunct professor</i>	2517	kilbride

Contract Instructors	Ext.	E-Mail
Caron Bell, B.A., M.Ed., PhD	2517	caron.bell
Sophie Bell, B.A., M.Ed.	2524	bell
Alana Butler, B.Sc. Honours, M.A, Ph.D.	7676	abutler
Rachel Caplan, B.A., M.A	2524	rcaplan
Andrea Donnell, Dip. ECE, B.A., M.A. RECE	7676	adonnell
Alan Faigal, Dip. ECE, B.A., M.A.	2524	alan.faigal
Christie Fraser, B.A., B.Ed., M.Ed.	n/a	christie.fraser
Patricia Gora, B.A., M.A.	7676	pgora
P. Marie Hodgson, B.A. (2), Dip. ECE, M.A.,	2524	patricia.hodgson
Susan Howson, B.A.A., M.A.	7676	showson
Diane Kashin, Dip. ECE, B.A., M.Ed., Ed.D.	7676	diane.kashin
Noah Kenneally, B.A., M.A.	7676	noah.kenneally
Evelina Lukaszzyk, B.A., M.A, RECE	2524	esiwik
Sue Mace, B.A., B.Ed., M.A.	7676	snace
Maggie MacNevin, B.A., M.A.	2524	margaret.macnevin
Sara Marlowe, B.Sc., MSW, RSW	n/a	smarlowe
Nidhi Menon, B.Sc., M.Sc., M.Sc., B.Ed., OCT	2524	nidhi.menon
Michael Mueller. M.A., Ph.D.	7676	m2muelle
Sarah Patterson, B.A., M.Sc.	7676	spatterson
Keenjal Pattni-Shah, B.Sc., M.A., Ph.D.	n/a	keenjal.pattnishah
Brooke Richardson, B.A, M.A., ECME	2524	brichard
Laura Schein, B.A., Ed.M.	2524	lschein
Wei Su, B.A., B.Ed., M.A., RHN	2524	wei.su
Kristy Timmons, B.A., M.A. OCT., RECE	7676	ktimmons

Program Advisory Committee

JOAN ARRUDA

Chief Executive Officer
Family Day Care Services

MARU BARRERA

Paediatric Health Psychologist; Senior Associate Scientist
The Hospital for Sick Children

KIMBERLY BEZAIRE

Professor, School of Early Childhood
George Brown College

KEVIN MALCOLM

Superintendent of Schools – Area 7
Toronto Catholic District School Board

DARLENE AVIS-POTTINGER

Program Coordinator, Early Years
Toronto District School Board

AFFILIATED CENTRES

Ryerson Early Learning Centre

<u>Main #</u>	Ext.	E-Mail
	5338	
<u>Manager</u>		
Kim Watts, B.A., RECE	5338	kwatts
<u>RECE Seniors</u>		
Leslie Cunningham, B.A., RECE	4103	l2cunnin
Linda Hart, B.A., RECE	6336	lhart
Angelique Sanders, B.A., RECE	4134	asanders
Moe Sweeney, B.A. RECE	L/A	
Andrea Thomas, B.A., B.Ed., OCT, RECE	6336	andrea.thomas
Sanja Todorovic, B.A. RECE	7013	stodorov
Karen Wong, B.A. RECE	7013	kwong
Maria Wysocki B.A.,M.A. RECE	4103	maria.wysocki
<u>Cook/Housekeeper</u>		
Karen Bijai, Dip., Food and Nutrition	7178	kbijai

Early Learning Centre Before and After School Program (located at Our Lady of Lourdes Catholic School)

Supervising RECE

Samantha Woolnough, B.A (Ryerson), M.A student (Ryerson), RECE	5338	swoolnou
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Gerrard Resource Centre

<i>Reference Library</i>	<i>KHW 383-A</i>	<i>416 979-5356</i>
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Manager

Catherine Moher, B.A.A. (Ryerson), M.A. (Ryerson)	2535	cmoher
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Staff

Anne Hoa, Resource Consultant	2536	anne.hoa
Lending Library	5356	

<i>Programs</i>	<i>525 Bloor Street East, Garden Room</i>	<i>416 972-1319</i>
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Staff

Aiko Harada, Program Assistant		aiko.harada (<i>Mat Leave</i>)
Helena Raimundo, Resource Consultant		hramund
Nabanita Ray, Emergency Care Consultant, Evening Program Coordinator		nray
Ana Tejada, Drop-In Program Coordinator		anatejada
Amy Yu, Toy Librarian and Child Care Registry Consultant		amyuu

EARLY LEARNING CENTRE (ELC)

The Ryerson Early Learning Centre is the School's licensed experiential laboratory of early learning and child care. Operating since 1963, the ELC is located on the first floor of West Kerr Hall and is a key component of the School's teaching and learning mandate. The ELC provides an exemplary model of respect for diversity and inclusion in early childhood education in four full-day child care and early learning programs for 65 children from ages eighteen months to six years.

The manager of the ELC leads a team of eight full-time and four part time RECE teachers. Two classrooms accommodate- toddlers, one classroom is a preschool setting, and the fourth classroom is a full day - Kindergarten program and senior preschool room.

The program operates from 8 a.m. to 6:00 p.m. Monday to Friday. The manager and teachers are all Registered Early Childhood Educators with applicable BAs, The ELC serves as a demonstration model of best practice in child care and early learning and creates dual relationships with the families through daily interactions an active Parent Advisory Committee and social events.

The ELC serves as an active learning laboratory for students in the ECS program, many of whom do a field placement in the ELC. ECS students also have the opportunity to engage in observations both through the adjacent booths and a live feed system in room 371. Requests to do so must be prearranged with the manager. Observational class assignments are accommodated. In addition to serving as the School's laboratory, the ELC hosts many visitors annually and is a venue for related research. Research is conducted by School faculty members, grad students and other University faculty.

The ELC emphasizes inquiry-based, active learning through play and children's relationships with their environment, peers and teachers. Projects and learning experiences are proposed both by the children and teachers. The program is planned based upon observations of the children's interests, inquiries and developmental needs. The children and teachers co-investigate big ideas together.. The program embraces the diverse cultures and languages of its families.

The daily routines allow for a balance of indoor and outdoor play, small and large group activities, and an afternoon rest period as well as nutritious snacks and lunch. The success of the program is demonstrated by the children's curiosity for learning, their ongoing developmental progress, the ease with which they adapt to the daily routines and their interactions with each other and with the teachers. The ELC is also an inclusive program for children with special needs who experience disabilities within their environment.

Admission to the ELC program is on a first-come, first-served basis with priority reserved for Ryerson students, faculty and staff. The reputation of the ELC has developed over the years so that there is a waiting list; therefore, students who wish to place a child in the ELC should be sure to contact the manager, (416-979-5338) well before they enter the School as a student.

Early Learning Centre-Our Lady of Lourdes Site (OLOL)

In January of 2014, a second site was launched at Our Lady of Lourdes Catholic School at 444 Sherbourne St. where we operate an extended day kindergarten and a School Age before and after school program for grades 1-3. In September 2015, we will serve up to 70 children ages 3.8-8 years old.

This program follows a similar pedagogy as the ELC during its full day program in the summer and a modified version in the before and after school periods during the calendar school year.

Admission to the OLOL program during the curricular year is limited to children enrolled in the TCDSB OLOL School. During the summer, the program is opened to other community groups.

GERRARD RESOURCE CENTRE (GRC)

The Gerrard Resource Centre (GRC) began in March 1982. The Centre developed out of the joint concerns and activities of a group of faculty in Early Childhood Studies programs at Ryerson University, Seneca College, George Brown College, and the Ontario Institute for Studies in Education.

The Centre provides a wide range of services to early childhood education professionals within the Greater Toronto Area, as well as across the province. It has a variety of assessment and programming resources available in its resource library. The GRC provides the following services: child care information, adult-child drop-in centre, emergency child care, toy lending library and consultation services for children with special needs.

For more information, please contact: Catherine Moher, Manager, Gerrard Resource Centre, KHW 383A, Tel: (416) 979-5000 ext 2535 or by e-mail at: cmoher@ryerson.ca. Please visit our website a www.ryerson.ca/ecs/grc

IV SCHOOL CURRICULUM

**COURSE OFFERINGS AND TEACHING FACULTY
FALL 2015 / WINTER 2016 – Full-Time Program**

<u>Year 1 (Semester 1) EC001-01 Fall</u>	<u>Year 2 (Semester 3) EC001-02 Fall</u>
CLD 101 011 Sejal Patel 021 Michael Mueller	CLD 231 011/031/041 Audrey Huberman 021 Alana Butler
CLD 102 011 Angela Valeo 021/051 Laura Schein 031 Nidhi Menon 041 Kristy Timmons	CLD 241 011/021 Elaine Frankel CLD 262 011 Laura Schein 021 Alan Faigal 031 Nidhi Menon 041 P. Marie Hodgson 051 Maggie MacNevin 061 Alix Gould
CLD 111 011/021 Aurelia Di Santo 031 Patricia Gora 041 Kristy Timmons	
PSY 102 (Psychology Department)	Professional elective - One of: CLD 204 011 Rachel Caplan CLD 205 011 Wei Su CLD 206 011 Roma Chumak-Horbatsch
Liberal Studies elective – 1 course from Table A	
	<u>Year 2 (Semester 4) EC001-02 Winter</u>
<u>Year 1 (Semester 2) EC001-01 Winter</u>	CLD 213 011 Susan Jagger 021 Diane Kashin
CLD 103 011 Sejal Patel 021 Michael Mueller	CLD 215 011 Marni Binder 021/031/041 Patricia Gora
CLD 161 011 Alan Faigal 021, 061 Nidhi Menon 031 Kristy Timmons 041 Sophie Bell 051 P. Marie Hodgson	CLD 251 011 Susan Howson 021 Nidhi Menon 031/041 Laura Schein
CLD 212 011 Aurelia Di Santo 021 Nidhi Menon 031/041 Kristy Timmons	Professional elective - One of: CLD 204 011 Rachel Caplan CLD 205 011 Donna Koller CLD 206 011 Kathleen Peets
SOC104 (Sociology Department)	1 Liberal Studies elective – 1 course from Table A
1 Liberal Studies elective – 1 course from Table A	

* Please note that the School reserves the right to make changes to these faculty assignments.

<p><u>Year 3 (Semester 5) EC001-03 Fall</u></p> <p>CLD 314 011/021 Marni Binder 031 Kathleen Peets 041 Patricia Gora</p> <p>CLD 322 011/021/031/041 Robert Rinkoff</p> <p>CLD 332 011 Gloria Roberts-Fiati 021 Alan Faigal 031 Alana Butler</p> <p>POL 220 (Politics & Government Dept.)</p> <p>1 Professionally-Related elective (Faculty of Arts) – 1 course from Table 1</p>	<p><u>Year 4 (Semester 7) EC001-03 Fall</u></p> <p>CLD 315 011/021/031/041 Sophie Bell</p> <p>CLD 317 011/021 Susan Jagger 031/041 Diane Kashin</p> <p>CLD 464 011 Susan Howson 021 Karyn Positano 031 Alana Butler 041 Diane Kashin 051 Andrea Donnell 061/071 Jennifer Butterly</p> <p>1 Liberal Studies elective from Table B</p> <p>Professional elective - One of:</p> <p>CLD 415 011 Jason Nolan CLD 420 011 Andrea Donnell CLD 421 011 Roma Chumak-Horbatsch CLD 447 011 Kathryn Underwood CLD 448 011 Noah Kenneally CLD 449 011 Rachel Berman CLD 500 011 Rachel Langford</p>
<p><u>Year 3 (Semester 6) EC001-03 Winter</u></p> <p>CLD 323 011/021 Robert Rinkoff 031 Mehru Ali 041 Wei Su</p> <p>CLD 342 021/031 Angela Valeo 011/041 Noah Kenneally</p> <p>CLD 363 011 Roma Chumak-Horbatsch 021 Alana Butler 031 Sophie Bell 041 Laura Schein 051 Alan Faigal 061 Andrea Donnell</p> <p>1 Professionally-Related elective (Faculty of Arts) – 1 course from Table 1</p> <p>1 Liberal Studies elective – 1 course from Table B</p>	<p><u>Year 4 (Semester 8) EC001-03 Winter</u></p> <p>CLD 307 011 Roma Chumak-Horbatsch 021 Kathleen Peets</p> <p>CLD 445 011/021/031/041/071/081 Kathryn Underwood 051/061/091 Evelina Lukaszuk</p> <p>1 Liberal Studies elective from Table B</p> <p>Professional elective - One of:</p> <p>CLD 419 Diane Kashin CLD 435 Gloria Roberts-Fiati CLD 444 Susan Mace CLD 454 Brooke Richardson CLD 450/CS8940 TBD</p> <p>1 Professionally-Related elective (Faculty of Arts) – 1 course from Table 1</p>

* Please note that the School reserves the right to make changes to these faculty assignments.

V PART-TIME DIRECT ENTRY PROGRAM

The School's Part-Time Direct Entry Degree Completion Program serves approximately 250 students who have previously completed their ECE Diploma studies and are entering into the third year of the four year BA program. Courses are offered in the evenings, on Saturday and through distance education. It is also possible to complete the part-time program through distance education, including field placement and with the exception of two one week-long intensive courses offered on campus in July.

The manager of the part-time direct entry program is Jennifer Butterly who may be reached at 416 979-5000, extension 7636 or jennifer.butterly@ryerson.ca

For complete information related to the Part-Time Direct Entry program, please consult the School of Early Childhood Studies website: <http://www.ryerson.ca/ecs/undergraduate/current/parttime/> Curriculum Planning Sheets may be obtained from the coordinator of the part-time direct entry program, Jennifer Butterly, in KHS 354-E or downloaded from the School's Website. The School's Website is another excellent source of information about the part-time direct entry program: <http://www.ryerson.ca/ecs/undergraduate/>

VI CONCURRENT BA/BEEd Program

Ryerson students can now pursue a teaching degree on Ryerson's campus. This innovative program—offered in collaboration with York University—allows you to earn a Bachelor of Arts in Early Childhood Studies and a Bachelor of Education (Primary/Junior) at the same time, over a period of 6 years.

Once accepted, you will take concurrent classes for the Ryerson BA/York BEEd program beginning in your 3rd year of studies. Only 45 students will be accepted into the Ryerson BA/York BEEd program.

To be eligible for admittance into the program, you must begin your BA program in year 1. You must earn a minimum B overall average. Acceptance to the Faculty of Education at York University will be based on grades from your program, an experience profile, a personal statement and one reference.

To learn more about the concurrent BA/BEEd program, visit www.ryerson.ca/ecs or contact Jennifer Butterly by telephone at 416-979-5000, X7636 or by email at jennifer.butterly@ryerson.ca

VII SCHOOL COUNCIL AND COURSE UNION

SCHOOL COUNCIL

The School Council is composed of the director, all full-time faculty members who teach in the School, representatives of the part-time faculty, representatives and elected student representatives from each year and from the part-time program in the ratio of not less than one-third and not more than one-half of the number of teaching faculty on the Council. Members of the Advisory Council may be invited to attend meetings depending on the issues to be addressed.

Student members are elected at the beginning of the fall semester by the students registered in each of the four years of the program. There will be at least one representative of the Part-Time Direct Entry program. The President of the ECS Course Union will be one of the student representatives on School Council.

The School Council examines the policies of the School of Early Childhood Studies and develops and recommends policy changes and/or additions. To facilitate the work of the School Council, four standing committees are elected by the Council members at the first meeting each year; these are: Curriculum Standards; Communications; Research; and Graduate Studies. The School Council is the official forum through which students and the faculty may inform each other on matters related to academic standards and requirements, student conduct, policy issues, student needs and interests, extracurricular matters, and Course Union requests.

ECS COURSE UNION

The ECS Course Union is designed to meet the needs of full-time students within our School of ECS. It is part of RSU, the Ryerson Students' Union. The School's Course Union is very active and performs a valuable and recognized service to the School and all students.

Each Spring an Executive Committee of the ECS Course Union is elected by the students from all four years of the ECS program. The Committee has seven (5) positions: President, Vice-President, Secretary, Events Director, and 4th Year Grad Representative.

The executive members for 2015/2016 are:

Presidential Team:	Zoe-Aelisse Singh	zoeaelisse.singh@ryerson.ca
Presidential Team:	Stephanie Galea	stephanie.galea@ryerson.ca
Presidential Team:	Erika Quach	erika.quach@hotmail.com
Secretary:	Chantal Carneiro	chantal.carneiro@ryerson.ca
1st year rep:	Rachel Snider	rachel.snider@ryerson.ca
2nd year rep:	Meghan Hayward	meghan.hayward@ryerson.ca
3rd year rep:	Katelyn Andrade	katelyn.andrade@ryerson.ca
Direct Entry rep:	Sandra Kinder	sandra.kinder@ryerson.ca
4th year rep:	Diana Quach	diana.quach@ryerson.ca

The ECS Student Lounge area is KHW-364. This lounge area is accessed by passing your Ryerson Student Card (ONECARD) over the red light of the Access Card Reader. Access is available from approximately 7:00 a.m. to 10 p.m. seven days per week. If you encounter difficulty in obtaining access using your Ryerson Student Card, please contact the Administrative Coordinator, Leah Espineda, in KHS 354-D.

Please check in KHW-364 regularly for information on upcoming events and Course Union important notices. The Executive Committee is responsible for setting up social activities such as parties and get-togethers, as well as organizing events such as Career Days and/or guest speakers during the year. Get involved! Meet students in other years as well as students from other programs at RU. The success of our Course Union depends on everyone.

The Course Union Executive is responsible for representing all full-time ECS students at RSU meetings. If you have any problems within the School, or issues you would like raised at a RSU meeting, you may contact any member of the Executive or your class representative to voice your concerns.

VIII ACADEMIC AND SCHOOL POLICIES

Ryerson policies are outlined in the [Ryerson Undergraduate Calendar](#) and on the Student Services website, i.e. in the [Ryerson Student Guide](#)

These two publications contain **CRITICAL** information, including the Student Conduct Code, and policies on grading, academic standing, fees, examinations, appeals, etc. **It is essential that you review and become familiar with the contents of the [Student Guide](#) and [Calendar](#).**

In addition to the policies contained in the above publications, students in the Early Childhood Studies degree program are affected by additional policies which are explained below.

Transfer Credit

The School grants transfer credit to students who apply for credit for courses taken outside this University at another Canadian university whenever the courses are deemed to be relevant to the ECS program. The transfer credit policy does not apply to the direct entry program as substantial transfer credit has already been granted for the ECE diploma which is deemed to be equivalent to the ECS courses in the first two years of the program.

For more information on the Transfer Credit process, please see <http://www.ryerson.ca/currentstudents/transferecredits/> Read the sections on transfer credits and follow the links which will take you to the web pages for Academic Advising.

Fast Tracking and Out-of-Sync Conditions and Guidelines

Students who transfer from other universities or become out-of-sync within the program for whatever reason are required to work with School's coordinators to design an individual academic plan to ensure they meet all the requirements to be eligible for graduation.

Transfer credit for previous course work at other post-secondary institutions is granted through the Office of Admissions, after the student has been accepted into the ECS program.

Students who plan to fast track or who are out-of-sync are required to meet and consults with Student Affairs Coordinator to create an academic plan.

The administrators of the School of ECS are prepared to work collaboratively with students to ensure that they meet all the requirements to be eligible to graduate given the level of control and discretion they have at their disposal. Even with careful planning though, there are no guarantees that students can complete their course requirements within a particular time frame. Issues of course offerings, fees, changes in curriculum, etc. can supersede a student's individual academic plan.

The following conditions and guidelines must be considered by students interested in fast tracking or who are out-of-sync:

1. Students may have a minimum of three (3) and maximum of six (6) transfer credits from another post secondary institution. The most common transfer credits include:
 - Liberal Studies (lower and/or upper level)
 - PSY 011 or PSY 102
 - SOC 104
2. Students must be flexible about their elective course selection which including liberal, professional and professionally-related elective courses.
3. Students must be prepared to register in courses through The Chang School in any term, including Spring and Summer. When doing so, students are responsible for the all costs related to these courses as charged by The Chang School.

4. Meeting course pre-requisites and requirements is the first priority in designing a student's individual academic plan.
5. Any field education courses that are part of the student's individual academic plan must be approved by the Field Education Coordinator. Full time degree students will always be encouraged to take their field education courses during the appropriate semester as outlined in their course [calendar](#). Under special circumstances, full time degree students will be permitted to partake in part time degree field education courses through The Chang School which occur in all terms, including Spring and Summer. Priority of registration will always be given to part-time degree students for Chang School courses.
6. Students are responsible for all costs related to the courses they choose to undergo in a particular term. In some cases, there may be additional costs to their general tuition fees should their course load exceed the maximum five (5) courses per term or are Chang School courses.
7. Students must consult with the Student Affairs Coordinator at the beginning of each semester in the program prior to registering in courses. Failure to do so will affect their graduation plan.
8. Students must maintain a cumulative GPA of 3.00 with a minimum of 2.00 during the implementation of their individual academic plan. Failure to do so will affect their graduation plan.

ACADEMIC STANDINGS

In undergraduate degree programs, each student's Academic Standing will be established from the student's formal course grades at the end of each academic term on the basis of the following categories and criteria for overall academic performance:

1. **CLEAR** - a cumulative grade point average (CGPA) of at least 1.67 (except where the student has violated an approved Department/School Standing variation or, while on Probation, the student has violated the terms of their Probationary Contract). Students with CLEAR Standing may continue their program studies with no restrictions except for the obligation to satisfy prerequisite requirements.
2. **PROBATIONARY** - a cumulative grade point average (CGPA) of 1.00 to 1.66 or a failed grade in any field education course will result in a PROBATIONARY standing. Students will remain on probation until they have successfully passed the failed course.

Students with Probationary standing are required to have a developmental Probationary Contract outlining a specific plan for studies and academic supports authorized by their program School or Department, and signed by the student. Students who fail to have such a Probationary Contract within five (5) working days of the first day of the semester will have their course registrations and course intention requests cancelled for the term in question.

Students with a Probationary standing at the start of any semester will be eligible to continue their studies in a subsequent semester as long as they achieve a term grade point average (TGPA) of 1.67 or higher and provided they meet the terms of their Probationary Contract and do not violate approved Department/School standing variations. Failure to meet the terms of the Probationary Contract as set out by the School or Department will result in the student being RTW from their Ryerson program.

Except for students who follow the Student Success Program outlined below, who may attain a Clear standing, students who are reinstated to their program after an RTW standing return on Probation. Some programs may reinstate students with a probationary contract which may significantly restrict course load and require successful completion of specific program course. Programs may also specify grades which must be achieved.

3. REQUIRED TO WITHDRAW (RTW) - Students will be REQUIRED TO WITHDRAW from their program for one of the following reasons:

i. A CGPA of less than 1.00 (except students enrolled in their first semester); **or**

ii. A term GPA below 1.67 while on PROBATION; **or**

iii. Violation of any approved Department/School Standing variation; **or**

iv. Violation of a Probationary Contract (including unauthorized changes to the contract or failure to negotiate a Probationary Contract).

No student in their first semester at Ryerson will be RTW in December. Students with a GPA of less than 1.00 in their first semester will be advised about their prospects for success. Such students who continue in their program for the subsequent Winter semester will do so on PROBATION.

Schools/Departments, at their discretion, may issue a special contract in cases where the program judges the student to have a realistic chance of achieving a CLEAR Standing in the semester following assignment of RTW by taking up to two (2) courses. Students remain RTW during this semester. If the student fails to achieve a CGPA of 1.67 at the end of that semester, s/he will remain RTW. If the student is successful, s/he will return as CLEAR.

Procedures for RTW students who wish to be considered for reinstatement to their program:

In the semester immediately following the assignment of RTW Standing (for this purpose Spring/Summer is included): Students may not enroll in any Ryerson credit course(s) and no course(s) taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

In the second semester following assignment of RTW Standing - Student Success Program

i) Students may request to participate in a defined Student Success Program (SSP) under an SSP participation contract. Students will be allowed to take up to two (2) credit courses, and may be required to participate in other activities or workshops designed to address their needs. Courses taken as part of the SSP will be included in the student's CGPA. Criteria for participation, terms of the contract and the required outcomes will be established by the program. Programs, including part-time programs, will provide information each year on the usual criteria used for participation in the SSP. Students may participate in an SSP only once during their academic careers at Ryerson. Normally withdrawal from, or unsuccessful completion of an SSP will constitute one attempt.

ii) Students approved by a program to participate in the SSP will be designated as having an EXTENDED ACADEMIC PROBATION (EAP) Standing. See EXTENDED ACADEMIC PROBATION Standing below.

iii) Students who do not successfully complete their second semester contract return to RTW Standing, and may apply to be reinstated to their program for the semester following the third semester. Prior to reinstatement, these students may not enroll in any Ryerson credit course and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

Students who are not eligible for the SSP, or who do not wish to participate in the SSP, may apply to be reinstated to their program after the third semester following assignment of RTW. Prior to reinstatement, these students may not enroll in any Ryerson credit course(s) and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

In the third semester following assignment of RTW Standing:

Students who successfully complete the requirements of their second semester SSP contract, will be given a further SSP contract, which may allow them to take up to four (4) credit courses. Courses taken as part of the SSP will be included in the student's CGPA. The terms of the contract and the required outcomes will be established by the program, including part-time programs. Programs, including part-time programs, will provide information each year on the usual criteria used for evaluating acceptable performance in the SSP. Students approved by a program to participate in the SSP will be designated as having an EXTENDED ACADEMIC PROBATION Standing.

Students who do not successfully complete their third semester contract return to RTW Standing, and may apply to be reinstated to their program for the semester following the third semester. Prior to reinstatement, these students may not enroll in any Ryerson credit course(s) and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

Procedures for students who are assigned an RTW Standing and wish to be considered for transfer to another program: Students must consult with the University Undergraduate Admissions Office and the program to which they wish to transfer. At the program's discretion, a student may follow an SSP sequence as outlined above. Such students will be placed on EAP Standing. If approved for such a transfer SSP, there is an understanding that the transfer program commits to admitting the student pending successful completion of the SSP. Students may apply for transfer for the semester following the third semester as defined above. Applications for transfer will be considered as outlined below.

Procedures for reinstatement or transfer after the period of RTW or Extended Academic Probation:

Students who successfully complete their third semester SSP contract are automatically reinstated to their program, and do not need to apply. They may return as CLEAR or on PROBATION.

Students who did not successfully complete their second or third semester SSP contract, or who did not participate in the SPP, may apply for reinstatement for the semester following the third semester.

Applications for reinstatement will be considered by Faculty and/or program committees based on criteria, assessments and/or procedures developed by the Faculty or program in consultation with the Registrar's Office. Past academic performance and space availability will normally be considerations. Programs, including part-time programs, will provide information each year on the usual criteria used for evaluation of reinstatement applications.

Applications for transfer will be considered by the University Undergraduate Admissions Office in consultation with Faculty and/or program admission committees. Past academic performance and space availability will normally be considerations.

Students who are reinstated to their program or are approved for transfer upon successful application or successful completion of an SSP, will be reinstated or transferred with PROBATION or CLEAR Standing based on their past academic performance. If they proceed as PROBATIONARY students, they will be required to have a Probationary Contract as outlined above.

- 4. Extended Academic Probation for First- Time RTW Students-EXTENDED ACADEMIC PROBATION (EAP)** is a special, provisional Academic Standing available only to first-time RTW students who participate in a defined Student Success Program as described above.

To remain EAP, students must fulfill all required components in each of the two semesters of the SSP. Students deemed not to be meeting the program-specified requirements at any time will be withdrawn from the SSP, and will return to RTW Standing.

5. **PERMANENT PROGRAM WITHDRAWAL** - Students will be Permanently Withdrawn from their program for the following reasons:
- i. Any academic performance that would result in 'REQUIRED TO WITHDRAW' Standing for a second time; **or**
 - ii. Failure of a course required by their program for a third time; **or**
 - iii. Failure of the same field education course twice, **or**.
 - iii. Failure to meet the terms of a Probationary Contract following return after an RTW Standing; **or**
 - iv. Denial of reinstatement to their program for a second time.

Students who are Permanently Withdrawn from a program may not apply for reinstatement into that program. Students who are Permanently Withdrawn from a program may apply to a different program for the Fall semester of the following calendar year. Application deadlines and other Admissions information may be found online at: www.ryerson.ca/undergraduate/admission

6. **DISCIPLINARY SUSPENSION** - Students who have been placed on DISCIPLINARY SUSPENSION (DS) for Student Code of Conduct violations will not be permitted to enroll in any course at the University during their period of DISCIPLINARY SUSPENSION. Students who have served their period of DISCIPLINARY SUSPENSION must contact their Department/School to make arrangements for reinstatement.

GRADING SCALE

Performance Description	Letter Grade	Conversion Range Percentage Scale to Letter Grades	Ryerson GPA
Excellent	A+	90 - 100	4.33
	A	85 - 89	4.00
	A-	80 - 84	3.67
Good	B+	77 - 79	3.33
	B	73 - 76	3.00
	B-	70 - 72	2.67
Satisfactory	C+	67 - 69	2.33
	C	63 - 66	2.00
	C-	60 - 62	1.67
Marginal	D+	57 - 59	1.33
	D	53 - 56	1.00
	D-	50 - 52	0.67
Unsatisfactory	F	0 - 49	0

Final academic performance in each course is recorded as one of the above letter grades or as one of the 'other' designations listed under Other Course Performance Designations following this page. At the discretion of the teaching department, performance on term work or specific assignments may be marked on a numeric scale. When a numeric scale is used, it will result in a traditional percentile scale with ranges of conversion to letter grades as shown in the [Calendar](#). If any other numeric scale is to be used, its ranges of conversion to letter grades shall be defined for the students at the start of the course.

Performance Designations

Students should refer to the [Ryerson Undergraduate Calendar](#) for a full description. Listed here are just a few of the important designations for marks:

PSD – passed INC – work incomplete – grade will revert to F if not changed in four months FNA – failure for non-attendance
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The School of Early Childhood Studies prepares students for professions related to the care, education and well-being of young children and their families. Expectations related to professional behaviour are in effect from your first day in the program to the last day, and beyond that, as a graduate of this program. Students' progress in the program is affected in significant ways by their professional behaviour in classes, field placements, the laboratory school, and in all interactions with professors, staff and students within the School and throughout the University. The Ontario College of Early Childhood Educators *Code of Ethics and Standards of Practice* is one standard by which the behaviours of students are observed and assessed.

GRADING GUIDE FOR PAPERS

AN “A” PAPER

Demonstrates originality, full understanding of the subject matter, critical and creative thinking, and a capacity to analyse. It: (a) is very well researched and uses a variety of scholarly sources effectively, (b) is very well written with no significant stylistic or grammatical errors (c) is very well organized, (d) answers the specific question(s) or meets the objectives in a forthright manner, and (e) does not omit any of the most important themes.

A “B” PAPER

Demonstrates substantial familiarity with the topic. It is: (a) satisfactorily researched with a good use of sources and a clear thesis, (b) well written and presents no serious flaws, (c) organized fairly well and makes an obvious attempt to meet the objectives of the assignment or those set out by the student, and (d) the paper is competent but not highly original.

A “C” PAPER

Is based on minimal research, and is written in a descriptive rather than an analytical style. The student meets the objectives of the assignment in a satisfactory manner but overlooks many important themes. While the student is familiar with certain aspects of the topic, the paper is essentially a superficial treatment of the topic. Writing skills need improvement.

A “D” PAPER

Exhibits little understanding of the topic and, due to poor writing skills, the material is ineffectively communicated. The paper is disorganized, has a minimal research basis, and neglects to address the objectives or the main themes of the assignment.

AN “F” PAPER

Is characterized by numerous spelling and grammar errors. There is little, if any, understanding of the material. The objectives of the assignment have not been met. If plagiarism is evident in a paper, the paper will receive an “F” grade.

It should be noted that most professors and instructors assign a portion of the grade for an assignment and the final grade for a course to effective use of the English language.

“Creating a Climate of Respect”

Consistent with a number of Ryerson documents and services, the School of Early Childhood Studies works to create a culture of respect and collegiality among faculty, students and staff. We rely on each other to keep appointments, to be on time for classes, to be respectful in listening to diverse perspectives and to each other, and to be clear and sensitive in communications. When students, faculty or staff cannot keep their commitments, or need accommodation, we expect timely notification, and, in many cases, documentation.

Course outlines, the Ryerson [calendar](#), the [Ryerson Student Guide](#), the School of Early Childhood Studies Student Handbook (all online), and the ECS website are important resources to guide you. The School Mission Statement and the Statement of Philosophy, cited in your ECS Student Handbook, provide further insight into our values as an academic and professional setting. Fundamental to the University is the respect for intellectual work, which is described in the **Ryerson Code of Academic Conduct**. Other documents and offices supporting these goals include the **Access Centre**, **Human Rights Services**, the **Code of Non-Academic Conduct** (available at <http://www.ryerson.ca/senate/policies/pol61.pdf>), and the **Centre for Student Development and Counseling**. Finally, please remember that electronic devices such as cellular phones or Blackberries/Palm Pilots (PDAs) and pagers must be turned off prior to the commencement of class,

Students with Disabilities

Students who have special needs are required to register with the University’s Student Learning Centre when they are admitted to the School. Accommodations in learning and evaluation will only be made for students who have identified themselves and their disability with the Student Learning Centre before courses begin in any semester. The School reserves the right to determine whether or not it has the capacity to meet the accommodations that are needed for any student. All students must be able to undertake full days of responsibility for the safety and well-being of groups of young children in field education courses.

Students who require accommodations for the writing of tests or examinations must book a time to write a test with the Student Learning Centre at least one week ahead (usually at a time when the rest of the class is writing the test/exam). The student must notify the professor for the course who will provide the Student Learning Centre with a copy of the examination question paper. If this protocol is not followed, the student will be required to write the text/examination with the class.

Guidelines for Course Related Concerns

Students have a right to speak with each professor or instructor if they have a question concerning course content, course management, or academic grading. Students are encouraged to deal with these matters promptly and directly, without fear of jeopardizing their academic grade, to ensure that issues are addressed in a timely way before final grades are assigned.

Students may expect to receive their copy of the Course Outline (or access it through D2L Brightspace) for each course in which they are registered at the first class. This course outline constitutes the contract between the student and the professor or instructor for each course. Any changes to the course outline will be negotiated by the professor or instructor and the class. For more information on what a course outline should contain see the Course Management Policy at <http://www.ryerson.ca/senate/policies/pol145.pdf>

Course descriptions and overall objectives will be consistent among different sections of the same course. There will also be comparable assignment structures and grading schemes in all sections of the same course.

Students may expect to receive written feedback from the professor for each course in which they are registered on at least one assignment or test by Week 7 in the course.

Students who miss classes are expected to make up the work they have missed due to their absence. If students miss a test or an assignment due date they must provide the professor with a medical certificate which meets the guidelines noted in the University Appeals Policy.

<http://www.ryerson.ca/student-services/medical-centre/services/medical-certificates/> This medical certificate must be provided at the time of the student's absence and not held until weeks later or the end of the semester.

Students who are required to miss a scheduled test or assignment due to Religious Observance Obligations must provide the professor with the appropriate documentation, <http://www.ryerson.ca/senate/policies/pol1150.pdf> at the start of the term as soon as the course syllabus has been made available. If there is a conflict with Religious Observance Obligations and a final exam announced later in the term, students must provide the appropriate documentation to the professor as soon as the examination schedule is made available. The Student Declaration of Religious Observance form is available on the Ryerson website.

Faculty will provide to students who have missed a class any handouts or public notes or transparencies which have been distributed to the students in the class. Students do not have the right to demand lecture notes used by the professor.

Punctuality

Students who are frequently late disrupt the class and interfere with the climate for learning. Students who are late should choose an appropriate moment to enter the class and do so respectfully and quietly so as not to disturb the learning environment for others.

Examinations

No cell phones, PDAs, pagers or other electronic communication devices are to be left on in the examination rooms. They must not be used to call out or text message for any reason. Ryerson's Examination Policy can be located on the Ryerson website at <http://www.ryerson.ca/senate/policies/pol1135.pdf>

Assignment Policies

It is the student's responsibility to deliver assignments to faculty members. If the assignment is not delivered in class or in person, it must be placed in the **ECS Essay/Assignment Box**, located outside Room KHS-354 (ECS offices). The box will be emptied at NOON and assignments will be date stamped for that day. Any assignments coming in after NOON will be date stamped for the following day. They will not be time stamped.

Students are required to keep photocopies of all assignments.

Essays **must** be put in the Assignment Box **before** NOON in order to be dated for the current day. Please make sure that the professor's name, the course #, your student number, and the date are on the front page. The ECS Essay/Assignment box is to be used for handing in assignments to ECS faculty in the full-time program **only (not** for instructors from other departments (e.g. Philosophy). Students who are taking courses in the G. Raymond Chang School of Continuing Education should determine if their instructor has an office in ECS (KHS). If so, essays/assignments can be put in the KHS ECS essay/assignment box. Please ascertain from the instructor precisely where the assignments should be left.

Assignments for a few courses taken through The Chang School of Continuing Education should be delivered to the 1st floor office of the G. Raymond Chang School of Continuing Education, Heaslip House, 297 Victoria St. It is important to determine where your particular instructor's office/mail box is located.

All assignments must be word-processed, unless otherwise stated. Specific course requirements for assignments are noted on your course outline. **Assignments are required to be in APA style. Students are encouraged to obtain a reference guide and further assistance with term papers and essays from the Writing Centre located on the main floor of the Library.**

Appeals Procedure

In keeping with the Appeals Policy approved by the Academic Council (now The Senate) in 2005, the School of Early Childhood Studies has adopted specific procedures for dealing with appeals. Please refer to the [Ryerson Undergraduate Calendar](#) or [Ryerson Student Guide](#) for a full description of appeal procedures. Appeal procedures are available on the Ryerson Website at <http://www.ryerson.ca/senate/policies/pol134.pdf>

Group Work

Group Assignments for students are believed to produce a result that is larger than the sum of its parts. Group Assignments will normally not account for more than 30% of the total grade for the course. For courses in which a major group project comprises a larger than 30% share of the total grade, faculty will break down the project into smaller parts and allocate specific marks to each component of the project. Each of these components will be treated as a separate assignment for which the student will receive a numerical grade that cannot be altered by subsequent work on further components. A separate mark may be assigned to the presentation of the total project and may involve evaluation of the total package. It is the student's responsibility to inform the professor if there are difficulties within the group that prevent the members from working in a cohesive and collaborative manner.

Fax Policy

The School of Early Childhood Studies will **not** accept faxed essays or assignments. Assignments received by fax will be discarded by the School Departmental Assistant.

Academic Integrity and Misconduct

Students should review Ryerson's Senate website <http://www.ryerson.ca/senate/> and read with care the Student Code of Academic Conduct, Policy #60, <http://www.ryerson.ca/senate/policies/pol60.pdf> which appears on the Ryerson Website. This document clearly defines plagiarism, cheating and dishonesty. Acts of academic dishonesty are serious matters because they compromise and subvert the integrity and credibility of the educational process. **Faculty are required to initiate action to discipline students who commit acts of academic dishonesty.** Improper use of information obtained from the Internet is a frequent cause of incidents of academic misconduct; therefore, students are required to understand and abide by responsible uses of Internet and other resources. Infringements are regarded as extremely serious and may result in failure and suspension from the program.

Student Confidentiality

In recognition of a student's right to privacy, all information obtained about students is kept strictly confidential except for the following which will be confirmed in response to individual requests: the surname and initial of all students; the program and level or course of enrolment of all students; the surname and initials of all graduates; the names of the certificates, diplomas, or degrees obtained and in what program, as well as the date of graduation; the names of recipients of awards and scholarships; **and if authorized by the student**, address and/or telephone number. The School of Early Childhood Studies will **not** release student timetables, grade reports, and/or marked assignments to any person other than the officers of the University who have an authorized right to know.

E-mail Accounts

All students are required to maintain a Ryerson e-mail account. Students may not forward their Ryerson e-mail to another system. Students are responsible for the receipt of Ryerson e-mail and should check their Ryerson e-mail daily. Messages sent to faculty or staff on other e-mail accounts will not be answered. In the course of an academic year, faculty and staff communicate many important messages to students via the Ryerson e-mail network. It is essential that students use only their Ryerson e-mail accounts when communicating electronically with any member of the School faculty or staff.

See Senate Policy 157 <http://www.ryerson.ca/senate/policies/pol157.pdf>

Timetables and Grade Reports

Student timetables and final grades will be available on the University Website. Students who have not paid fees or library fines will be unable to access this information.

Address Change

It is critical that students keep the Registration and Records Office informed of any address changes. Ryerson cannot be responsible for students not receiving material through the mail.

Harassment Policies

The School promotes a learning environment that is free from discrimination on grounds of age, economic status, ethnicity, gender, language, marital status, national ancestry, physical appearance, political affiliation, race, religion, or sexual orientation. As well, the School prepares students to promote these standards for professional work life.

While there is no universally accepted definition of ethno/sexual/social harassment, it is generally interpreted to mean any objectionable or offensive emphasis on the age, economic status, ethnicity, gender, language, marital status, national ancestry, physical appearance, political affiliation, race, religion, or sexual orientation of an individual.

Harassment comprises any unwelcome and persistent behaviour ~ verbal, non-verbal, physical ~ based on the above grounds which constitutes discrimination or sexual solicitation, or which causes discomfort and endangers the personal well-being or academic performance of a student. Ethno/social harassment is any comment or conduct which disparages or causes humiliation to a student. Student harassment comprises any unwelcome, sexually oriented behaviour which involves persistent solicitation or promises of reward if reciprocated, or threats of disadvantage if rebuffed. The Director of Human Rights Services is Anne Whiteside, extension 6340.

IX FIELD EDUCATION

Field education experiences constitute one quarter of a student's timetable each year. It provides opportunities for students to apply theory learned in their classroom courses within authentic workplace settings. This component of the program clearly links theory and practice and enhances student's opportunities to achieve the program learning outcomes. Extensive field education permits students to develop their confidence, teaching and leadership skills, and ethical practices.

Students may choose to participate in their final senior internship at an international/out-of-province site. International/out-of-province field placements occur during the Spring/Summer months between the third and fourth year. For further information please visit: <http://www.ryerson.ca/ecs/fieldeducation/outofprovince/index.html>

Field Education Course Requirements

All field education courses require prerequisite courses that students must successfully complete prior to being assigned a field education experience. Some field education courses require co-requisite courses that are taken concurrently with placement.

Also, it is unlawful to send any student into the field without the following documentation. It is the student's responsibility to ensure that their documentation on file with the School is correct, current and valid.

First Year Students are required to submit the following documentation:

- 1) a clear Criminal Reference Check that includes a vulnerable persons search.
The School's website, www.ryerson.ca/ecs, provides further information and application procedures for obtaining a criminal reference check that includes a vulnerable persons search.
- 2) a completed immunization form
The immunization form is to be completed by a licensed physician and can be found on the School's website at www.ryerson.ca/ecs/fieldeducation/firstyear/nonacademic. If a physician does not administer the second stage of the test, he or she must indicate so on the form.
- 3) a Standard First Aid and CPR C (for Infants and Children) certificate
Students must ensure that the first aid course they are certified in is identified as "standard". Also, students should be certified in administering CPR to infants and children. Any WSIB approved organization in providing first aid and CPR certificates is acceptable.
- 4) one passport photo
Students must provide the School with one passport photo with the student's name and Ryerson University student number printed on the back.

Second, Third, and Fourth Year Students are required to submit the following documentation:

- 1) a clear Criminal Reference Check that includes a vulnerable persons search.
The School's website, www.ryerson.ca/ecs, provides further information and application procedures for obtaining a criminal reference check that includes a vulnerable persons search.
- 2) a clear **two** stage TB test
Forms that are to be completed by a licensed physician for the purposes of a TB test can be found on the School's website at www.ryerson.ca/ecs. If a physician does not administer the second stage of the test, he or she must indicate so on the form.
- 3) a Standard First Aid and CPR C (for Infants and Children) certificate
Students must ensure that the first aid course they are certified in is identified as "standard". Also, students should be certified in administering CPR to infants and children. Any WSIB approved organization in providing first aid and CPR certificates is acceptable.
- 4) one passport photo
Students must provide the School with one passport photo with the student's name and Ryerson University student number printed on the back.

Please bring your original documents to the School. The expiration dates will be recorded and the originals will be returned to you (with the exception of the passport photo). Students are required to keep their original documents, and be able to produce them at any time upon request.

The deadline for having documentation into the School for the 2015/2016 academic year is as follows:

CLD 464 (4th year):	Monday, August 24, 2015
CLD 262 (2nd year):	Monday, August 24, 2015
CLD 363 (3rd year):	Friday, December 11, 2015
CLD 161 (1st year):	Friday, December 11, 2015

Part Time Students: Deadlines vary according to which term you are enrolling in the course. Please check the Part Time Field Education schedule available at www.ryerson.ca/ecs

Attendance at a Field Education Site

Students are to attend their site regularly, promptly, and prepared. Students must be on site for field education hours to be credited. Students must notify their Field Educators and their Faculty Advisor if they will be absent prior to 8:00 a.m. on the day they are absent. Students are required to make up any absences and professional development days in which they do not participate. Make up time must be completed within a timeframe agreed upon by the Faculty Advisor and the Field Educator. Students who are absent more than two consecutive weeks from placement, (or 5 consecutive days for block placements), must submit relevant documentation to their Faculty Advisor within five business days of the absence and may be required to withdraw from the placement. Any documentation submitted will be kept confidential.

Students are not required to be at their field education site nor to make up the time where the absence from the site is due to a statutory holiday. This does not include Ryerson University's reading week in the winter term.

Attendance at field education seminars is also required. Seminar absences must be supported by relevant documentation, within five business days of the absence, to the student's Faculty Advisor. Any documentation submitted will be kept confidential.

Travel

Students are responsible for their expenses incurred traveling to and from their field education site.

Conflict of Interest

It is important that each student be placed at a field education site where the relationship between the student and site and/or Field Educator will not be viewed as a conflict of interest. Conflict of interest may arise when the student is able to influence or interfere with the evaluation. Conflict of interest situations include:

1. family members or friends at the site
2. previous experience with the site as a volunteer, student (elementary or post secondary), program participant, and/or employee
3. payment before, or during, the field education experience

Students are to report any conflict of interest situations to the Field Education Coordinator immediately if they are mistakenly allocated to a site where such a situation would exist. Fourth year students, when self selecting their internship site, must adhere to the School's conflict of interest policy. Students who do not self-report or adhere to the School's conflict of interest policy may be brought up on non-academic integrity charges.

Confidentiality

Respect for confidentiality is a key component within every field education course. All students are expected to honour the confidentiality of all documents, information or conversations regarding the children or families with

whom they are working with. All personal information concerning children, families and staff at any field education site is considered confidential and cannot be shared verbally or in writing without the specific written consent of the individuals or individual's legal guardian. Students shall willingly sign a confidentiality agreement if the site so requests.

Problem Solving

Areas of difficulty, ranging from the most practical to those more philosophic, should be raised with the Field Educator first. In some cases, further discussions with the Faculty Advisor may also be helpful and even necessary. Deal with concerns immediately rather than leaving them to the end of the field education experience.

Insurance

All students are covered for Worker's Safety and Insurance Board Insurance by the Ministry of Education and Training, or by Ryerson University.

Harassment at the Field Education Site

During their field education experience, students are protected by the Ryerson University Harassment Policy. If a student experiences any form of harassment, they have the right to file a complaint. In situations where the rights of the children and those of the students are in conflict, the Field Educator in collaboration with the Faculty Advisor should find ways to accommodate the needs of each party. Ethno/sexual/social harassment during the field education experience is a violation of the professional conduct standard of Ryerson University and provisions of the Ontario Human Rights Code. Students are encouraged to voice their complaints knowing that their grade or status within the School will not be jeopardized. At all times, strict confidentiality will be maintained.

The problem solving process is focused on causing the least amount of interruption to the field education requirements of the School and student learning. The Faculty Advisor's role is that of a representative of Ryerson University which is to promote the educational standard of the professional School and the University and offer appropriate assistance for the resolution of the problem. Students have two avenues to address their concerns:

1. Informal Resolution Process

Students may elect to share their experience with a faculty member in their respective School or with the Director or a counselor of the Counseling Centre. Any of these individuals will assess the situation and discuss the range of actions available to the student. At no time will the student be asked to do anything he/she does not want to do. If the actions implemented during the Informal Resolution Process do not effect a positive resolution of the problem, or the student does not feel the informal process will be successful, then a Formal Resolution Process may be initiated.

2. Formal Resolution Process

The process includes the following steps:

- a) The student files the complaint in writing to the Field Educator and Faculty Advisor.
- b) The Faculty Advisor will report the student's complaint to the School's Director, or alternate, for a course of action.
- c) The complaint is discussed with the field education site by the most appropriate faculty member, as decided by the School's Director, or alternate.
- d) During the course of the proceedings, equal opportunity will be given to both parties to state their perception and experience.
- e) Within seven working days of receipt of the complaint by the Field Educator and Faculty Advisor, the School will resolve the complaint. Students may be removed from the field education site as a result of the resolution process.
- f) If a student is dissatisfied with the resolution of the complaint at the School level, he/she may make an appeal to the Dean, Faculty of Community Services, within three working days of the receipt of the School's formal response.

- g) The Dean, Faculty of Community Services, will convene a committee comprised of the Field Education Coordinator and/or Directors of two other Schools within the Faculty of Community Services for a resolution within five working days of receipt of the appeal.
- h) If the student remains dissatisfied with the resolution of the complaint, the final course grade and promotion status in the Program are subject to appeal through the Ryerson University Appeals Policy. See Senate Policy 134
<http://www.ryerson.ca/senate/policies/pol134.pdf>

Students may be required to make up lost field education days depending on the outcomes of the complaint/appeal. This will depend on the policy of the particular field education site. If the student withdraws the complaint/appeal at any stage, the process will be terminated and the student will be required to return to the field education site.

Strict confidentiality of the proceedings shall be maintained during their course and upon their conclusion. The student is also expected to maintain confidentiality.

Grading

The final grade for the field education course will be either pass or fail. This is determined and submitted by the Faculty Advisor at the end of the term. In some cases, the field education requirements may not be completed before the end of the term due to personal circumstances. In other cases, the Faculty Advisor may require the student to, extend the duration of the placement or move to another setting if the student's level of performance does not satisfactorily meet the learning outcomes of the course. If a student fails a field education course, they have the right

to appeal under the Ryerson University Appeals Policy. See Senate Policy 134:
<http://www.ryerson.ca/senate/policies/pol134.pdf>

A failed grade in any field education course will result in a PROBATIONARY standing. Students will remain on probation until they have successfully passed the failed course.

Given its importance and the vital role it plays in the integrity of the program, **students are not permitted to fail the same field education course twice**. If a student fails the same field education course twice, the student will be assigned an Academic Standing of WITHDRAWN and will be ineligible to continue in the program.

Removal from a Field Education Site

The School of Early Childhood Studies reserves the right, at any point during the academic term, to remove a student from a field education site. A student will be removed in a situation in which clients or others are placed at risk by the student's behavior; or in a situation in which a student consistently violates expectations for professional conduct. This will result in the student receiving an "F" grade.

In this circumstance, students shall have established rights of appeal as per the Ryerson University Appeals Policy 134 <http://www.ryerson.ca/content/dam/senate/policies/pol134.pdf>; however, they cannot remain in the course while an appeal is underway. The appeal will be conducted promptly in order to protect the student's rights.

Students are to refer to the Field Education section if the ECS website at www.ryerson.ca/ecs for more information about field education

X RESOURCES FOR STUDENTS

1. LIBRARIES AND INFORMATION CENTRES

Note that seating and hours may be limited and that material may be for reference use only. It is advisable to telephone first to see if material is available.

- i. Ryerson Library (416) 979-5055
F1 2, Library Bldg
350 Victoria St
- ii. Ontario Institute for Studies in Education (416) 923-6641
Library – <http://www.oise.utoronto.ca/ec/library/>
252 Bloor St. West
Toronto, ON M5S 1V6
- iii. Toronto District School Board (416) 395-8289
Resource Centre Library
3 Tippett Road
Toronto, ON M3H 2V1
- iv. Ministry of Education and Ministry of Training (416) 325-2929
Colleges & Universities
Public Enquiry Unit
900 Bay St., Mowat Block, 14th Floor
- v. University of Toronto (416) 978-6215
Robarts Library (St. George and Harbord)
Gerstein Science Information Centre (416) 978-2280
(N.E. side of King's College Circle)
- vi. Toronto Reference Library (416) 395-5577
789 Yonge St.
Toronto, ON
Website: <http://www.torontopubliclibrary.ca/>
- vii. Publications Ontario Bookstore (416) 326-5300
880 Bay St.
Toronto, ON
- viii. Findhelp Information Services (416) 392-0505
formerly Community Information Toronto (Ryerson dial direct – 211)
425 Adelaide St. West, 2nd floor
Toronto, ON M5V 3C1
- ix. Child Care Resource and Research Unit (416) 978-6895
455 Spadina Ave., Room 305
Toronto, ON M5S 2G8
www.childcarecanada.org
crru@chass.utoronto.ca
- x. Ministry of Children and Youth Services (416) 325-5910
Strategic Initiatives Branch
800 Bay Street, Floor 8
Toronto, ON M5S 3A9

2. STUDENT LEARNING SUPPORT

4th floor, Student Learning Centre

(416) 598-5978

www.ryerson.ca/sls

sls@ryerson.ca

Twitter: [@Ryerson_SLS](https://twitter.com/Ryerson_SLS)

[Student Learning Support](#) offers a range of services to all Ryerson students who want to develop their academic skills. We offer individual help, group sessions and workshops, academic accommodation letters, assistive technology, English language practice, math tutoring, writing assistance, make-up test bookings, and more. Visit our [website](#) or come to the 4th floor of the Student Learning Centre, to meet with one of our professional staff.

ACADEMIC ACCOMMODATION SUPPORT (Part of Student Learning Support)

4th floor, Student Learning Centre

(416) 598-5978; (416) 979-5274 (TDD/TTY)

www.ryerson.ca/sls

accessfrontdesk@ryerson.ca

Twitter: [@Ryerson_SLS](https://twitter.com/Ryerson_SLS)

[Academic Accommodation Support](#) (AAS) facilitates academic accommodations and provides confidential services to students who live with disabilities that impact their studies. Students seeking accommodation can contact the Student Learning Support Reception desk to register for the semester. Students already registered can view and send their Accommodation Letters to professors, schedule tests/exams with accommodations and access academic skill-building workshops using our [online portal](#). Please visit our [website](#) for the full range of services and programs offered.

WRITING SUPPORT (Part of Student Learning Support)

4th floor, Student Learning Centre

(416) 598-5978

www.ryerson.ca/sls

sls@ryerson.ca

Twitter: [@Ryerson_SLS](https://twitter.com/Ryerson_SLS)

[Writing Support](#) offers individual writing consultations, workshops, writing groups, and online resources to help you improve your academic writing skills. Improve your ability to organize your thoughts, use references correctly, revise and edit your papers, and build your confidence as a writer. Book an appointment online or drop-in for individual writing support.

MATH SUPPORT (Part of Student Learning Support)

4th floor, Student Learning Centre

(416) 598-5978

www.ryerson.ca/sls

sls@ryerson.ca

Twitter: [@Ryerson_SLS](https://twitter.com/Ryerson_SLS)

Individual drop-in tutoring, course-specific group tutoring, and facilitated study groups are designed to improve your math skills and support your success in math-related courses across all faculties. Math Support is for all students including those who need additional help with the statistical calculations required in some FCS research methods courses.

ENGLISH LANGUAGE SUPPORT (Part of Student Learning Support)

4th floor, Student Learning Centre

(416) 598-5978

www.ryerson.ca/sls

sls@ryerson.ca

Twitter: [@Ryerson_SLS](https://twitter.com/Ryerson_SLS)

Students who use English as an additional language can take advantage of academic skills support by accessing free services including one-on-one sessions, classroom instruction, and online and distance learning modules to help refine your writing, speaking and listening, oral presentation, and reading skills.

3. ServiceHub

Ground Floor POD 150

<http://www.ryerson.ca/registrar/servicehub/the-story.html>

The ServiceHub is an integrated hub of RO (Registrar's Office) services and support from admission to graduation. RO front-line services include, but are not limited to, undergraduate admissions, tuition and fee payments, enrolment services, financial assistance including OSAP administration, bursaries, awards and scholarships, and much more.

FINANCIAL AID AND AWARDS OFFICE

The Financial Aid and Awards office is located in the ServiceHub. This office can answer your questions about Ontario Student Assistance Plan (OSAP) applications, and provide information on other types of financial assistance (bursaries, scholarships, etc.). This office can also assist you with out-of-province student aid programs, administers a number of Ryerson bursaries (non-repayable aid grants), provides short-term loans, and administers student awards. Tel: (416) 979-5113.

Website: <http://ryerson.ca/registrar/students/scholarships.html>

<http://www.ryerson.ca/currentstudents/financialaid/>

4. CENTRE FOR STUDENT DEVELOPMENT AND COUNSELLING

The Centre provides a wide range of services including: academic and life skills seminars, individual counseling sessions, and workshops in stress and time management, writing multiple choice tests, taking and using lecture notes, and reading for comprehension and memory. It also houses a Career and Education Information Centre. All services are free, confidential, and delivered by highly qualified staff. In recent years, many ECS students have taken advantage of the individual counseling sessions for non-academic concerns that can have a significant impact on academic performance. The service is designed to assure students that there is help available for personal matters that can be detrimental to academic progress. The centre is located in JOR-07C, Lower Ground Floor.

Tel: (416) 979-5195.

E-mail: cfdc@ryerson.ca

Website: <http://www.ryerson.ca/counselling/>

5. THE RYERSON BOOKSTORE

17 Gould Street – Tel: (416) 979-5116

More info: www.bookstore.ryerson.ca

E-mail: bookstore@ryerson.ca

The bookstore stocks up to 10,000 book titles specifically chosen for Ryerson courses and general reading interests. As well, you can find an extensive range of art and drafting products, home and office stationery, great book bargains, and Ryerson memorabilia.

6. COMPUTER SERVICES / INTERNET ACCESS

Ryerson's computer labs are staffed with advisors to assist you with using the computing facilities. Please check online for the Users Guide to Academic Computing <http://www.ryerson.ca/acs/usersguide/>. This website includes information on the location of the Academic Computing Labs available, a map of their location along with other academic computing tips. Matrix accounts are automatically generated when a student signs on for the first time in any lab, providing all students with an e-mail address and internet access. All ECS students are expected to obtain and use their Matrix account. Ryerson's online home page is located at www.ryerson.ca. The School of ECS is accessible at <http://www.ryerson.ca/eecs/>.

7. HEALTH CENTRE

Health Services is located in KHS-181 (northwest Kerr Hall, 1st floor) and provides medical attention to all members of the Ryerson community. In addition to responding to illnesses and injuries, other services include: sports medicine, birth control, STD, and AIDS prevention information, health promotion and counseling, and referral services. Tel: (416) 979-5070.

8. CAREER CENTRE

Located in the 4th floor of Jorgenson Hall (JOR-400), the Career Centre posts summer and part-time jobs, full-time career positions, and volunteer opportunities. Many workshops are offered, including: resume writing, interview techniques and job searching. Tel: (416) 979-5177.

Website: <http://www.ryerson.ca/career/>

9. THE RECREATION AND ATHLETICS CENTRE (RAC)

Tel: (416) 979-5096

More info: www.ryerson.ca/sportsandrec

E-mail: rc@ryerson.ca

All students are members of the RAC, but must obtain an access card from the front desk. Facilities include a large, supervised fitness centre with rowers, life step machines and free weights, a spinning room, six gymnasiums, six international squash courts, three studios, a traverse climbing wall, an indoor running track, a 25-yard pool, saunas, and spacious change rooms.

The instructional program includes a variety of aerobics, step classes, and aqua fit, sports, martial arts, and dance classes, as well as private and semi-private lessons in a variety of activities and personal training. ***Certification courses are offered in First Aid, CPR, NCCP, and FOLP.***

Intramural sports offer a full range of team and individual leagues such as basketball, ice hockey, inner-tube water polo, softball, football, soccer, and volleyball. Clubs such as scuba, karate, trampoline, Kung Fu and fencing are available. A Sports Injury Therapy Clinic and Massage Clinic are available to students with a Ryerson's doctor's referral.

10. STUDENT HOUSING SERVICES

Student Housing Services operates the three residences on campus and an Off-Campus Housing Registry. The office is located in Pitman Hall, PIT-100, 160 Mutual Street.

Residence Office: Tel: (416) 979-5284 or E-mail: housing@ryerson.ca

Website: www.ryerson.ca/studentsservices/housing/

Off-Campus Housing: Tel: (416) 979-5043 or E-mail: offcamp@ryerson.ca

Website: <http://www.ryerson.ca/offcampushousing>

11. ABORIGINAL STUDENT SERVICES

Ryerson Aboriginal Student Services - also known by its acronym **R.A.S.S.** - provides a culturally supportive environment to promote academic excellence and serves as a place to balance academic learning with traditional teachings and culture. The role of the office is to provide specialized services for Aboriginal, Metis and Inuit students on campus and to develop a mutually productive relationship between Ryerson and the Aboriginal Community.

General Inquiries:

Administrative Assistant: Sheila Saikkonen

Location: KHW 389

Phone: (416) 979-500 ext. 7699

E-mail: ssaikkon@ryerson.ca

Website: <http://www.ryerson.ca/aboriginal/index.html>

12. INTERNATIONAL STUDENT SERVICES

International Services for Student (ISS) provides support services for registered international students and promotes international awareness to the Ryerson community. It is important that all new international students at Ryerson arrange a visit with the ISS office. There you can pick up your UHIP card, meet with an advisor about your situation in Canada, and learn about the events and programs we offer. There are many ways to contact us. You will find our phone numbers, email, and office location below. We look forward to personally meeting each of you.

Location: POD 61

Phone: (416) 979-5000 ext. 6655

Website: <http://www.ryerson.ca/studentsservices/internationalservices/>

13. RYERSON INTERNATIONAL

Ryerson International (RI) works within the University community to strengthen Ryerson's international partnerships and expand the range of overseas experiences for students and faculty. We are part of the support network for research and innovation, collaborating with Ryerson's Office of Research Services (ORS) and with other departments, such as International Services for Students (ISS). Our staff facilitates and advises in the design and implementation of international projects.

Location: Suite 1100 - 1 Dundas St. W

Phone: (416) 979-5026

Website: <http://www.ryerson.ca/ri/index.html>

14. OFFICE OF THE OMBUDSPERSON

The Office of the Ombudsperson at Ryerson University is a safe place to get advice and assistance with resolving a problem, concern or conflict fairly, or to obtain information that you were not able to obtain elsewhere. You may want to contact the Office if you believe that you have been treated unfairly, you are not sure what to do or don't know where else to turn, or you need information or advice about a University policy or procedure

Rooms Oak 215/216
Floor 2, Oakham House
63 Gould St. (at the corner of Church St.)

Tel: (416) 979-5000 ext. 7450
E-mail: ombuds@ryerson.ca
Website: www.ryerson.ca/ombuds

XI STUDENT ORGANIZATIONS

RYERSON STUDENTS' UNION (RSU)

RSU, the Ryerson Students' Union, is the official representative of all students in full-time programs. A portion of each student's tuition fees is automatically deducted to make up the operating budget of RSU. In addition to representing the collective voice of students, RSU provides a wide range of free or non-profit services and activities of a social and educational nature. RSU supports a number of student clubs and groups and Course Unions (including the ECS Course Union). Other responsibilities of RSU include: to promote academic reform and increased government funding, and to represent students on University committees and councils.

RSU Health Plan – Full-time students are automatically enrolled in the RSU Health Plan and pay the annual fee when paying tuition fees. **Note: students may opt out of the plan if they have duplicate coverage (see RSU for deadline to opt out).** All inquires about the plan should be directed to the RSU.

RSU is located at 55 Gould St., Room SCC 311.
Tel: (416) 979-5255 or (416) 979-5000 ext. 7508
E-mail: info@rsuonline.ca
Website: www.rsuonline.ca

CESAR

CESAR is the Continuing Education Students' Association of Ryerson serving students in programs offered on a part-time basis including the ECS Part-Time Direct Entry program. Every night class of a minimum of 31 hours is entitled to a CESAR representative. All part-time students pay a compulsory incidental fee to CESAR when registering for courses.

Among other activities, CESAR: maintains an office with staff who are available to assist evening students; advises and refers students with problems, complaints, or grade appeals; prepares and publishes course evaluations, and publishes an annual Student Guide and a monthly newspaper entitled Night Views (available across campus).

The CESAR office is located at 55 Gould St., Suite 301. Tel: (416) 979-5193
E-mail: admin@mycesar.org
Website: <http://www.mycesar.org>

XII AWARDS

The School of Early Childhood Studies holds its Annual Awards Presentation and Student Recognition Ceremony in the fall semester. For awards requiring application, the nomination forms, and information about required supporting documentation, are available on the ECS website, www.ryerson.ca/ecs under undergraduate, current, financial aid and awards.

The value of some awards may vary from year to year. Please check on the website for current award values.

AWARD WITHOUT APPLICATION

Colleen Roulston Memorial Award

\$200.

For achieving a high standing in the research courses - CLD 322 and CLD 323 and/or demonstrating a persistent commitment to the child care field through a combination of skills and knowledge in research, administration, and/or child care policy.

For more information, please contact Maria Burgos, Academic Advisor, ECS, at mburgos@ryerson.ca or in KHS 354-C.

Honours Graduation

Students graduating with an overall cumulative grade point average of 3.5 or higher will graduate “With Honours” and will have this academic distinction recorded on their transcript and graduation award.

AWARDS REQUIRING APPLICATION

Nancy C. Sprott School of Early Childhood Studies Awards

\$7800 x 10 The amount may vary annually.

To recognize the academic achievement of three undergraduate students in the School of Early Childhood Studies, must demonstrate financial need and academic excellence, a commitment to the field of Early Childhood Education through volunteer activities in the community or in the Ryerson community.

Ryerson General Scholarships

\$450. x 2 The amount and number of recipients may vary annually.

For academic achievement and professional excellence as an Early Childhood Educator. Awarded to students who have demonstrated: (i) above average academic achievement in all courses demonstrated by a minimum 3.0 GPA and above satisfactory competence in field education, OR, (ii) professional excellence as an Early Childhood Educator through a commitment to the profession and/or the School, involvement in extra-curricular activities relative to the field, excellent interpersonal skills with professionals and peers, and/or outstanding competence in field education and academic achievement in all courses (minimum 2.0 GPA).

Jillian Logel Memorial Scholarship

\$1500. The amount may vary annually.

For demonstrating recognition of the need for ongoing professional development, completing field education experiences which demonstrate an understanding and a contribution to the community and its resources, demonstrating leadership within the student body to promote the concept of “developing professionalism”, continuing to demonstrate a natural ability and enthusiasm for teaching young children in a creative and caring manner, demonstrated financial need and for maintaining a minimum 3.00 cumulative grade point average. Awarded to students registered full-time in the second or third year of the ECS program. The student applicant must submit a short essay supporting the above criteria as well as complete a “Budget Form” which is available from the Departmental Assistant.

Meghan Savage Memorial Award

\$1000. The amount may vary annually.

For a full-time student in the third or fourth year who plans to pursue a teaching career in Early Childhood Education and demonstrates interest and commitment to teaching young children. The student applicant must submit a one-page essay and have not received any other scholarship or award from the School or the University within the calendar year of the application.

Rotary Club of York Literacy Award

\$1000. The amount may vary annually.

Awarded to one undergraduate student who has successfully completed CLD 314 (Literacy in the Early Years) and has demonstrated academic excellence and leadership in promoting literacy in the community. Applicants are asked how they demonstrate the Rotary Club's adopted philosophy of the Four-Way Test, promoting high ethical standards in their professional lives. It asks the following four questions: Of the things we think, say or do: Is it the TRUTH? Is it FAIR to all concerned? Will it build GOODWILL and BETTER FRIENDSHIPS? Will it be BENEFICIAL to all concerned?

**Deborah and Murray Chant Award for Excellence in Field Education
Up to \$1000**

To be awarded to a full-time student who has shown leadership and excellence in their placement. Leadership is shown by taking initiative and responsibility, professionalism, independent thought and dedication. The student must have received the excellence certificate and excellent assessment from their field educator and demonstrated their ability to put theory into practice.

OTHER AWARDS**Faculty of Community Services Full-Time and Part-Time Student Undergraduate Awards**

\$1000. x 2 (one full-time and one part-time student)

www.ryerson.ca/fcs/students/awards/

Royal Bank of Canada Community Services Award

\$500. (amount may vary by year)

www.ryerson.ca/fcs/students/awards/

Other awards are also available to Ryerson students, such as:

- University Entrance Scholarship
- Ryerson Gold Medal
- The Brian Segal Award
- Dennis Mock Award
- Ontario Graduate Scholarship
- Governor-General's Academic Medal
- The Founder's Scholarship
- Rhodes Scholarship

It is impossible to list here all opportunities for awards available to students in the Early Childhood Studies programs; within the Faculty of Community Services or as a student in a Ryerson program.

For more information on the many opportunities available, or for application forms for other awards, please contact the Financial and Awards Office. Deadline dates are normally in March or April.

Tel: (416) 979-5113

POD-59 (Lower Group level)

www.ryerson.ca/financialaid/ or <http://ryerson.ca/registrar/students/scholarships/programspecific.html>

XIII Professional Organizations and Advocacy Associations

There are a number of professional organizations and advocacy associations which represent the diverse interests of careers in early childhood education. Students are encouraged to become familiar with these and to become involved as members. These groups provide opportunities for career exploration and development, and for making responsible contributions to your field. *Each organization has a Website under the name of the organization.*

1. ASSOCIATION FOR EARLY CHILDHOOD EDUCATORS, ONTARIO

The AECEO is a professional organization that promotes early childhood care and education and represents Early Childhood Educators in the community and to government agencies. As a member you are informed of developments in the field by means of provincial newsletters, branch newsletters, regional meetings, conferences and symposiums.

Association for Early Childhood Educators, Ontario
40 Orchard View Blvd., Suite 211, Toronto, ON M4R 1B9
Tel: (416) 487-3157 Fax: (416) 487-3758
Website: www.aeceo.ca
E-mail: info@aeceo.ca

The AECEO also offers Early Childhood Educators the opportunity for voluntary teacher certification. Certification is awarded to applicants who have achieved the required level of training, and whose competence in Early Childhood Education has been evaluated over a specified time period and found to be satisfactory by certified colleagues. The certified teacher is then permitted to use the legal and professional designation of RECE after his/her name.

2. ONTARIO COALITION FOR BETTER CHILD CARE

The OCBCC is founded on the principle that all children should have access to a high quality of child care services, regardless of family income. Child care services should be licensed, regulated and should reflect the best current knowledge about early childhood development. The Coalition presents briefs and policy papers to government agencies, and works to increase public awareness of child care needs in Ontario.

Ontario Coalition for Better Child Care
489 College Street, Suite 206
Toronto, ON M6G 1A5
Tel: (416) 538-0628 Fax: (416) 538-6737

3. CHILD CARE ADVOCACY ASSOCIATION OF CANADA

The Child Care Advocacy Association of Canada is a non-profit voluntary organization with regional representatives, an executive, and a steering committee of elected members from each province and territory. The Association is membership-based and linked to local, provincial and national sustaining groups.

The CCAAC grew out of resolutions adopted by the Second Canadian Conference on Day Care, held in September, 1982 in Winnipeg. The seven hundred delegates from all provinces and territories called for an effective, united voice to pursue child care issues at the federal level and promote a broad consensus of support within all regions of Canada.

Child Care Advocacy Association of Canada
151 Slater St., Suite 714
Ottawa, ON K1P 5H3
Tel: (613) 594-3196 Fax: (613) 594-9375

4. CANADIAN CHILD CARE FEDERATION

This organization is dedicated to improving the quality of child care services for Canadian families through a national organization that: supports the development and activities of provincial and territorial child care associations; provides information to and facilitates communication among members of the child care community, government and others interested in supporting good quality child care services; develops models, standards and guidelines for good quality child care, professional development and organization design; and promotes research related to all of the above.

Canadian Child Care Federation
383 Parkdale Ave., Suite 201
Ottawa, ON K1Y 4R4
Tel: (613) 729-5289 or (800) 858-1412 Fax: (613) 729-3159
E-mail: info@cccfc-fcsge.ca

5. CANADIAN ASSOCIATION FOR YOUNG CHILDREN

The Canadian Association for Young Children (C.A.Y.C.) grew out of the Council for Childhood Education in 1974. It is the only national association specifically concerned with the well-being of children from birth through age nine, at home, in pre-school settings and at school. Some of their aims include: to disseminate information on child development; to foster desirable conditions, programs and practices to meet the needs of children and to work for their development and well-being.

C.A.Y.C.
Membership Services
Attn: Kathy Graham
539 Clearview Rd.
RR#4 Stirling, ON, K0K 3E0
Tel/Fax: (613) 395-0529
Website: <http://www.cayc.ca>
E-mail: membership@cayc.ca

6. CANADIAN ASSOCIATION OF FAMILY RESOURCE PROGRAMS

This Association provides a network of support and resources for staff working in Family Resource Programs in Canada, and in Ontario. Family Resource Programs... “hold in common shared values and assumptions about the need to support families, and they are working towards reforming our delivery of human services by shifting the focus to the promotion of health and well-being, and to an emphasis on individual, family and community strengths rather than deficits.”*

(* from “Strengthening Families, Cherishing Children, Building Caring Communities”, a brief by the Canadian Association of Family Resource Programs to the Federal Human Resources Development Standing Committee, December, 1994).

707-331 Cooper St.
Ottawa, ON K2P 0G5
Tel: (613) 237-7667 Fax: (613) 237-8515
Website: www.frp.ca
E-mail: info@frp.ca

7. ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL (ACEI)

The AEI, which has branches in many countries, shares a dual commitment to the fulfillment of every child's potential and to the professional development of classroom teachers. It publishes the journal *Childhood Education* and holds an annual conference.

Association for Childhood Education International
17904 Georgia Ave., Suite 215
Olney, Maryland 20832
Tel: (301) 570-2111 or (800) 423-3563 Fax: (301) 570-2212
E-mail: headquarters@acei.org

8. NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

The National Association for the Education of Young Children (NAEYC) is an American organization which offers professional development opportunities to early childhood educators designed to improve the quality of services to children from birth through age 8 – the critical years of development.

NAEYC Membership Services include: *Young Children*, the professional peer-reviewed journal of NAEYC; books, brochures, and posters on curriculum, administration, infants and toddlers, self-discipline, selecting child care, and public policy information. NAEYC's annual Conference sets the stage for networking with other early childhood educators.

National Association for the Education of Young Children
1509 16th Street N.W.
Washington, D.C. 20316
Tel: (202) 232-8777 or (800) 424-2460
Website: www.naeyc.org

9. THE COUNCIL FOR EXCEPTIONAL CHILDREN

The Council for Exceptional Children was founded in 1922 as a non-profit organization to serve those who serve the needs of exceptional children. Since its inception CEC has worked to expand the body of special education knowledge and to ensure that each exceptional child has access to skilled special educators and resources required to provide quality education. CEC embraces all exceptional children and is designed for special education professionals around the world.

The School of Early Childhood Studies has its own student chapter. For further information, please see the ECS Course Union bulletin board.

XIV College of Early Childhood Educators (CECE)

Website: www.collegeofece.on.ca

The College of Early Childhood Educators is a professional, self-regulatory body for early childhood educators formed to protect the public interest and focused on quality and standards in the practice of early childhood education.

This College is the first self-regulatory college for early childhood educators in Canada.

Only members of the College of Early Childhood Educators can use the title “early childhood educators” (ECE) or “registered early childhood educator” (RECE) to describe themselves or their profession.

The College of ECE website posts an electronic version of the **Code of Ethics and Standards of Practice** at:

<http://collegeofece.on.ca/EN/PUBLIC/Pages/Resources-Publications.aspx>

New members will receive a hardcopy upon registration with the College.