Ryerson University

SCHOOL OF EARLY CHILDHOOD STUDIES

STUDENT HANDBOOK

2019 – 2020
Please Note: This Student Handbook is a supplement to the Ryerson Calendar and the Ryerson Student Guide, as well as the details of your individual course syllabi - all of which have important information not contained in this Handbook.

It is important to note that, as a university student, you are responsible for registering for and adding/dropping courses and course material listed on your course outlines. You will need to learn the requirements of the tripartite curriculum and choose your courses responsibly and with an eye to future career directions. 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. Be sure to note all dates regarding registration and drop deadlines, as well as calendar information about grades, course substitutions, audits, applications to graduate and academic policies (also offered in brief in this handbook, Section VII). These are essential 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 information that might be needed for postgraduate applications or transfers to other institutions. Ryerson Course Calendars are posted online for future reference.
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Child Care Advocacy Association of Canada
Canadian Child Care Federation
Canadian Association for Young Children
Canadian Association for Family Resource Programs
Association for Childhood Education International
National Association for the Education of Young Children
The Council for Exceptional Children
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:
https://www.ryerson.ca/registrar/.

Significant dates for the 2019-2020 year are listed at the following link: https://www.ryerson.ca/calendar/2019-2020/dates/

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

Ryerson Land Acknowledgement

Toronto is in the 'Dish With One Spoon Territory’. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect.

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.

The overarching goals of the School of Early Childhood Studies are to develop students:

A. Critical, creative, and ethical thinking
B. Understanding and application of the scholarly knowledge base of and for Early Childhood Studies
C. Effective interpersonal, written, and professional communication
D. Ability to question, evaluate, and make informed decisions

The School strives to help students meet these goals by providing an education that:

A. Is current and engaging
B. Is grounded in theory, research, policy, and practice
C. Considers the child and their family, community, society, and environment
D. Offers a wide range of experiential learning opportunities in course work and placement
E. Includes perspectives from across multiple disciplines
F. Is committed to equity, diversity, and social and ecological justice
G. Emphasizes effective practices in the field of Early Childhood Studies
Statement of Philosophy

We believe that TEACHING, our key priority, should be supported by class size and structures, including course organization and management, which permit adherence to our commitment:

to Principles
- of student centered learning, with student choice that stresses the primacy of independent and critical thinking.
- for developing leadership capabilities, professional attitudes for ethical behaviour, and a commitment to life-long learning.
- of the value of practicum experiences and the role of the faculty in developing professional competencies.

to Strategies
- of flexible methods of teaching and evaluating, for inductive and deductive modes of learning which permit individual student responses.
- which foster recognition of the importance of the role of modeling and disposition to inform in ethical ways.

to Content
- that is multidisciplinary and integrative in relation to areas of human development, family curriculum strategies, research methods, and special education.

We are committed to supporting RESEARCH AND OTHER SCHOLARLY ACTIVITIES of faculty and students.
We believe that COMMUNITY SERVICE by faculty and students either through our demonstration programs and resource centre, or through other projects, national and international, is of mutual benefit for children, families and other professionals.

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 children and families from a diversity of backgrounds by listening to their priorities and aspirations and adapting programs and curricula to facilitate their sense of belonging and success.

We also recognize that it is essential for all students, staff and faculty to feel respected, safe and included in our School community. As a school, we seek to promote and model social responsibility and social justice practices as they relate to a wide range of diversities and intersectionalities. This includes issues affecting Indigenous persons; issues of race, nationality, religion, spiritual beliefs, ethnicity, age, language diversity, family composition, socio-economic status, sexual orientation, disability, gender, among others.

We are a Scent-Aware School
The School of Early Childhood Studies promotes Scent-Aware practices. In line with university EDI policies, we acknowledge the cultural and personal importance that scent holds in our communities. At the same time, we acknowledge the sensitivities that people may have to certain scents, especially chemicals in some perfumes. As part of Scent-Aware policy, we encourage adopting an arms-length practice. If a scent can be detected more than one arms-length away it may be unintentionally disruptive to others. Unscented products are encouraged, as appropriate. Thank you for helping to ensure that the School of Early Childhood Studies is an inclusive environment for all.

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. Lisa Barnoff. 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 office hours in their course syllabi. To make an appointment to speak with them 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 unsure as to whom you should direct your concern, please speak with the School Departmental Assistant.

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 staff and faculty listed below should be followed by @ryerson.ca – for example, mburgos@ryerson.ca

### School Administrative Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Ext.</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Kathleen Peets</td>
<td>7646</td>
<td>kpeets</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Aurelia Di Santo</td>
<td>4576</td>
<td>disanto</td>
</tr>
<tr>
<td>Associate Director- Field Education</td>
<td>Susan Jagger</td>
<td>2517</td>
<td>susan.jagger</td>
</tr>
<tr>
<td>Associate Director- Undergraduate</td>
<td>Donna Koller</td>
<td>2513</td>
<td>dkoller</td>
</tr>
<tr>
<td>Graduate Program Director</td>
<td>Rachel Berman</td>
<td>7695</td>
<td>rcbberman</td>
</tr>
<tr>
<td>Graduate Program Administrator</td>
<td>Milene Ferreira</td>
<td>4953</td>
<td>mferreir</td>
</tr>
<tr>
<td>Mgr, Gerrard Resource Centre</td>
<td>Catherine Moher</td>
<td>2535</td>
<td>cmoher</td>
</tr>
<tr>
<td>Mgr, Early Learning Centre</td>
<td>Christa Leeder</td>
<td>5338</td>
<td>christa.leeder</td>
</tr>
<tr>
<td>Student Affairs Coordinator</td>
<td>Maria Burgos</td>
<td>6338</td>
<td>mburgos</td>
</tr>
<tr>
<td>Mgr. Part-Time and Consecutive Program</td>
<td>Jennifer Butterly</td>
<td>7636</td>
<td>jennifer.butterly</td>
</tr>
<tr>
<td>Field Education Coordinator</td>
<td>Martha Anapliotis</td>
<td>6389</td>
<td>martha.anapliotis</td>
</tr>
<tr>
<td>Field Education Assistant</td>
<td>Than Le</td>
<td>2527</td>
<td>than.le</td>
</tr>
<tr>
<td>Administrative Officer</td>
<td>Leah Espineda</td>
<td>4153</td>
<td>espineda</td>
</tr>
<tr>
<td>Departmental Assistant</td>
<td>Cadene Henry</td>
<td>5306</td>
<td>cadene.henry</td>
</tr>
</tbody>
</table>

### SCHOOL OF EARLY CHILDHOOD STUDIES FACULTY

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Ext.</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angela Valeo, B.Sc., B.Ed., M.Ed., Ph.D.</td>
<td></td>
<td>7696</td>
<td>avalleo</td>
</tr>
<tr>
<td>Donna Koller, B.A., D.C.S., M.Sc., Ph.D.</td>
<td></td>
<td>2513</td>
<td>dkoller</td>
</tr>
<tr>
<td>Elaine Frankel, B.S., M.Ed., Ed.D.</td>
<td></td>
<td>7651</td>
<td>efrankel</td>
</tr>
</tbody>
</table>
Fiona Moola, M.Sc., Ph.D.       6333   fiona.moola
Kathryn Underwood, B.A., M.A., Ph.D.  2519   kunderwood
Kristin Snoddon, B.S., M.A., Ph.D.  N/A   ksnoddon
Mehrunnisa Ali, B.A., Ed.M., Ph.D.  6330   maali
Nicole Land, B.S., M.A., Ph.D.  7538   nland
Rachel Langford, B.A., M.Ed., Ph.D.  2516   rlangfor
Robert Rinkoff, B.S., M.S., Ph.D.  6332   rrinkoff
Roma Chumak-Horbatsch, B.A., M.A., Ph.D.  6334   rchumak
Sejal Patel, B.Sc., M.A., Ph.D.  7309   patel.sejal
Susan Jagger, B.Sc., B.Ed., M.A., PhD.  2517   susan.jagger

Contract Instructors

E-Mail (@ryerson.ca)

Barnett, Vanessa   vanessa.barnett
Bell, Sophie   bell
Butterly, Jennifer   jennifer.butterly
Chan, Cherry   cherry1.chan
Eizadirad, Ardavan   ardavan.eizadirad
Ewan, Anita   aewan@ryerson.ca
Faigal, Alan   alan.faigal
Fiskenbaum, Lisa   lisafix@ryerson.ca
Fraser, Christie   christie.fraser
Fung, Lovisa   lovisa.fung
Howson, Susan   showson
Huberman, Audrey   huberman
Karmiris, Maria   mkarmiris
Kenneally, Noah   noah.kenneally
Lukaszyk, Evelina   esiwik@ryerson.ca
Menon, Nidhi   nidhi.menon
Montpetit, Meagan   mmontpetit
Mueller, Michael   m2muelle
Nash Inees, Nicole   nicole.ineesenash
Petrescu, Maria   mpetrescu
Positano, Karyn   karyn.positano
Priolettta, Jessica   jessica.priolettta
Schein, Laura   lschein
Shoemaker, Leah   leah.shoemaker
Smith, Alison   TBA
Sperling, Erin   erin.sperling
Warton, Carolynne   cwarto

AFFILIATED CENTRES

Ryerson Early Learning Centre

Ext.      E-Mail

Main #      5338      elc
Manager      5338      christa.leeder
**RYERSON EARLY LEARNING CENTRE**

Ryerson Early Learning Centre (ELC) is a licensed Early Learning and Care experiential laboratory program. Operating since 1963, the ELC is located on the first floor of Kerr Hall West and is a key component of the Faculty of Community Services-Early Childhood Studies (FCS-ECS) teaching and learning mandate. FCS-ECS students have the opportunity to participate in Field Education at the ELC and engage in observations through observation booths and a live feed camera system associated with classroom KHW 371. Requests to conduct observations in the ELC must be arranged with the Manager. In addition to supporting the learning of FCS-ECS students, the ELC hosts visitors for tours and is a venue for research by FCS-ECS faculty, graduate students and other university departments.

The Manager of the ELC leads a team of ten (10) full-time Registered Early Childhood Educators with BA level qualifications or higher. The ELC has four (4) classrooms and is licensed to provide service to sixty-five (65) children between the ages of eighteen (18) months - four (4) years. Two Toddler and two Preschool classrooms provide inquiry based programming to meet the developmental needs of the children Monday to Friday from 8:00 a.m. to 6:00 p.m.

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 and joy of learning. Admission to the ELC program is on a first-come, first-served basis with priority reserved for Ryerson students, faculty and staff.

**PEDAGOGICAL PRACTICE**

Ryerson Early Learning Centre provides an exemplary Early Learning model and childcare service to families, the community, student educators and faculty research initiatives. Our Centre encompasses a community of children and adults living and learning together. Central to our values are the following practices:

- **Families are an integral support and decision maker for their child.** In keeping with our philosophy of equity, diversity and inclusion, we respect and acknowledge each family’s culture, values, and unique needs. We are committed to providing a responsive service for families while being accountable to the governing policies of the program.

- **Families are the most important influence in their children’s lives.** We strive to provide authentic partnerships with families to strengthen our ability to meet children’s needs and to understand their personal contexts for learning.

- **We recognize that each child is an individual and value their potential.** Children are born with an innate curiosity and a determination to understand the world around them. Children are competent, capable, and curious. Our role is to provide learning opportunities that provoke inquiry, critical thinking, problem solving and above all else, a joy of being.
To accomplish these ideals, our teams have a comprehensive understanding of child development coupled with observations of what the children express as their paths of discovery. By understanding the whole child, we promote the development of aesthetics, social-emotional, cognitive and physical growth. Our team believes children have the right to participate fully in their home, community and Early Learning Programs. We promote this inclusive practice through ongoing interactions, observations and reflection, to examine the main inquiries that children are exploring about their world. As co-investigators with the children, their families and community, we collaboratively create a supportive environment to foster this participation. Our unique framework of programming thrives to meet the needs, interests and inquiries of each child.

Play is the child’s primary medium of learning, which promotes problem solving, decision-making, and positive interactions with others. Children benefit from both indoor and outdoor environments where they can explore nature and take safe risks.

We value, accept and appreciate children, family members, and students, staff and faculty as unique individuals. In partnership with the Faculty of Community Services at Ryerson University, we offer opportunities to share these values through ongoing collaborative projects, interactions and student support.

Creating responsive and positive interaction between adults and children, promotes opportunities to practice self-regulation and social responsible attributes. We encourage leadership behaviour in young children by providing opportunities for social learning through modeling and peer training. Children have the capacity to develop an enhanced sense of responsibility and empathy towards others.

Ryerson Lab Programs are committed to diversity and inclusion. We provide a program that acknowledges equity, diversity and the inclusion of families and children to support optimal development. The terms diversity and inclusion are used in their broadest sense to include linguistic, cultural and racial identity as well as ability, gender, class, sexuality, age and migration status. Our approach is in recognition of children’s need to develop a positive identity, not only as individuals but also as members of the groups to which they belong. Families, children, and Registered Early Childhood Educators are welcome to share aspects of their culture and ethnic identity throughout various aspects of the programs.

We are licensed by the Ontario Ministry of Education, and refer to ministry guidelines as indicated by the Child Care and Early Years Act and our values and commitment to service align with How Does Learning Happen? http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Utilizing the pillars of “How Does Learning Happen”. We recognize these pillars are represented in all aspects of the program and are interdependent and work together to offer a foundation of learning and engagement for the child, family, community, students and educators.

**Gerrard Resource Centre**

Gerrard Resource Centre Library 350 Victoria Street, KHW 383-A (416) 979-5356

<table>
<thead>
<tr>
<th>Manager</th>
<th>Ext.</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Moher, B.A.A. (Ryerson), M.A. (Ryerson)</td>
<td>2535</td>
<td>cmoher</td>
</tr>
</tbody>
</table>

**Staff**

Anne Hoa, Resource Consultant 2536 anne.hoa

GRC Library 5356

**EarlyON Child and Family Centre**

St. Peter’s & St. Simon’s Apostle Church (416) 972-1319

525 Bloor Street East, Garden Room

**Staff**

Amy Yu, Toy Librarian and Child Care Registry Consultant amyyu

Ana Tejada, Drop-In Program Coordinator anatejada

Olivia Caravaggio olivia.caravaggio
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 and publishes a monthly e-bulletin entitled support ALL. The GRC provides the following services: child care information, EarlyON Child and Family Centre, emergency child care, toy lending library and consultation services for children with disabilities.

For more information, please contact:
Catherine Moher, Manager
Gerrard Resource Centre, KHW 383A
Tel: (416) 979-5000 ext 2535
E-mail: cmoher@ryerson.ca

Please visit our website at: www.ryerson.ca/ecs/grc
# SCHOOL CURRICULUM

## COURSE OFFERINGS AND TEACHING FACULTY

**FALL 2019 / WINTER 2020 – Full-Time Program**

<table>
<thead>
<tr>
<th>Year 1 (Semester 1)</th>
<th>EC001-01 Fall</th>
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<tbody>
<tr>
<td>CLD 101 011</td>
<td>S. Patel</td>
</tr>
<tr>
<td>021</td>
<td>S. Patel</td>
</tr>
<tr>
<td>CLD 102 011/021</td>
<td>A. Valeo</td>
</tr>
<tr>
<td>CLD 111 011</td>
<td>A. Di Santo</td>
</tr>
<tr>
<td>021/031</td>
<td>N. Land</td>
</tr>
<tr>
<td>PSY 102</td>
<td>(Psychology Department)</td>
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<tr>
<td>CLD 103 011</td>
<td>S. Patel</td>
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<tr>
<td>021</td>
<td>N. Menon</td>
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<tr>
<td>CLD 161 011</td>
<td>TBA</td>
</tr>
<tr>
<td>021</td>
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<tr>
<td>031</td>
<td>TBA</td>
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<tr>
<td>CLD 161 Spring</td>
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</tr>
<tr>
<td>011/021</td>
<td>TBA</td>
</tr>
<tr>
<td>CLD 212 011</td>
<td>N. Land</td>
</tr>
<tr>
<td>021</td>
<td>TBA</td>
</tr>
<tr>
<td>031/041</td>
<td>N. Menon</td>
</tr>
<tr>
<td>SOC104 (Sociology Department)</td>
<td></td>
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<tr>
<td>1 Liberal Studies elective – 1 course from Table A</td>
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<tr>
<th>Year 2 (Semester 3)</th>
<th>EC001-02 Fall</th>
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<tbody>
<tr>
<td>CLD 231 011/021</td>
<td>A. Huberman</td>
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<tr>
<td>CLD 241 011/021</td>
<td>F. Moola</td>
</tr>
<tr>
<td>CLD 262 011</td>
<td>A. Eizadirad</td>
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<tr>
<td>021</td>
<td>S. Bell</td>
</tr>
<tr>
<td>031</td>
<td>A. Faigal</td>
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<tr>
<td>041</td>
<td>L. Schein</td>
</tr>
<tr>
<td>051</td>
<td>N. Menon</td>
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<tr>
<td>061</td>
<td>A. Ewan</td>
</tr>
<tr>
<td>Professional elective - One of:</td>
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<tr>
<td>CLD 204 011</td>
<td>N. Menon</td>
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<tr>
<td>CLD 205 011</td>
<td>A. Davies</td>
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<th>Year 2 (Semester 4)</th>
<th>EC001-02 Winter</th>
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<tr>
<td>CLD 213 011/021</td>
<td>S. Jagger</td>
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<tr>
<td>CLD 215 011</td>
<td>M. Binder</td>
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<tr>
<td>02/031</td>
<td>C. Chan</td>
</tr>
<tr>
<td>041</td>
<td>V. Barnett</td>
</tr>
<tr>
<td>CLD 251 011</td>
<td>S. Howson</td>
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<tr>
<td>021</td>
<td>L. Schein</td>
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<tr>
<td>Professional elective - One of:</td>
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<tr>
<td>CLD 205 011</td>
<td>L. Fung</td>
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<tr>
<td>CLD 206 011</td>
<td>M. Petrescu</td>
</tr>
<tr>
<td>1 Liberal Studies elective – 1 course from Table A</td>
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* Please note that the School reserves the right to make changes to these faculty assignments.*
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<th>Year 3 (Semester 5)</th>
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<tbody>
<tr>
<td>CLD 314 011</td>
<td>C. Chan</td>
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<td>K. Snoddon</td>
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<tr>
<td>041</td>
<td>C. Chan</td>
</tr>
<tr>
<td>CLD 322 011/021/031</td>
<td>L. Fiksenbaum</td>
</tr>
<tr>
<td>041</td>
<td>N. Menon</td>
</tr>
<tr>
<td>051</td>
<td>M. Karmiris</td>
</tr>
<tr>
<td>CLD 332 011</td>
<td>K. Snoddon</td>
</tr>
<tr>
<td>CLD 454 011/021</td>
<td>A. Eizadirad</td>
</tr>
<tr>
<td>POL 220 (Politics &amp; Government Dept.)</td>
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1 Professionally-Related elective (Faculty of Arts) – 1 course from Table 1

<table>
<thead>
<tr>
<th>Year 4 (Semester 7)</th>
<th>EC001-03 Fall</th>
</tr>
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<tbody>
<tr>
<td>CLD 315 011</td>
<td>J. Nolan</td>
</tr>
<tr>
<td>021</td>
<td>C. Ryan</td>
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<td>031</td>
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<td>J. Nolan</td>
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<tr>
<td>051</td>
<td>C. Ryan</td>
</tr>
<tr>
<td>CLD 317 011-051</td>
<td>L. Fung</td>
</tr>
<tr>
<td>CLD 464 011</td>
<td>R.C. Horbatsch</td>
</tr>
<tr>
<td>021</td>
<td>A. Eizadirad</td>
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<tr>
<td>031</td>
<td>S. Howson</td>
</tr>
<tr>
<td>041</td>
<td>A. Faigal</td>
</tr>
<tr>
<td>051</td>
<td>J. Prioleitta</td>
</tr>
<tr>
<td>061</td>
<td>J. Butterly</td>
</tr>
<tr>
<td>071</td>
<td>J. Butterly</td>
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1 Liberal Studies elective from Table B

<table>
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<tr>
<th>Year 3 (Semester 6)</th>
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</thead>
<tbody>
<tr>
<td>CLD 323 011</td>
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</tr>
<tr>
<td>021</td>
<td>F. Moola</td>
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<tr>
<td>031</td>
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<td>041</td>
<td>TBA</td>
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<tr>
<td>CLD 342 011</td>
<td>N. Kennealy</td>
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<tr>
<td>021</td>
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<tr>
<td>CLD 363 011</td>
<td>TBA</td>
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<tr>
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<td>S. Bell</td>
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<td>L. Fung</td>
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<td>071</td>
<td>N. Ineese-Nash</td>
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<tr>
<td>081</td>
<td>K. Positano</td>
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<td>091</td>
<td>A. Smith</td>
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1 Professionally-Related elective (Faculty of Arts) – 1 course from Table 1

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<thead>
<tr>
<th>Year 4 (Semester 8)</th>
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<tbody>
<tr>
<td>CLD 307 011</td>
<td>M. Petrescu</td>
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<tr>
<td>021/031</td>
<td>TBA</td>
</tr>
<tr>
<td>CLD 445 011</td>
<td>K. Underwood</td>
</tr>
<tr>
<td>021</td>
<td>K. Snoddon</td>
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<td>031</td>
<td>TBA</td>
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<td>1 Liberal Studies elective from Table B</td>
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</table>

Professional elective - One of:
| CLD 420 011/021    | E. Sperling    |
| CLD 421 011        | R.C. Horbatsch |
| CLD 446 011        | D. Koller      |

<table>
<thead>
<tr>
<th>Year 3 (Semester 7)</th>
<th>EC001-03 Winter</th>
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<tbody>
<tr>
<td>CLD 307 011</td>
<td>M. Petrescu</td>
</tr>
<tr>
<td>021/031</td>
<td>TBA</td>
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<td>CLD 445 011</td>
<td>K. Underwood</td>
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<td>K. Snoddon</td>
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<td>031</td>
<td>TBA</td>
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1 Liberal Studies elective from Table B

<table>
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<tr>
<th>Year 4 (Semester 8)</th>
<th>EC001-03 Winter</th>
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</thead>
<tbody>
<tr>
<td>CLD 415</td>
<td>E. Sperling</td>
</tr>
<tr>
<td>CLD 419</td>
<td>M. McBride</td>
</tr>
<tr>
<td>CLD 435</td>
<td>A. Ewan</td>
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</tbody>
</table>

1 Professionally-Related elective (Faculty of Arts) – 1 course from Table 1

1 Liberal Studies elective – 1 course from Table B

* Please note that the School reserves the right to make changes to these faculty assignments.
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. Part-time direct entry students complete their courses through The Chang School and can choose to enrol in courses delivered in the classroom during the evening, online or a combination of both. It is also possible to complete the part-time program as a distance student- including field placement, with the exception of two one-week 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/
Course scheduling may be accessed on The Chang School website: http://ce-online.ryerson.ca/ce/.

RYERSON/YORK CONSECUTIVE BA/BED PROGRAM

Ryerson students can now pursue a consecutive teaching degree on our Ryerson 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) from York University. Students are invited to apply to the program in the fall of the fourth year of the BA degree. The York BEd degree begins in May, immediately following the end of the fourth year, and runs for 16 consecutive months on our Ryerson campus. Only 45 students will be accepted into the Ryerson BA/York BEd program.

To be eligible for admittance into the program, you must have completed all BA degree credits by the end of the winter semester of your fourth year and eligible to graduate in the Spring convocation. 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 two references.

To learn more about the concurrent BA/BEd program, consult the Information for ECS Students organization on D2L or contact Jennifer Butterly by email at jennifer.butterly@ryerson.ca

SCHOOL COUNCIL AND COURSE UNION

SCHOOL COUNCIL

The School Council comprises the director, all full-time faculty members, 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 or 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 2019/2020 are:

**President:** Mariam Ahmed
President: m12ahmed

**Vice-President:** Lindsey Benjamin
Vice President: lbenjamin

**Secretary:** Katherine McDonald
Secretary: k1mcdonald

**Events Co-ordinator:** Alina Habib
Events Co-ordinator: alina.habib

**Communications Director:** Jessica Mendoza
Communications Director: jessica1.mendoza

**Student Advocate:** David Mepaiyeda
Student Advocate: david.mepaiyeda

**Event Ambassadors:**
- Jasdeep Dhami
  - Jasdeep Dhami: jasdeep.dhami
- Sadaf Noorzai
  - Sadaf Noorzai: sadaf.noorzai
- Sophie Yu
  - Sophie Yu: sophie.yu

**Year Representatives:**
- First Year: Alex Guo
  - First Year: Alex Guo: alex.guo
- Second Year: Jelena Trapsi
  - Second Year: Jelena Trapsi: jelena.trapsi
- Third Year: Alishba Jabbar
  - Third Year: Alishba Jabbar: alishba.jabbar
- Third Year Direct Entry - Brittney De Chiara
  - Third Year Direct Entry - Brittney De Chiara: bdechiara
- Fourth Year: Stephanie Conte
  - Fourth Year: Stephanie Conte: s1conte

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 must be aware of 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/transfercredits/](http://www.ryerson.ca/currentstudents/transfercredits/) 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 are required to work with School’s Student Affairs Coordinator to design an individual academic plan to ensure they meet all the requirements to be eligible for graduation.
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
   - Students must be flexible about their elective course selection which include liberal, professional and professionally-related elective courses.

   - 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 all costs related to these courses as charged by The Chang School.

   - Meeting course pre-requisites and requirements is the first priority in designing a student’s individual academic plan.

   - 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.

   - 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.

   - 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.

   - 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: https://www.ryerson.ca/admissions/undergraduate/

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

<table>
<thead>
<tr>
<th>Performance Description</th>
<th>Letter Grade</th>
<th>Conversion Range Percentage Scale to Letter Grades</th>
<th>Ryerson GPA</th>
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<tr>
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<td>A+</td>
<td>90 - 100</td>
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<td>A</td>
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<td>50 - 52</td>
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<tr>
<td>Unsatisfactory</td>
<td>F</td>
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</table>

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 three months
- FNA – failure for non-attendance

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 disabilities can register with the University’s Student Learning Centre when they are admitted to the School. Accommodations in learning and evaluation can only be made for students who have identified themselves
and their disability with the Student Learning Centre before courses begin in any semester. Accommodations for field education courses may differ from accommodations needed for academic courses. Students requiring accommodations for field education courses are encouraged to speak with their Accommodation Facilitator the semester prior to the field education course. The School reserves the right to determine whether or not it has the capacity to meet the accommodations that are needed for any student. The field placement site reserves the right to determine whether or not it has the capacity to meet the accommodations that are needed for any student completing a field placement. All students must be able to collaborate with their field educator to ensure the safety of all children within the field education site at all times.

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 test/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.

Absences/Missed Classes

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/senate/forms/medical.pdf. 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/pol150.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 which have been distributed to the students in the class.

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/pol135.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 4:00pm and assignments will be date stamped for that day. Any assignments coming in after (4 p.m.) 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 4:00pm 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 https://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 from 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.


**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.

**Scent Awareness**

The School of Early Childhood Studies promotes Scent-Aware practices. In line with university Equity and Community Inclusion policies, we acknowledge the cultural and personal importance that scent holds in our
communities. At the same time, we acknowledge the sensitivities that people may have to certain scents, especially chemicals in some perfumes. As part of Scent-Aware policy, we encourage adopting an arms-length practice. If a scent can be detected more than one arms-length away it may be unintentionally disruptive to others. Unscented products are encouraged, as appropriate. Thank you for helping to ensure that the School of Early Childhood Studies is an inclusive environment for all.

Access to Undergraduate Student Lounge

The ECS Student Lounge is located at KHW-364. This lounge 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. Security periodically monitors the use of the lounge and check OneCards of those present. If you do not have Onecard access to the lounge, you will be asked to leave. If you encounter difficulty in obtaining access using your Ryerson Student Card, please contact the Administrative Officer, Leah Espineda, in KHS 354-D.

First Year and Third Year Direct Entry students are automatically provided access upon admission to the program. There may be instances when a student is not able to access the student lounge. When this happens, please send an email to the Administrative Officer at espineda@ryerson.ca with your name, student ID number, the number at the back of your ONECARD and your expected year of graduation to determine the expiry date.

The lounge is reserved as a privileged secure space strictly for ECS students to work, meet, and have quiet down time. If you wish to work or socialize with students from other programs or from outside the university, you may use common university space, such as the SLC. If students from outside the program ask for access or are present, please inform the ECS office at KHS 354 and we can contact Security. You may also connect with Security directly at extension 5040.

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/national site. International/national field placements occur during the Spring/Summer months between the third and fourth year for full-time students, and as the final course for part-time students. Further information is provided at an information session in the fall. Please check your Ryerson email for further details. More information can be found by visiting:

http://www.ryerson.ca/ecs/student-resources/undergraduate/field-education/out-of-province-out-of-country-field-placement/

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.

The law requires mandatory environmental health and safety awareness training for both paid and unpaid workers. This includes field placement students. Environmental Health and Safety (EHS) at Ryerson has developed an eLearning module for all Ryerson students completing placements. All ECS students are strongly encouraged to complete the EHS Awareness eLearning module: 'EHS Awareness for Students in an External Placement. A link to the module will be sent to students once they are registered for their field education course.

It is the student’s responsibility to ensure that their documentation on file with the School is correct, current and valid. Also, it is unlawful to send any student into the field without the following documentation:
**First Year Students** are required to submit the following non-academic documentation:

1) a Criminal Reference Check that includes a vulnerable persons search.
   The School’s website provides further information and application procedures for obtaining a criminal reference check that includes a vulnerable persons search.
   
   [https://www.ryerson.ca/ecs/student-resources/undergraduate/field-education/first-year-field-placement-full-time-program/](https://www.ryerson.ca/ecs/student-resources/undergraduate/field-education/first-year-field-placement-full-time-program/)

2) a completed immunization form
   The immunization form is to be completed by a healthcare provider and can be found on the School’s website at:
   
   [http://www.ryerson.ca/content/dam/ecs/pdfs/student-resources/TB_Immunization_form.pdf](http://www.ryerson.ca/content/dam/ecs/pdfs/student-resources/TB_Immunization_form.pdf)

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.

   Students must complete the eLearning module and submit a hard copy of the Proof of Completion certificate. Visit [https://www.labour.gov.on.ca/english/hs/training/workers.php](https://www.labour.gov.on.ca/english/hs/training/workers.php) for more information.

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

1) a Criminal Reference Check that includes a vulnerable persons search.
   The School’s website, [www.ryerson.ca/ecs](http://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 one step TB test.
   Forms that are to be completed by a healthcare provider for the purposes of a TB test can be found on the School’s website at [www.ryerson.ca/ecs](http://www.ryerson.ca/ecs).

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) Ontario Ministry of Labour Worker Health and Safety Awareness Training in 4 Steps.
   Students must complete the eLearning module and submit a hard copy of the Proof of Completion certificate. Visit [https://www.labour.gov.on.ca/english/hs/training/workers.php](https://www.labour.gov.on.ca/english/hs/training/workers.php) for more information.

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 2019/2020 academic year is as follows:

- **CLD 464 (4th year):** Friday, August 23, 2019
- **CLD 262 (2nd year):** Friday, August 23, 2019
- **CLD 363 (3rd year):** Friday, December 6, 2019
- **CLD 161 (1st year):** Friday, December 6, 2019
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](http://www.ryerson.ca/ecs)

**Attendance at a Field Education Site**

Students are to attend their site regularly, promptly, and prepared. All placement days are full days. Students typically match the schedule of their field educator. Each placement day is approximately seven hours. Students must be on site for field education hours to be credited. Students will 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. Any absence of more than one hour will be made up as a full day. Make up time is completed after the last official placement day of the term. Students are expected to make up time during the exam period. All make-up time must be completed by the end of the exam period for the semester during which the placement course was taken.

Students who are absent from placement more than two consecutive weeks, (or 3 consecutive days for May and June CLD161 placements) must submit a Ryerson Student Health Certificate AND an Academic Consideration Request form within five business days of the absence and may be required to withdraw from the placement. Students who are absent from placement more than four days during the term, will be required to meet with the Field Education Coordinator and Associate Director and may be required to withdraw from the placement.

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. Students do not attend placement and are not required to make up days for Ryerson University’s reading weeks.

**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, secondary, 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 individual(s) or individual’s legal guardian. Students shall willingly sign a confidentiality agreement if the site so requests.
Student Guide to Professionalism

Purpose

The purpose of the Early Childhood Studies Student Guide to Professionalism is to outline the attitudes and behaviours expected of all Early Childhood Studies Students in relation to field education courses.

Background

Field placements in Early Childhood Studies provide students with an opportunity to apply theory to practice in employment environments. These hands-on learning experiences deepen students' understanding of the field, enhance their knowledge and skills, and promote personal and professional growth. Professionalism is an essential set of attitudes and behaviours expected of all Early Childhood Studies students.

Application and Scope

The Student Guide to Professionalism is applicable in all contexts and circumstances in which students are, or could reasonably be considered to be, representing Ryerson University, including both real-world and on-line settings, and traditional and workplace placements. The principles articulated in the Student Guide to Professionalism do not replace or limit the legal or ethical standards established by the Ontario College of Early Childhood Educators, regulatory bodies, or by any other applicable Ryerson University standard, policy or procedure. In addition to the standards for professional behaviour outlined in this document, students are required to adhere to the Ryerson University Student Code of Non-Academic Conduct for non-academic offences.

Definitions

College of Early Childhood Educators - “regulates and governs Ontario’s Registered Early Childhood Educators (RECEs) in the public interest” (College of Early Childhood Educators, para. 1, 2018). ECS students who are also members of the College have additional professional obligations.

Faculty Advisor – School of Early Childhood Studies’ field education placement instructor.

Field Educator - Professional at the field placement site who is responsible for supervising the student at the placement site.

Field Placement - Required courses where students are placed in actual employment environments related to children birth to eight years and their families.

Placement Site - Physical location where students attend placement.

Traditional Field Placement - Field placement where students are not employed by the placement site.

Workplace Placement - Field placement site where students are employed by the placement site.

Guidelines

I. Professional Behaviour Standards

1. Adhere to the regulations and policies of Ryerson University and the School of Early Childhood Studies

ECS students will:

- Adhere to program policies regarding field education courses, criminal reference checks, immunization requirements, Ontario Ministry of Labour Health and Safety Training, Environmental Health and Safety Training for Students in an External Placement, and the submission of field placement allocation forms.
- Adhere to Ryerson University policies regarding academic and non-academic conduct.
- Attend all placement related interviews and orientations.
• Adhere to deadlines for the submission of forms and non-academic documents to the program.
• Complete and submit all course related assignments and evaluations according to the due dates set by the faculty advisor.
• Check Ryerson University email on a consistent basis, including when the student is not enrolled in field education courses and responding to email requests in a timely and appropriate manner.
• Ensure that all correspondence (including email) is written in a courteous and professional manner.

2. Demonstrate Respect for the Rights of Others

ECS students will:
• Behave in a manner that does not disrupt or disrespect others.
• Treat others with courtesy and respect. This includes, but is not limited to: children, families, other students, field educators, faculty, staff, guest speakers, community members, administrators, custodial staff, and any persons on campus or affiliated with any placement site.
• Cooperate with children, families, other students, field educators, faculty, staff, guest speakers, community members, administrators, custodial staff, and any persons on campus or affiliated with any placement site.
• Use inclusive language.
• Refrain from behavior or language that is discriminatory or harassing in nature.
• Resolve conflict in an open, timely and respectful manner.
• Demonstrate competency in working respectfully and skillfully across differences of identity such as, but not limited to, ability, age, class, socio-economic status, educational background, ethnicity, gender, gender identity, geographical location, language, race, religion, reproductive and parenting decisions, and sexual orientation.

3. Support the Learning Process for Themselves and Others

ECS students will:
• Attend the placement site punctually and regularly.
• Be prepared for field placement.
• Actively participate in seminars, on-line discussions related to the field placement course, and in their field placement.
• Promote and support learning in their field placement program.
• Take responsibility for their own learning in the field placement program.
• Avoid dominating in-class and on-line conversations.
• Welcome and be open to the ideas and opinions of others.

4. Respect for the Environment

ECS students will:
• Respect Ryerson University buildings, grounds and overall property, field education placement site, and families’ homes.

II. Professional Behavior during Field Placements

ECS students are expected to:
• Demonstrate exemplary professional behavior.
• Be punctual.
• Dress according to the placement site’s expectations.
• Be respectful and polite at all times.
• Seek out and integrate feedback from field educator, faculty advisor and others involved in the field placement site and reflect on performance in seminars and on-line discussions.
• Actively attempt to address learning needs through self-study and skills practice.
• Accept learning opportunities offered by children, families, field educators, other staff at the field placement site, and their faculty advisor.
• Inform the field educator and faculty advisor of any issues that might affect their performance at the placement site. Students experiencing personal difficulties should consider accessing Ryerson University’s student services and/or seek guidance from their faculty advisor.

III. Use of Social Media and Digital Communication

Application and Scope

These guidelines apply to social media platforms, such as Facebook, Instagram, Twitter, Snapchat and others for personal use during traditional field placements and workplace placements. They also apply to the use of digital communication, including personal and Ryerson email and the development of e-portfolios.

Background

There are standards of appropriate professional, ethical and legislated behavior for persons who work with children, families, caregivers, guardians, and other vulnerable groups of persons who receive your care, education and services during a field placement. In addition, The College of Early Childhood Educators sets registration requirements and ethical and professional standards for registered early childhood educators (RECEs) and governs member conduct through a complaints and discipline process.

Ryerson students enrolled in the School of Early Childhood Studies who are also a member of the College have to abide by both sets of standards.

Guidelines

1. The privacy and confidentiality of children and families is paramount

Do not post private, confidential, or anecdotal information about children, families, other vulnerable persons, or placement staff on your personal social media sites, in online forums, or through digital communication – even if you remove identifying details. This includes photos and images. E-portfolios may not contain photos or images of children, families, other vulnerable persons, or placement staff.

2. Use of digital communication

Do not share information about children and families through personal email or other forms of digital communication for personal use. If your placement site uses social media and digital communication involving information or images about children and families, caregivers, or guardians, you are expected to follow guidelines and procedures for confidentiality and exchange of information as set out by the placement site. Postings permitted by the site must be for professional purposes and directly associated with the placement site. Postings for personal use are not permitted. Ask your field educator for the appropriate procedures and expectations.

3. Practitioner boundaries and use of social media

Ryerson students may not exchange personal information with children and/or their immediate or extended families, guardians or caregivers (for example, becoming Facebook “friends” on a personal social media account).

4. Using social media to resolve conflict

If you have a conflict, concern, or are experiencing harassment or discrimination at your placement site, social media is not the channel to address it. The School of Early Childhood Studies and Ryerson University has policies and procedures in place to help support students who are experiencing concerns in their placement. In addition, your placement site should have policies and procedures in place with respect to harassment, discrimination, or complaints. In the event that the site does not have appropriate policies, or is not taking your concerns seriously, your field educator and the School of Early Childhood Studies can provide support.

5. Social media and feedback

Social media is not an appropriate way to criticize your placement organization, field educator, faculty advisor, colleagues, or fellow students. Demonstrating respect is critical to preventing harassment and discrimination and is an
important value and skill. If you have concerns about a field educator, faculty advisor, colleague, employer, instructor, or fellow student, follow Ryerson University policies in bringing your concern forward. If you have feedback to give a person or organization, look for an appropriate way to share your feedback (for example: one-on-one, through a meeting, through a faculty advisor etc.).

IV. Consequences

A breach of any of the guidelines outlined in the Student Guide to Professionalism may result in the deferral of the placement course or withdrawal of the student from their placement for the semester. Depending on the situation and circumstances, there may be further academic and/or legal consequences for the student(s) involved, under the following institutional, provincial, and civil legislation and policies:

- Ryerson University School of Early Childhood Studies Student Handbook 2019-20
- Ryerson University Senate Policy 60: Academic Integrity
- Ryerson University Senate Policy 61: Student Code of Non-Academic Conduct
- Ryerson University Senate Policy 156: Removal of Students from Field Placements
- Placement agreement between Ryerson University and the placement site
- Policies and procedures of the field education placement site (note that contravention may result in independent actions by the placement site)
- Provincial privacy legislation
- Intentional Torts (e.g., being sued for libel, slander, invasion of privacy).
- College of Early Childhood Educators (College of Early Childhood Educators, By-law 39, Code of Ethics and Standards of Practice)

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 affect
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 Associate 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 Associate 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 RESOURCE 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
Library Bldg, 2nd floor
350 Victoria St
Toronto, ON M5B 2K3
https://library.ryerson.ca/
refdesk@ryerson.ca

ii. Ontario Institute for Studies in Education Library (416) 978-1850
252 Bloor St. West
Toronto, ON M5S 1V6
https://oise.library.utoronto.ca/

iii. Toronto District School Board (416) 395-8289
Resource Centre Library
3 Tippett Road
Toronto, ON M3H 2V1
http://www.tdsb.on.ca/

iv. Ministry of Education and Ministry of Training (416) 325-2929
Colleges & Universities 1-800-387-5514
Public Enquiry Unit
900 Bay St., Mowat Block, 14th Floor
https://www.ontario.ca/page/ministry-training-colleges-universities

v. University of Toronto Library (416) 978-6215
https://onesearch.library.utoronto.ca/
library.info@utoronto.ca

Robarts Library (St. George and Harbord) (416) 978-8450
130 St. George St.
Toronto, ON M5S 1A5
https://onesearch.library.utoronto.ca/library-info/ROBARTS

Gerstein Science Information Centre (416) 978-2280
(N.E. side of King’s College Circle)
9 King’s College Circle
Toronto, ON M5S 1A5
https://gerstein.library.utoronto.ca/
ask.gerstein@utoronto.ca

vi. Toronto Reference Library (416) 395-5577
789 Yonge St.  
Toronto, ON M4W 2G8  
Website: [http://www.torontopubliclibrary.ca/](http://www.torontopubliclibrary.ca/)

vii. Service Ontario Publications  
http://www.mah.gov.on.ca/Page6439.aspx  
(416) 326-5300

viii. Findhelp Information Services  
formerly Community Information Toronto  
1 St Clair Ave W, Ste 1000, 10th Fl  
Toronto ON M4V 1K6  
http://www.findhelp.ca/  
(416) 392-4605

ix. Child Care Resource and Research Unit  
225 Brunswick Ave.  
Toronto, Ontario M5S 2M6  
[www.childcarecanada.org](http://www.childcarecanada.org)  
(416) 926-9264

x. Ministry of Children and Youth Services  
77 Wellesley Street West  
PO Box 156  
Toronto ON M7A 1N3  
http://www.children.gov.on.ca/htdocs/English/index.aspx  
1-866-821-7770

xi. Ministry of Children, Community and Social Services  
80 Grosvenor St  
Hepburn Block, 6th Floor  
Toronto ON M7A 1E9  
1-888-789-4199

2. **STUDENT LEARNING SUPPORT**  
4th floor, Student Learning Centre  
(416) 598-5978  
341 Yonge Street  
Toronto, ON, M5B 1S1  
[www.ryerson.ca/sls](http://www.ryerson.ca/sls)  
sls@ryerson.ca  
Twitter: @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](http://www.ryerson.ca/sls) 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)  
https://www.ryerson.ca/studentlearningsupport/academic-accommodation-support/  
accessfrontdesk@ryerson.ca  
Twitter: @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
https://www.ryerson.ca/studentlearningsupport/writing-support/
sls@ryerson.ca
Twitter: @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
https://www.ryerson.ca/studentlearningsupport/math-support/
sls@ryerson.ca
Twitter: @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
https://www.ryerson.ca/studentlearningsupport/english-language-support/
sls@ryerson.ca
Twitter: @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
https://www.ryerson.ca/registrar/servicehub/

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.

(416) 979-5113.
http://ryerson.ca/registrar/students/scholarships.html
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.

350 Victoria St.
Rm. JOR-07C, Lower Ground Floor
Tel: (416) 979-5195.
E-mail: csdc@ryerson.ca
Website: http://www.ryerson.ca/counselling/

5. THE RYERSON BOOKSTORE

17 Gould Street
Tel: (416) 979-5116
bookstore@ryerson.ca
www.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 https://www.ryerson.ca/ccs/services/labsandprinting/labs/faq/ 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 students 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/ecs/

7. HEALTH CENTRE

350 Victoria Street
181 Kerr Hall West
Toronto, Ontario, Canada
M5B 2K3
(416) 979-5070
https://www.ryerson.ca/healthandwellness/medicalcentre/

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. Visit the website at http://www.ryerson.ca/career/ for further details.
9. **RYERSON THE RECREATION AND ATHLETICS CENTRE (RAC)**

Tel: (416) 979-5096  
More info: [www.ryerson.ca/sportsandrec](http://www.ryerson.ca/sportsandrec)  
E-mail: re@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: [http://www.ryerson.ca/housing/](http://www.ryerson.ca/housing/)

Off-Campus Housing: Tel: (416) 979-5043 or E-mail: offcamp@ryerson.ca  
Website: [http://www.ryerson.ca/housing/off-campus.html](http://www.ryerson.ca/housing/off-campus.html)

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:  
Sheila Saikkonen, Administrative Assistant  
KHW 389  
(416) 979-500 ext. 7699  
ssaikkon@ryerson.ca  
[http://www.ryerson.ca/aboriginal/index.html](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.

POD 50A  
(416) 979-5000 ext. 6655  
[http://www.ryerson.ca/studentlife/internationalsupport//index.html](http://www.ryerson.ca/studentlife/internationalsupport//index.html)
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.

1 Dundas St. W
11th floor
(416) 979-5026
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 214/215/216
Floor 2, Oakham House
63 Gould St. (at the corner of Church St.)
(416) 979-5000 ext. 7450
ombuds@ryerson.ca
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.

55 Gould St., Room SCC 311.
(416) 979-5255 or (416) 979-5000 ext. 7508
info@rsuonline.ca
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).

55 Gould St., Suite 301.
(416) 979-5193
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. For current award values, please check on the website at: http://www.ryerson.ca/ecs/student-resources/undergraduate/ecs-scholarships-and-awards/.

You may also contact the School’s Student Affairs Coordinator, Maria Burgos, at (416) 979-5000 ext. 6338 or at mburgos@ryerson.ca for further information and applications on Early Childhood Studies Scholarships and Awards.

Application Due By: TBD at 4 p.m

AWARD WITHOUT APPLICATION

Colleen Roulston Memorial Award
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.

AWARDS REQUIRING APPLICATION

Nancy C. Sprott School of Early Childhood Studies Awards
The amount may vary annually.
To recognize the academic achievement of current full-time undergraduate students who have completed at least one academic year 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
The value of award 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
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.

Meghan Savage Memorial Award
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 Studies and demonstrates interest and commitment to teaching young children. The student cannot have received any other scholarship or award from the School or the University within the calendar year of the application.
Grayson and Christina Lew Literacy Award
The amount may vary annually.
To one full-time or part-time undergraduate student in the School of Early Childhood Studies who has successfully completed CLD314 and has demonstrated academic excellence and leadership in promoting literacy in the community.

Kiola Isaacs Award
The amount may vary annually. The amount may vary annually. To be eligible for this award, students must be registered as undergraduate full-time or part-time students at Ryerson University in the School of Early Childhood Studies and have a clear academic standing. Be enrolled in the concurrent BA/B.Ed program with York University. Have a minimum CGPA of 3.00. Demonstrated an interest/commitment to inclusive education for children experiencing disability. Preference is given to students with a demonstrated interest in learning disabilities.

OTHER AWARDS

Faculty of Community Services Full-Time and Part-Time Student Undergraduate Awards
http://www.ryerson.ca/fcs/index.html

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-150
https://www.ryerson.ca/sfa/ or https://www.ryerson.ca/admissions/scholarships-awards/

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
489 College St., Suite 206,
Toronto, Ontario M6G 1A5
Tel: (416) 487-3157
Ontario Toll Free 1-866-932-3236
Website: www.aecceo.ca
E-mail: info@aecceo.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.
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
123 Slater Street, 6th Floor
Impact Hub Ottawa
Ottawa, ON K1P 5H2
613.212.0065 Toll free: 866.620.2753
https://ccaacacpsge.wordpress.com/about-ccaac/

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
700 Industrial Ave, Suite 600
Ottawa, ON K1G 0Y9
1-800-858-1412
(613) 729-5289 Telephone
(613) 729-3159 Fax
E-mail: info@cccf-fcsge.ca
Website: http://www.cccf-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).

149-150 Isabella Street, Ottawa, ON K1S 1V7
Tel: (613) 237-7667
Fax: (613) 237-8515
Email: info@familiescanada.ca
Website: https://www.familiescanada.ca/contact/

7. ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL (ACEI)

The AECI, 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 annual conference.

Association for Childhood Education International
1875 Connecticut Ave., NW, 10th Floor
Washington DC 20009
202-372-9986 • 1-800-423-3563
E-mail: headquarters@acei.org
Website: https://www.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
NAEYC Headquarters
1313 L Street, NW
Suite 500
Washington, DC 20005-4101
Phone: 202-232-8777 Toll-free: 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.

2900 Crystal Drive, Suite 100
Arlington, VA 22202
1-888-232-7733
Telephone: 1-888-232-7733
Email: service@cec.sped.org
Website: https://www.cec.sped.org/

10. CANADIAN COALITION FOR THE RIGHTS OF CHILDREN

The Canadian Coalition for the Rights of Children (CCRC) was started in 1989 as a network of individuals and Canadian organizations who promote respect for the rights of the child. The purpose of the CCRC is to produce educational public content about the Convention on the Rights of the Child; share information; monitor the implementation of the Convention in Canada, and engage in dialogue with government officials on child rights issues.

The goals of the Coalition are:
1. To uphold human rights in Canada and the world, in accordance with the United Nations Conventions on the Rights of the Child (UNCRC) including its related conventions and protocols, by providing relevant public education programs such as seminars and workshops.
2. To monitor and report on the implementation of the UNCRC in Canada and Internationally

Website: http://rightsofchildren.ca/
Email: info@rightsofchildren.ca

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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:

https://www.college-ece.ca/en/Public/professionalstandards
New members will receive a hardcopy upon registration with the College.