

**Ryerson University**

**SCHOOL OF EARLY CHILDHOOD STUDIES**

**STUDENT HANDBOOK**

**2017 – 2018**

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

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

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

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

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## **I        SIGNIFICANT DATES**

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

The Significant Dates Table is now located on the Registrar's Office Current Students' webpage.

<http://www.ryerson.ca/currentstudents/calendars/significant-dates.html>.

Significant dates for the **2017-2018** year are listed in the following link: <http://www.ryerson.ca/calendar/2017-2018/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**

Welcome to the School of Early Childhood Studies at Ryerson University. Our school is a very special place filled with remarkable people.

Our exceptional faculty are leaders in the profession, offering students a wide range of experience, expertise and research pertaining to young children. Their work influences policy and practice in early childhood education around the globe.

Our staff are highly dedicated, experienced, and committed individuals who tirelessly support students and faculty in all aspects of their work.

Our comprehensive curriculum allows students to explore and experience all aspects of the development and lives of young children. We focus not only on children, but also on parents and families, who help to shape their environment, opportunities and well-being.

Our program ensures that students experience a wide range of hands-on experience in their field education, with many diverse placement opportunities throughout a truly diverse city.

Our lab schools bring theory and practice together to enrich the experience of our students and researchers, and the children with whom they work.

This is a very special place with remarkable opportunities to learn and to grow. We hope that 2017-18 is an exceptional year for you in our School.

Dr. Charlene Ryan  
Director

## **Vision**

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

## **Mission**

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

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

## **School Goals**

Graduates are expected to demonstrate:

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

## **School Diversity Policy**

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

In particular, we encourage early childhood professionals to:

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

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

## **FACULTY OF COMMUNITY SERVICES**

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

The Dean of the Faculty of Community Services is Dr. 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 their office hours on their office doors and you usually do not need an appointment to meet them at these times. To make an appointment at other times, it is best to contact them through their voice-mail or e-mail. Please ensure that your communication is always professional in tone and content. If you are unfamiliar with whom you should direct your concern, please speak with the School Departmental Assistant who is there to answer your questions and help you become more familiar with the School's procedures.

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

<b><u>School Administrative Team</u></b> <b><u>(@ryerson.ca)</u></b>		<b><u>Ext.</u></b>	<b><u>E-Mail</u></b>
Director	Charlene Ryan	7635	charlene.ryan
Associate Director	Aurelia Di Santo	4576	disanto
Graduate Program Director	Rachel Berman	7695	rcberman
Mgr, Gerrard Resource Centre	Catherine Moher	2535	cmoher
Mgr, Early Learning Centre	Christa Leeder	5338	christa.leeder
Student Affairs Coordinator	Maria Burgos	6338	mburgos
Mgr. Part-Time and Concurrent Program	Jennifer Butterly	7636	jennifer.butterly
Field Education Coordinator	Martha Anapliotis	6389	martha.anapliotis
Field Education Assistant(s)	Jacque Durand	2527	durand
Administrative Coordinator	Leah Espineda	4153	espineda
Departmental Assistant	Monica Penollar	5306	mpenollar
Graduate Program Administrator	Milene Ferreira	4953	mferreir

#### **SCHOOL OF EARLY CHILDHOOD STUDIES FACULTY**

<b>Full-time Faculty</b>		<b>Ext.</b>	<b>E-Mail</b>
Mehrunnisa Ali, B.A., Ed.M., Ph.D.		6330	maali
Marni Binder, B.A., OTC, D.C.S., M.Ed., Ed.D.		7130	mbinder
Roma Chumak-Horbatsch, B.A., M.A., Ph.D.		6334	rchumak
Elaine Frankel, B.S., M.Ed., Ed.D.		7651	efrankel
Susan Jagger, B.Sc., B.Ed., M.A., PhD.		2517	susan.jagger
Donna Koller, B.A., D.C.S, M.Sc., Ph.D.		2513	dkoller
Rachel Langford, B.A., M.Ed., Ph.D.		2516	rlangfor

Jason Nolan, B.A., B.Ed., M.A., Ph.D.	7030	jnolan
Sejal Patel, B.Sc., M.A., PhD.	7309	patel.sejal
Kathleen Peets, B.A., M.Ed., Ed.D.	7646	kpeets
Robert Rinkoff, B.S., M.S., Ph.D.	6332	rrinkoff
Kathryn Underwood, B.A., M.A., Ph.D.	2519	kunderwood
Angela Valeo, B.Sc., B.Ed., M.Ed., Ph.D.	7696	avaleo
Kenise Murphy Kilbride, B.A., M.A., Ph.D. <i>Professor Emerita, Adjunct professor</i>	TBD	kilbride

### **Contract Instructors**

Barnett, Vanessa  
 Bell, Sophie  
 Butterly, Jennifer  
 Calderone, Cassie  
 Caplan, Rachel  
 Chan, Cherry  
 Eizadirad, Ardavan  
 Epstein-Gilboa, Keren  
 Faigal, Alan  
 Farley, Meredith  
 Forgie Julia  
 Fung, Lovisa  
 Howson, Susan  
 Huberman, Audrey  
 Kashin, Diane  
 Kenneally, Noah  
 Lenis, Angela  
 MacNevin, Maggie  
 Maguire, Nicola  
 Menon, Nidhi  
 Najeemudin, Fathima Safra  
 O'Donnell, Liam  
 Petrescu, Maria  
 Positano, Karyn  
 Richardson, Brooke  
 Royer, Natalie  
 Schein, Laura  
 Sperling, Erin  
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### **E-Mail (@ryerson.ca)**

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 lovisa.fung  
 showson  
 huberman  
 diane.kashin  
 noah.kenneally  
 alenis  
 margaret.macnevin  
 nicola.maguire  
 nidhi.menon  
 fnajeemu  
 liam.odonnell  
 mpetrescu  
 karyn.positano  
 brichard  
 nsargean  
 lschein  
 erin.sperling  
 wei.su  
 stootoon

### **Program Advisory Committee**

#### **JOAN ARRUDA**

*Chief Executive Officer*  
 Family Day Care Services

#### **RACHEL BROPHY**

*Professor, School of Early Childhood*  
 George Brown College

**MARU BARRERA**

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

**KIMBERLY BEZAIRE**

*Professor, School of Early Childhood*  
George Brown College

**KEVIN MALCOLM**

*Superintendent of Schools – Area 7*  
Toronto Catholic District School Board

**DARLENE AVIS-POTTINGER**

*Program Coordinator, Early Years*  
Toronto District School Board

**AFFILIATED CENTRES*****Ryerson Early Learning Centre***

<u>Main #</u>	<b>Ext.</b>	<b>E-Mail</b>
	5338	
<b><u>Manager</u></b>		
Christa Leeder	5338	christa.leeder
<b><u>RECE Seniors</u></b>		
Leslie Cunningham, RECE, B.A.	4103	l2cunnin
Linda Hart, RECE, B.A.	6336	lhart
Angelique Sanders, RECE, B.A.	4134	asanders
Andrea Thomas, RECE, B.A., B.Ed, OCT,	6336	andrea.thomas
Sanja Todorovic RECE, B.A.	7013	stodorov
Karen Wong RECE, B.A.	7013	kwong
Maria Wysocki RECE, B.A.,M.A.	4103	maria.wysocki
<b><u>RECE Interns</u></b>		
Ameerah Farran, RECE, B.A.	7013	ameerah.farran
Alicja Frankowski, RECE, B.A.	6336	alicja.frankowski
Angela Chow, RECE, B.A.	4131	angela1.chow
Karla Escobar, RECE, B.A.	6336	karla.escobar
<b><u>Cook/Nutritionist</u></b>		
Karen Bijai, Dip., Food and Nutrition	7178	kbijai

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

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

***Gerrard Resource Centre***

*Reference Library KHW 383-A 416 979-5356*

**Manager**

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

### **Staff**

Anne Hoa, Resource Consultant	2536	anne.hoa
Sara Lewicki, Communications Coordinator	5356	sara.lewicki
Lending Library	5356	

*Programs*            *525 Bloor Street East, Garden Room*            *416 972-1319*

### **Staff**

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

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**EARLY LEARNING CENTRE (ELC)**

The Ryerson Early Learning Centre is the School's licensed experiential laboratory of early learning and child care. Operating since 1963, the ELC is located on the first floor of Kerr Hall West and is a key component of the School's teaching and learning mandate.

The manager of the ELC leads a team of ten full-time registered early childhood educators with BA level qualifications. Two classrooms accommodate toddlers and two classrooms are preschool settings. The program operates from 8 a.m. to 6:00 p.m. Monday to Friday. Central to the ELC's philosophy are strong relationships with the families built through daily interactions, an active Parent Advisory Committee and social events. The program embraces the diverse cultures and languages of its families.

The ELC serves as an active learning laboratory for students in the ECS program, many of whom do a field placement in the ELC. ECS students also have the opportunity to engage in observations through booths in the ELC and a live feed system in KHW371, the School's laboratory classroom. Requests to conduct observations in the ELC must be prearranged with the manager. In addition to serving as the School's laboratory, the ELC hosts many visitors annually and is a venue for faculty, graduate student and other university faculty research.

The ELC emphasizes inquiry-based, active learning through play fostered through children's relationships with their environment, peers and teachers. Paths of inquiry and learning experiences are generated both by the children and educators. The program is planned based upon observations of the children's interests, inquiries and developmental needs.

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, their ongoing developmental progress, and the ease with which they adapt to the daily routines and their interactions with each other and with the educators. The ELC is an inclusive program fostering optimal learning opportunities for children with and without disabilities and promoting the wellbeing of all children.

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

### **Early Learning Centre Extended Before and After Program at Our Lady of Lourdes Site (OLOL)**

In January of 2014, a second site was launched at Our Lady of Lourdes Catholic School at 444 Sherbourne St. where we operate an extended day kindergarten and a School Age before and after school program for grade 1-3. We have a licensed capacity for 52 kindergarten and 30 school age children.

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

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

### **GERRARD RESOURCE CENTRE (GRC)**

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

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

For more information, please contact:

Catherine Moher, Manager  
Gerrard Resource Centre, KHW 383A  
Tel: (416) 979-5000 ext 2535 or by e-mail at: [cmoher@ryerson.ca](mailto:cmoher@ryerson.ca).

Please visit our website at: [www.ryerson.ca/ecs/grc](http://www.ryerson.ca/ecs/grc)

## IV SCHOOL CURRICULUM

### COURSE OFFERINGS AND TEACHING FACULTY FALL 2017 / WINTER 2018 – Full-Time Program

<p><b><u>Year 1 (Semester 1) EC001-01 Fall</u></b></p> <p>CLD 101 011 M. Petrescu 021 R. Caplan</p> <p>CLD 102 011/021 A. Valeo 031/041 L. Schein 051 N. Menon</p> <p>CLD 111 011 A. Di Santo 021/031/041 N. Menon</p> <p>PSY 102 (Psychology Department)</p> <p>Liberal Studies elective – 1 course from Table A</p>	<p><b><u>Year 2 (Semester 3) EC001-02 Fall</u></b></p> <p>CLD 231 011/021 A. Huberman</p> <p>CLD 241 011 E. Frankel 021 C. Chan</p> <p>CLD 262 011 N.Royer 021 S. Bell 031 N. Menon 041 C. Calderone 051 F. Najeemudeen 061 S. Tootoonchinia</p> <p>Professional elective - One of:</p> <p>CLD 204 011 K.E. Gilboa CLD 205 011 D. Koller CLD 206 011 M. Petrescu</p>
<p><b><u>Year 1 (Semester 2) EC001-01 Winter</u></b></p> <p>CLD 103 011 J. Forgie 021 R. Caplan</p> <p>CLD 161 011 TBA 021 M. MacNevin 031 S. Bell 041 N. Maguire 051 S. Farley 061 N. Menon</p> <p>CLD 212 011 R. Langford 021/031/041 N. Menon</p> <p>SOC104 (Sociology Department)</p> <p>1 Liberal Studies elective – 1 course from Table A</p>	<p><b><u>Year 2 (Semester 4) EC001-02 Winter</u></b></p> <p>CLD 213 011/021 D. Kashin</p> <p>CLD 215 011 M. Binder 021 C. Chan 031/041 V. Barnett</p> <p>CLD 251 011 A. Faigal 021 L. Schein 031 S. Howson 041 M. Farley</p> <p>Professional elective - One of:</p> <p>CLD 204 011 R. Caplan CLD 205 011 R. Caplan CLD 206 011 K. Peets</p> <p>1 Liberal Studies elective – 1 course from Table A</p>

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



## **V PART-TIME DIRECT ENTRY PROGRAM**

The School's Part-Time Direct Entry Degree Completion Program serves approximately 250 students who have previously completed their ECE Diploma studies and are entering into the third year of the four year BA program. 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-long intensive courses offered on campus in July.

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

For complete information related to the Part-Time Direct Entry program, please consult the School of Early Childhood Studies website: <http://www.ryerson.ca/ecs/undergraduate/current/parttime/> Curriculum Planning Sheets and course scheduling may be accessed on The Chang School website: <http://ce-online.ryerson.ca/ce/> or from the Information for ECS Undergrad Student organization on my.ryerson.ca.

## **VI CONCURRENT BA/BEEd Program**

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

Once accepted, you will take concurrent classes for the Ryerson BA/York BEd program beginning in your 4th year of studies. Only 45 students will be accepted into the Ryerson BA/York BEd program.

To be eligible for admittance into the program, you must be in your third year of the full time degree program. 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/BEEd program, visit [www.ryerson.ca/ecs](http://www.ryerson.ca/ecs), attend the information session held in the fall of your third year, or contact Jennifer Butterly by email at [jennifer.butterly@ryerson.ca](mailto:jennifer.butterly@ryerson.ca)

## **VII SCHOOL COUNCIL AND COURSE UNION**

### **SCHOOL COUNCIL**

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

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

The School Council examines the policies of the School of Early Childhood Studies and develops and recommends policy changes and/or additions. To facilitate the work of the School Council, four standing committees are elected

by the Council members at the first meeting each year; these are: Curriculum Standards; Communications; Research; and Graduate Studies. The School Council is the official forum through which students and the faculty may inform each other on matters related to academic standards and requirements, student conduct, policy issues, student needs and interests, extracurricular matters, and Course Union requests.

## **ECS COURSE UNION**

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

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

The executive members for 2017/2018 are:

President: Stephanie Galea	stephanie.galea@ryerson.ca
Vice-President: Chantal Carneiro	chantal.carneiro@ryerson.ca
Secretary: Richelle Pangindian	rpangindian@ryerson.ca
Communications: Meghan Hayward	meghan.hayward@ryerson.ca
Student Advocate: Carmen Yuen	carmen.yuen@ryerson.ca
Event Ambassadors:	
Rebecca Gordon - rsgordon@ryerson.ca	
Andrea Tablas - andrea.tablas@ryerson.ca	
Joyce Park - j226park@ryerson.ca	
Fazeeda Shamshuddin - fshamshuddin@ryerson.ca	

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

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

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

## **VIII ACADEMIC AND SCHOOL POLICIES**

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

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

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

## **Transfer Credit**

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

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

## **Fast Tracking and Out-of-Sync Conditions and Guidelines**

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

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

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

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

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

1. Students may have a minimum of three (3) and maximum of six (6) transfer credits from another post secondary institution. The most common transfer credits include:
  2. - Liberal Studies (lower and/or upper level)
  3. - PSY 011 or PSY 102
  4. - SOC 104
5. Students must be flexible about their elective course selection which including liberal, professional and professionally-related elective courses.
6. Students must be prepared to register in courses through The Chang School in any term, including Spring and Summer. When doing so, students are responsible for the all costs related to these courses as charged by The Chang School.
7. Meeting course pre-requisites and requirements is the first priority in designing a student's individual academic plan.
8. 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.
9. 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.

10. 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.
11. Students must maintain a cumulative GPA of 3.00 with a minimum of 2.00 during the implementation of their individual academic plan. Failure to do so will affect their graduation plan.

## ACADEMIC STANDINGS

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

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

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

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

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

3. **REQUIRED TO WITHDRAW (RTW)** - Students will be REQUIRED TO WITHDRAW from their program for one of the following reasons:
  - i. A CGPA of less than 1.00 (except students enrolled in their first semester); **or**
  - ii. A term GPA below 1.67 while on PROBATION; **or**
  - iii. Violation of any approved Department/School Standing variation; **or**
  - iv. Violation of a Probationary Contract (including unauthorized changes to the contract or failure to negotiate a Probationary Contract).

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

Schools/Departments, at their discretion, may issue a special contract in cases where the program judges the student to have a realistic chance of achieving a CLEAR Standing in the semester following assignment

of RTW by taking up to two (2) courses. Students remain RTW during this semester. If the student fails to achieve a CGPA of 1.67 at the end of that semester, s/he will remain RTW. If the student is successful, s/he will return as CLEAR.

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

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

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

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

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

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

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

**In the third semester following assignment of RTW Standing:**

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

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

**Procedures for students who are assigned an RTW Standing and wish to be considered for transfer to another program:**

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

Applications for transfer will be considered as outlined below.

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

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

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

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

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

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

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

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

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

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

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

## GRADING SCALE

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

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

### Performance Designations

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

PSD – passed  
 INC – work incomplete – grade will revert to F if not changed in 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. The School reserves the right to determine whether or not it has the capacity to meet the accommodations that are needed for any student. All students must be able to undertake full days of responsibility for the safety and well-being of groups of young children in field education courses.

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

## **Guidelines for Course Related Concerns**

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

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

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

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

## **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 1<sup>st</sup> floor office of the G. Raymond Chang School of Continuing Education, Heaslip House, 297 Victoria St. It is important to determine where your particular instructor's office/mail box is located.

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

## Appeals Procedure

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

## Group Work

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

## Fax Policy

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

## Academic Integrity and Misconduct

Students should review Ryerson's Senate website <http://www.ryerson.ca/senate/> and read with care the Student Code of Academic Conduct, Policy #60, <http://www.ryerson.ca/senate/policies/pol60.pdf> which appears on the Ryerson

Website. This document clearly defines plagiarism, cheating and dishonesty. Acts of academic dishonesty are serious matters because they compromise and subvert the integrity and credibility of the educational process. **Faculty are required to initiate action to discipline students who commit acts of academic dishonesty.** Improper use of information obtained from the Internet is a frequent cause of incidents of academic misconduct; therefore, students are required to understand and abide by responsible uses of Internet and other resources. Infringements are regarded as extremely serious and may result in failure and suspension from the program.

### **Student Confidentiality**

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

### **E-mail Accounts**

**All students are required to maintain a Ryerson e-mail account. Students *may not* forward their Ryerson e-mail to another system.** Students are responsible for the receipt of Ryerson e-mail and should check their Ryerson e-mail daily. Messages sent to faculty or staff 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.

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

### **Timetables and Grade Reports**

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

### **Address Change**

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

### **Harassment Policies**

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

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

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

### **Scent Awareness**

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.

### **School of Early Childhood Studies Social Media Guidelines**

The School of Early Childhood Studies at Ryerson University is committed to affirming human rights, equity, and dignity amongst all people. As such, the School of ECS values both academic freedom and freedom of expression and encourages these as fundamental aspects of a university education whether expressed in oral communication, print, or electronically. The use of social media and technology can become a means of advancing knowledge about early childhood. We recognize the importance of technology and social media and support the use of these communication tools in the field of early childhood studies. Examples of common social media outlets include; Facebook, Twitter, LinkedIn, Instagram, Vine, online blogs, YouTube videos, and so on.

The use of social media and technology can present distinctive challenges, especially as it relates to the privacy and confidentiality in the field of early childhood studies. We believe it is imperative to provide guidelines and a framework to make informed decisions in the Ryerson ECS community amongst students, staff, and faculty, regarding the use of technology, social media, and other forms of electronic communication.

The purpose of these guidelines is to maintain a respectful learning environment within and beyond the classroom and within and beyond School linked settings (e.g. the Early Learning Centre, the Gerrard Resource Centre, placement settings, internship settings and so forth).

Members of the Ryerson ECS community, including faculty, staff and students, are responsible and accountable for their actions and statements on all social media platforms.

#### **Guidelines for the use of Social Media:**

- Any information posted on social media platforms should be considered public documents and the parameters of privacy and confidentiality should be carefully maintained.
- Members of the School of ECS community should refrain from disclosing any confidential or identifying information about the School of ECS, staff and students, or any affiliated placement organizations unless permission is obtained.
- Members of the Ryerson ECS community must identify that the views expressed on social media platforms are those of the author/writer and not those of the School of ECS or placement settings, unless authorized to do so.
- Unless given permission by the School of ECS or a Field Instructor, students are not authorized to speak on behalf of the School or their placement site.
- Uploading photographs of children, classmates, peers, and members of the ECS community, without consent is a breach of privacy and confidentiality.
- Any discussions or conversations held in the classroom should be considered confidential and should not be disclosed via social media. This includes any discussions with peers, students and instructors, and any other personal information disclosed within the classroom setting, unless authorized to do so.
- Any discussions that take place outside of the classroom between students and instructors should also be considered confidential and should not be shared via social media without prior authorization.
- Notes, electronic documents, lectures, and other course related content should not be posted on social media platforms unless authorized by the instructor to do so, to avoid breaking copyright rules and regulations.
- Students must make themselves aware of and follow any policies at their placement sites or internship sites regarding the use of electronic technologies and social media platforms.

- Students should discuss the use of electronic devices technologies for personal and placement reasons with their field instructor at the start of each field placement.
- Any discussions, activities or conversations with service users, communities, or field placement sites should be considered confidential and should not be posted to social media platforms without prior authorization.
- In addition to following the confidentiality guidelines outlined by the School of ECS and the College of ECE's Code of Ethics, students are required to follow confidentiality and disclosure guidelines outlined by their respective field placement settings.

For further information regarding Ryerson University's perspective on the use of Social Media, please refer to: [http://ryerson.ca/communications-government-and-community-engagement/communications/social\\_media.html](http://ryerson.ca/communications-government-and-community-engagement/communications/social_media.html)

## IX FIELD EDUCATION

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

Students may choose to participate in their final senior internship at an international/out-of-province site. International/out-of-province field placements occur during the Spring/Summer months between the third and fourth year. For further information please visit:

<http://www.ryerson.ca/ecs/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.

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 criminalreference check that includes a vulnerable persons search.  
<http://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 licensed physician 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.
- 5) Ontario Ministry of Labour 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> 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 **two** stage TB test.  
Forms that are to be completed by a licensed physician for the purposes of a TB test can be found on the School's website at [www.ryerson.ca/ecs](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> 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 2017/2018 academic year is as follows:

CLD 464 (4th year):	Monday, August 25, 2017
CLD 262 (2nd year):	Monday, August 25, 2017
CLD 363 (3rd year):	Friday, December 8, 2017
CLD 161 (1st year):	Friday, December 8, 2017

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 a minimum of 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, within a timeframe agreed upon by the Faculty Advisor and the Field Educator. Students are expected to make up time during the exam period.

Students who are absent more than two consecutive weeks from placement, (or 3 consecutive days for May and June CLD161 placements, and part-time placements), must submit relevant documentation to their Faculty Advisor within five business days of the absence and may be required to withdraw from the placement. Any documentation submitted will be kept confidential.

Students are not required to be at their field education site nor to make up the time where the absence from the site is due to a statutory holiday. Students do not attend placement and are not required to make up days for Ryerson University's reading weeks.

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

### **Travel**

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

### **Conflict of Interest**

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

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

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

### **Confidentiality**

Respect for confidentiality is a key component within every field education course. All students are expected to honour the confidentiality of all documents, information or conversations regarding the children or families with whom they are working with. All personal information concerning children, families and staff at any field education site is considered confidential and cannot be shared verbally or in writing without the specific written consent of the individuals or individual's legal guardian. Students shall willingly sign a confidentiality agreement if the site so requests.

## **Field Placement Guidelines for Student Conduct Related to Use of Social Media and Digital Communication**

### **I. Introduction**

Field placements in Early Childhood Studies provide you with an opportunity to put theory into practice in actual employment environments.

These hands-on learning experiences will deepen your understanding of the field, enhance your knowledge and skills, promote your personal and professional growth and prepare you for a meaningful career.

### **II. Definitions**

**College of Early Childhood Educators (the College)** - regulates and governs Ontario's early childhood educators in the public interest. ECS students who are also members of the College have additional professional obligations.

**Faculty Advisor** - Ryerson field 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 working with children birth to eight years and their families.

**Placement Site** - Physical location where students attend placement.

### III. Purpose of these Guidelines

The purpose of these guidelines is to govern personal use of social media and digital communication in Early Childhood Studies traditional field placements and workplace placements.

You are in school to learn what it means to be an early childhood educator. When working with young and vulnerable children, understanding the boundaries and ethics of using social media during your placement is of critical importance. All ECS students are expected to abide by these guidelines.

### IV. Application and Policy References

These guidelines apply to social media platforms, such as Facebook, 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.

A breach of this policy may result in 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 Senate Policy 60: Academic Integrity
- Ryerson University Senate Policy 61: Student Code of Non-Academic Conduct
- A violation of the placement agreement between Ryerson University and the placement site
- A violation of the placement site's own policies and procedures that may result in independent actions by the placement site
- Provincial privacy legislation
- Intentional Torts (for example being sued for libel, slander, invasion of privacy and more)

A student who is also a member of the College of Early Childhood Educators may also face a review of their conduct.

### V. Guidelines

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 member of the College have to abide by both sets of standards.

#### 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.).

### **Problem Solving**

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

### **Insurance**

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

### **Harassment at the Field Education Site**

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

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

#### **1. Informal Resolution Process**

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

#### **2. Formal Resolution Process**

The process includes the following steps:

- a) The student files the complaint in writing to the Field Educator and Faculty Advisor.

- b) The Faculty Advisor will report the student's complaint to the School's Director, or alternate, for a course of action.
- c) The complaint is discussed with the field education site by the most appropriate faculty member, as decided by the School's Director, or alternate.
- d) During the course of the proceedings, equal opportunity will be given to both parties to state their perception and experience.
- e) Within seven working days of receipt of the complaint by the Field Educator and Faculty Advisor, the School will resolve the complaint. Students may be removed from the field education site as a result of the resolution process.
- f) If a student is dissatisfied with the resolution of the complaint at the School level, he/she may make an appeal to the Dean, Faculty of Community Services, within three working days of the receipt of the School's formal response.
- g) The Dean, Faculty of Community Services, will convene a committee comprised of the Field Education Coordinator and/or Directors of two other Schools within the Faculty of Community Services for a resolution within five working days of receipt of the appeal.
- h) If the student remains dissatisfied with the resolution of the complaint, the final course grade and promotion status in the Program are subject to appeal through the Ryerson University Appeals Policy. See Senate Policy 134: <http://www.ryerson.ca/senate/policies/pol134.pdf>

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

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

### **Grading**

The final grade for the field education course will be either pass or fail. This is determined and submitted by the Faculty Advisor at the end of the term. In some cases, the field education requirements may not be completed before the end of the term due to personal circumstances. In other cases, the Faculty Advisor may require the student to, extend the duration of the placement or move to another setting if the student's level of performance does not satisfactorily meet the learning outcomes of the course. If a student fails a field education course, they have the right to appeal under the Ryerson University Appeals Policy. See Senate Policy 134:

<http://www.ryerson.ca/senate/policies/pol134.pdf>

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

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

### **Removal from a Field Education Site**

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

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

Students are to refer to the Field Education section if the ECS website at [www.ryerson.ca/eecs](http://www.ryerson.ca/eecs) for more information about field education

## **X RESOURCES FOR STUDENTS**

### **1. LIBRARIES AND INFORMATION CENTRES**

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

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

## **2. STUDENT LEARNING SUPPORT**

4th floor, Student Learning Centre

(416) 598-5978

[www.ryerson.ca/sls](http://www.ryerson.ca/sls)

[sls@ryerson.ca](mailto:sls@ryerson.ca)

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

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

### **ACADEMIC ACCOMMODATION SUPPORT (PART OF STUDENT LEARNING SUPPORT)**

4th floor, Student Learning Centre

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

[www.ryerson.ca/sls](http://www.ryerson.ca/sls)

[accessfrontdesk@ryerson.ca](mailto:accessfrontdesk@ryerson.ca)

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

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

### **WRITING SUPPORT (PART OF STUDENT LEARNING SUPPORT)**

4th floor, Student Learning Centre

(416) 598-5978

[www.ryerson.ca/sls](http://www.ryerson.ca/sls)

[sls@ryerson.ca](mailto:sls@ryerson.ca)

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

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

### **MATH SUPPORT (PART OF STUDENT LEARNING SUPPORT)**

4th floor, Student Learning Centre

(416) 598-5978

[www.ryerson.ca/sls](http://www.ryerson.ca/sls)

[sls@ryerson.ca](mailto:sls@ryerson.ca)

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

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

### **ENGLISH LANGUAGE SUPPORT (PART OF STUDENT LEARNING SUPPORT)**

4th floor, Student Learning Centre

(416) 598-5978

[www.ryerson.ca/sls](http://www.ryerson.ca/sls)

[sls@ryerson.ca](mailto:sls@ryerson.ca)

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

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

### **3. ServiceHub**

Ground Floor POD 150

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

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

#### **FINANCIAL AID AND AWARDS OFFICE**

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

(416) 979-5113.

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

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

### **4. CENTRE FOR STUDENT DEVELOPMENT AND COUNSELLING**

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

350 Victoria St.

Rm. JOR-07C, Lower Ground Floor

Tel: (416) 979-5195.

E-mail: [csdc@ryerson.ca](mailto:csdc@ryerson.ca)

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

### **5. THE RYERSON BOOKSTORE**

17 Gould Street

Tel: (416) 979-5116

[bookstore@ryerson.ca](mailto:bookstore@ryerson.ca)

[www.bookstore.ryerson.ca](http://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 <http://www.ryerson.ca/acs/usersguide/>. This website includes information on the location of the Academic Computing Labs available, a map of their location along with other academic computing tips. Matrix accounts are automatically generated when students sign 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](http://www.ryerson.ca). The School of ECS is accessible at: <http://www.ryerson.ca/ecs/>

## 7. HEALTH CENTRE

Health Services is located in KHS-181 (northwest Kerr Hall, 1<sup>st</sup> 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 4<sup>th</sup> 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: [rc@ryerson.ca](mailto:rc@ryerson.ca)

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

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

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

## 10. STUDENT HOUSING SERVICES

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

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

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

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

Website: <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](mailto:ssaikkon@ryerson.ca)  
<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 61  
(416) 979-5000 ext. 6655  
<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.

Suite 1100 - 1 Dundas St. W  
(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 215/216  
Floor 2, Oakham House  
63 Gould St. (at the corner of Church St.)  
(416) 979-5000 ext. 7450  
[ombuds@ryerson.ca](mailto:ombuds@ryerson.ca)  
[www.ryerson.ca/ombuds](http://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](mailto:info@rsuonline.ca)  
[www.rsuonline.ca](http://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  
[admin@mycesar.org](mailto:admin@mycesar.org)  
<http://www.mycesar.org>

## **XII AWARDS**

The School of Early Childhood Studies holds its Annual Awards Presentation and Student Recognition Ceremony in the fall semester. For awards requiring application, the nomination forms, and information about required supporting documentation, are available on the ECS website, [www.ryerson.ca/ecs](http://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](mailto:mburgos@ryerson.ca) for further information and applications on Early Childhood Studies Scholarships and Awards.

**Application Due By: September 29, 2017 at 4 p.m**

### **AWARD WITHOUT APPLICATION**

#### **Colleen Roulston Memorial Award Up to \$1500**

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.

#### **Honours Graduation**

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

### **AWARDS REQUIRING APPLICATION**

#### **Nancy C. Sprott School of Early Childhood Studies Awards 12 awards of up to \$7,000.** 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**

**3 awards up to \$600.** 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**

**Up to \$1,500.** 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**

**Up to \$1000.** The amount may vary annually.

For a full-time student in the third or fourth year who plans to pursue a teaching career in Early Childhood 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.

### **Rotary Club of York Literacy Award**

**Up to \$1000.** 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; must demonstrate the Rotary Club’s adopted philosophy of the Four-Way Test, promoting high ethical standards in their professional lives.

### **Deborah and Murray Chant Award for Excellence in Field Education**

**Value TBA**

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

### **Kiola Isaacs Award**

**Value TBA**

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>

### **Royal Bank of Canada Community Services Award**

TBA. (amount may vary by year)

Please visit the website below for further details:

<http://www.ryerson.ca/fcs/student-success/student-awards-and-grants/award-and-grant-opportunities/royal-bank-of-canada-community-services-award/>

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

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

Tel: (416) 979-5113

POD-150

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

### **XIII Professional Organizations and Advocacy Associations**

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

#### **1. ASSOCIATION FOR EARLY CHILDHOOD EDUCATORS, ONTARIO**

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

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

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

#### **2. ONTARIO COALITION FOR BETTER CHILD CARE**

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

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

#### **3. CHILD CARE ADVOCACY ASSOCIATION OF CANADA**

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

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

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

#### **4. CANADIAN CHILD CARE FEDERATION**

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

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

#### **6. CANADIAN ASSOCIATION OF FAMILY RESOURCE PROGRAMS**

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

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

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

## **7. ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL (ACEI)**

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

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

## **8. NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN**

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

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

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

## **9. THE COUNCIL FOR EXCEPTIONAL CHILDREN**

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

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

#### **XIV College of Early Childhood Educators (CECE)**

Website: [www.collegeofece.on.ca](http://www.collegeofece.on.ca)

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

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

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

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

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

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