

EARLY CHILDHOOD STUDIES

Undergraduate Student GUIDE

Academic Year 2026-2027

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Dear Students,

Please note that this **Early Childhood Studies (ECS) Student Guide** is a **supplement** to the [Toronto Metropolitan University \(TMU\) Calendar](#), [Field Education Guide](#), and the [TMU Current Students Resources](#), as well as the details of your individual course outlines - all of which have important information that is not contained in this Guide. It is important to read through all of these documents and download the course outlines from your D2L course shells, along with relevant information from the TMU Calendar, the TMU Student Guide, [Field Education Guide](#) and this Student Guide for your future reference.

Keeping copies of course outlines is important for postgraduate applications or transfers to other post secondary institutions.

It is important to note that, as a university student, you are responsible for registering for along with adding and dropping courses. You are also expected to review the course material listed on your course outlines, where you will find due dates, assignment information, and helpful information on how to be a successful ECS student..

You will need to learn the requirements of the ECS curriculum and choose your courses responsibly and with attention paid to future career directions. Be sure that you account for the correct number of core required courses, professional electives, open electives and liberal studies courses for each semester. Check the [ECS undergraduate calendar](#) for more information, reviewing information based on your admission year and full-time/part-time status.

Be sure to note all [significant dates](#) regarding registration and [drop deadlines](#), as well as calendar information about grades, course substitutions, audits, applications to graduate and academic policies (also offered in brief in this guide, Section VIII). These are essential to your academic progress. Not understanding the requirements and time limitations could result in failure, FNA's (failure, non-attendance) and other transcript notations.

TABLE OF CONTENTS

I. SIGNIFICANT DATES	6
II. WELCOME TO THE SCHOOL OF EARLY CHILDHOOD STUDIES	6
Toronto Metropolitan University Land Acknowledgement	6
Vision	6
Mission	6
Goals	6
Statement of Philosophy	7
School Diversity Policy	7
Faculty of Community Services	8
III . INTRODUCING YOUR FACULTY AND STAFF	9
School Administrative Team	9
School of Early Childhood Studies Faculty	9
Affiliated Child and Family Programs	11
Early Childhood Studies (ECS) - Children and Family Programs	11
TMU EarlyON Child & Family Centre	12
IV SCHOOL CURRICULUM	13
Course Offerings and Calendar	13
V. PART-TIME DIRECT ENTRY PROGRAM	13
VI. TMU/YORK CONSECUTIVE B.A./B.ED. PROGRAM	13
VII. SCHOOL COUNCIL AND COURSE UNION	14
School Council	14
ECS Full-time Course Union	14
VIII. ACADEMIC AND SCHOOL POLICIES	16
Transfer Credit	16
Academic Standings	16
1. Clear	16
2. Probationary	17
Academic Standing Variation	17
3. Standing Variation Withdrawal (SVW)	18
4. Required to Withdraw (RTW)	18
5. Permanent Program Withdrawal	19
6. Disciplinary Standings	19
Grading scale and GPA scale conversion	20
Performance Designations	20
Creating a Climate of Respect	21
Other School Policies and Guidelines	21
Students with Disabilities	21
Guidelines for Course Related Concerns	22

Absences/Missed Classes	22
Academic Consideration Requests (ACR) Procedure	23
Accommodation of Student Religious, Aboriginal and Spiritual Observance	23
Punctuality	24
Examinations	24
Assignment Policies	24
Grade and Standing Appeals Procedure	25
Group Work	25
Fax Policy	25
Academic Integrity and Misconduct	25
Student Confidentiality	26
E-mail Accounts	26
Timetables and Grade Reports	26
Address Change	26
Harassment Policies	27
Scent Awareness	27
Access to Undergraduate Student Lounge	27
IX. FIELD EDUCATION	28
X. RESOURCES FOR STUDENTS	28
1. Academic Support Centre	28
2. Libraries and Information Centres	29
3. Student Life and Learning Support (SLLS)	30
Learning Support	31
Writing and Language Support	31
Study Skills and Transition Support	31
Workshops	31
TMU Tutor Match	31
Tri-Mentoring	31
4. Faculty of Community Services Society (FCSS)	32
5. ServiceHub	33
Student Financial Assistance	33
6. Student Wellbeing	33
Academic Accommodation Support	33
Centre for Student Development and Counselling	34
Student Care	34
Good2Talk	34
Gerstein Centre Crisis Line	35
Other Local Crisis Lines	35
Health Promotion Programs	35
Toronto Metropolitan University Medical Centre	35

Other Student Wellbeing Resources	36
Thrive TMU	36
7. Navigate TMU	36
8. The TMU Campus Store (Bookstore) 416-979-5116	36
9. Computing and Communication Services (CCS)	37
10. Career, Co-op and Student Success	37
11. TMU Athletics & Recreation	38
TMU Athletics Financial Award	38
12. Student Housing Services	39
13. Indigenous Student Services	40
14. Black Student Success and Engagement	41
Black Student Lounge	41
Black Initiatives Fund	41
15. International Student Support (ISS)	42
16. Community Safety and Security	42
TMU Safe App	42
What To Do In Case of Emergency: (From TMU Community and Security)	43
How you can prepare yourself for emergencies	43
Know your location at all times	44
TMU Security is also available to you, 24/7	44
17. Consent Comes First Toronto Metropolitan	44
18. Office Of The Ombudsperson	45
XI. STUDENT ORGANIZATIONS	45
Toronto Metropolitan Students' Union (TMSU) 416-979-5255	45
Toronto Metropolitan Association of Part-time Students (TMAPS)	45
XII. AWARDS	46
Other Awards	46
XIII. PROFESSIONAL ORGANIZATIONS AND ADVOCACY ASSOCIATIONS	47
1. Association for Early Childhood Educators, Ontario (AECEO)	47
2. Ontario Coalition for Better Child Care (OCBCC)	47
3. Canadian Child Care Federation (CCCCF)	48
4. Canadian Association for Young Children (CAYC)	48
5. Families Canada	49
6. Childhood Education International (CE International)	49
7. National Association for the Education of Young Children (NAEYC)	49
8. Canadian Coalition for the Rights of Children (CCRC)	49
XIV. COLLEGE OF EARLY CHILDHOOD EDUCATORS (CECE)	50

I. SIGNIFICANT DATES

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

The following is a link to the Significant Dates Table webpage:

<https://www.torontomu.ca/calendar/2026-2027/dates/>.

It is important to review these dates periodically to avoid missing deadlines and crucial information.

II. WELCOME TO THE SCHOOL OF EARLY CHILDHOOD STUDIES

Toronto Metropolitan University Land Acknowledgement

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

Vision

We aim 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 School of Early Childhood Studies offers a multidisciplinary program of study to undergraduate and graduate students. We prepare our students to adopt leadership roles in careers involving children and families in our diverse society. Our teaching, research, scholarship, and community service contribute new knowledge in the early childhood field — nationally and globally.

Goals

We strive to prepare our students to adopt leadership roles in careers involving children and their families. Our graduates demonstrate:

- The ability to integrate theory, conceptual understanding, professional skills, and attitudes appropriate to working with children and families.
- Extensive knowledge of the social sciences and interdisciplinary subjects.
- An awareness of global issues in early childhood education and care, as well as in policy, social justice, diversity and inclusion.
- Effective communication skills in writing, advocacy and teamwork.
- Innovation and leadership in the fields of education, community services and health.

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

- a. Is current and engaging
- b. Is grounded in theory, research, policy, and practice
- c. Considers the child and their family's sociocultural context, community, society, and environment.
- d. Offers a wide range of experiential learning opportunities through coursework and field placement experiences
- e. Includes perspectives from across multiple disciplines
- f. Is committed to equity, diversity, inclusion, social and ecological justice
- g. Emphasizes effective practices in the field of Early Childhood Studies

Statement of Philosophy

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

to Principles

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

to Strategies

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

to Content

- that is multidisciplinary and integrative in relation to areas of human development, families curriculum strategies, inclusion, research methods.

We are committed to supporting RESEARCH AND OTHER SCHOLARLY ACTIVITIES of faculty and students.

We believe that COMMUNITY SERVICE by faculty and students either through our community programs, or through other projects, national and international, is of mutual benefit for children, families and other professionals.

School Diversity Policy

The School of Early Childhood Studies strives to cultivate a culture inviting community members to engage in critical reflective practice. In particular, we:

- Recognize our commonalities and value difference 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. This includes listening to families' priorities and aspirations for their children, and adapting programs and curricula to facilitate their sense of belonging and success.
- We also recognize that it is essential that all students, staff, instructors and faculty members feel respected, safe and included in our School community.

As a School, we seek to promote and model social responsibility and social justice practices as they relate to a wide range of diversities while recognizing intersectionality, such as those pertaining to race (considering Indigenous, Black, and people of colour communities), ethnicity, nationality, language diversity, disability, family composition, sociodemographic status, sexual orientation, gender and religion/spiritual beliefs.

Our School is committed to the values of Equity, Diversity and Inclusion (EDI) set out by the [2025–2030 TMU Academic Plan: TMU's Vision for Academic Excellence](#) and the [Office of Equity and Community Inclusion](#). We urge our students, staff, faculty members and instructors to learn about how groups of people have been and continue to be discriminated against, how that affects every one of us, and how each of us could work to disrupt such thinking and practices. A good place to begin would be to read the [Truth and Reconciliation Commission's Calls to Action](#), the [Anti-Black Racism Campus Climate Review Report](#), review the [online hub for 2SLGBTQ+ students](#), the [final report from Justice Mary Lou Benotto](#) that will inform the work of the President's Implementation Task Force on Campus Expression, Antisemitism and Community Safety, and sign [TMU's Equity and Community Inclusion Pledge](#), among other initiatives and resources that are described on the Vice-President, Equity and Community Inclusion Office's [website](#).

Faculty of Community Services

The School of Early Childhood Studies is one of nine professional schools within the Faculty of Community Services (FCS). The other schools include: Nursing, Child and Youth Care, Social Work, Disability Studies, Occupational and Public Health, Nutrition, Urban and Regional Planning, and Midwifery. The Interim Dean of the Faculty of Community Services is Dr. Lisa Barnoff. The office of the Dean of the Faculty of Community Services is located in the Sally Horsfall Eaton Centre for Studies in Community Health, SHE 697.

<https://www.torontomu.ca/fcs/>

III. INTRODUCING YOUR FACULTY AND STAFF

You will find the faculty and staff eager to assist you with your learning needs and other challenges. Faculty members post office hours in their course syllabi and/or through D2L. To make an appointment to speak with them at other times, it is best to contact them via e-mail. Please ensure that your communication is always professional in tone and content and as per [Policy 157](#), is sent from your TMU email account. If you are unsure as to whom you should direct your concern, please speak with the School Departmental Assistant.

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

School Administrative Team

		Ext.	E-Mail
Director	Sejal Patel	557309	patel.sejal
Associate Director, Academic Leadership	Donna Koller	552513	dkoller
Associate Director, Field Education	Judith K. Bernhard	557507	bernhard
Associate Director, Child and Family Programs	Nicole Land	557538	nland
Graduate Program Director	Kristin Snoddon	N/A	ksnoddon
Graduate Program Administrator	Milene Ferreira	554531	mferreir
Manager, Children and Family Programs	Franca Tarantino	552535	ftarantino
Student Affairs Coordinator	Maria Burgos	556338	mburgos
Program Manager Part-Time Direct Entry Degree and Consecutive BEd	Jennifer Butterly	557636	jennifer.butterly
Field Education Coordinator	Martha Anapliotis	556389	martha.anapliotis
Field Education Assistant	Than Le	552527	than.le
Administrative Officer	Leah Espineda	554153	espineda
Departmental Assistant	Monica Penollar	555306	mpenollar

School of Early Childhood Studies Faculty

<u>Full-time Faculty</u>	Ext.	E-Mail
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Judith Bernhard, B.A., M.Ed., Ph.D.	557507	bernhard
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Kathryn Underwood, B.A., M.A., Ph.D.	552519	kunderwood
Kristin Snoddon, B.S, M.A., Ph.D.	N/A	ksnoddon
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Nicole Land, B.S, M.A., Ph.D.	557538	nland
Rachel Berman, B.A., B.A., M.A., Ph.D.	557695	rcberman
Sejal Patel, B.Sc., M.A., Ph.D.	557309	patel.sejal
Susan Jagger, B.Sc., B.Ed., M.A., Ph.D.	552517	susan.jagger
Thursica Kovinthan, B.Sc., M.A., Ph.D.	557651	thursica

Contract Instructors (CUPE 1)

Bethany Robichaud
Cherry Chan
Cheryl Lee Yow
Evelina Lukasyik
Harny Chan Lim
Karyn Positano
Meagan Montpetit
Michelle Yanes
Shelly Mehta
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For contact information for Contract Instructors teaching in the part-time program (CUPE 2), email Jennifer Butterly (Program Manager, Part-time Direct Entry Degree) at jennifer.butterly@torontomu.ca.

Affiliated Child and Family Programs

Early Childhood Studies (ECS) - Children and Family Programs

The School of Early Childhood Studies is dedicated to providing three community programs related to early learning and child care. The TMU Early Learning Centre (ELC), is the onsite licensed early childhood education program that provides learning experiences and care for up to 49 children between the ages of 18 months to 5 years. The TMU EarlyON Child and Family Centre, is the onsite, drop-in program that supports children and families by offering learning and play experiences and by connecting families with community resources. The TMU Childhood Resource Consultation Program offers consultation services to licensed childcare centres to support the inclusion of children with identified needs. In addition to this, the Children and Family Programs are dedicated to supporting the learning of ECS students through field placement experiences and observations. The Children and Family Programs also host visitors for tours and are research sites for FCS-ECS faculty, graduate students and other university departments.

	Ext.	E-Mail
Children and Family Programs Manager Franca Tarantino, RECE, BSc, MA	552535	ftarantino
Early Learning Centre Supervisor Chanelle Henry, RECE	555338	chanelle.henry

The [TMU Early Learning Centre \(ELC\)](#) has been in operation since 1963 and is a licensed early childhood education experiential laboratory program. Our value and commitment to children's learning and care align with the regulations outlined by Ministry and City requirements. The TMU ELC is located on the first floor of Kerr Hall West and is a key component of the Faculty of Community Services-Early Childhood Studies (FCS-ECS) teaching and learning mandate. The TMU ELC is licensed by the Ministry of Education to service children between the ages of eighteen (18) months - four (4) years. The ELC is open from Monday to Friday, 8:00 a.m. to 6:00 p.m. Through partnership with the TMU ELC, FCS-ECS students have the opportunity to participate in field education at the TMU ELC and engage in observations. Requests to conduct observations in the TMU ELC must be arranged with the Supervisor.

Pedagogical Practice

The Toronto Metropolitan University Early Learning Centre provides an exemplary early childhood education and care program to families, the community, student educators, faculty, and researchers. The TMU ELC encompasses a community of children and adults living and learning together. Central to our values are the following practices:

- Families are an integral support and decision maker for their children.
- Families are the most important influence in their children's lives.
- Each child is an individual and a member of the community.
- Each child has unique ideas and perspectives, and ways of reflecting and sharing them with others.

- Each child has the right to participate fully in their home, community and early learning and care program.
- Play is the child's primary medium of learning, which promotes problem-solving, decision making, and positive interactions with others. Children benefit from both indoor and outdoor environments where they can explore nature and take safe risks.

TMU's ELC is a site for innovation and research. We value our work with families and the community and strive to create a stimulating and engaging environment for the children that fosters children's exploration, play and inquiry¹.

The TMU ELC has a firm belief in the commitment to providing an enriching and rights integrative approach to early childhood education and care. Grounded in values of radical inclusion and being responsive to children's complex everyday lives, educators and field placement students regularly engage in observations of and dialogues with children. Educators and students then work collaboratively with children to create learning opportunities that integrate children's ideas with educators' ethical approaches to childhood, education, learning, and living well together.

TMU EarlyON Child & Family Centre

The TMU EarlyON Child & Family Centre is a place for families to gather, explore, engage with others and have access to resources that foster belonging, identity, and community with young children and families.

Educators and staff create an environment that promotes integrative learning and that offers opportunities where children can share and expand their knowledge and interests. Educators foster reciprocal and meaningful caring relationships through information sharing and conversations between and amongst children and caregivers.

For more information, contact Franca Tarantino, Manager, Children and Family Programs at ftarantino@torontomu.ca.

TMU Childhood Resource Consultation Program

The TMU Childhood Resource Consultation Program is dedicated to advocating for and creating an inclusive, high quality early learning and care system that is rich in learning opportunities for all children. Key to the work of TMU Resource Consultants is ensuring that each family has the opportunity to access an early learning program of their choice, and that all children and families are welcomed into the centre and are treated in a thoughtful and respectful way.

TMU Resource Consultants partner with licensed early learning and care programs and families to develop strategies and share resources that reflect the unique needs, experiences, and goals of the child, family, and centre. Through consultation, collaborative planning, coaching, and reciprocal sharing, individual goals and strategies are created that provide opportunities for children to flourish. For more information, contact Franca Tarantino, Manager, Children and Family Programs at ftarantino@torontomu.ca.

¹ 3(d) in subsection 5.2 of Child Care Centre Licensing Manual, 2014

IV SCHOOL CURRICULUM

Course Offerings and Calendar

The School of Early Childhood Studies curriculum for the year 2026-2027 can be found on the https://www.torontomu.ca/calendar/2026-2027/programs/community/early_child/ For questions related to courses and course planning please contact the Student Affairs Coordinator. Students are encouraged to track their courses using the advisement report tool which provides an audit of their progress-to-date for meeting graduation requirements on [MyServiceHub Support](#) website. Instructions on how to check your advisement report can be found at [How to View My Advisement Report](#).

For up to date course offerings students are advised to check the undergraduate course calendar. Some links that might be useful are found below:

Open Elective Page:

<https://www.torontomu.ca/calendar/2026-2027/open-electives/#!accordion-1644599673345-faculty-of-community-services>

Table A Liberals: https://www.torontomu.ca/calendar/2026-2027/liberal-studies/table_a/

Table B Liberals: https://www.torontomu.ca/calendar/2026-2027/liberal-studies/table_b/

V. PART-TIME DIRECT ENTRY PROGRAM

The School's Part-Time Direct Entry Degree Completion Program serves approximately 100 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 online (asynchronous and synchronous) or on campus, in the evening through The Chang School. It is also possible to complete the part-time program, including field placement, as a distance student. For inquiries pertaining to the part-time direct entry program, please contact Jennifer Butterly at jennifer.butterly@torontomu.ca.

For complete information related to the Part-Time Direct Entry program, please consult the School of Early Childhood Studies website:

<https://www.torontomu.ca/early-childhood-studies/undergraduate/part-time-faqs/>

Course scheduling may be accessed on The Chang School website: <https://continuing.torontomu.ca/public/category/programStream.do?method=load&selectedProgramAreaId=18606&selectedProgramStreamId=18649>

VI. TMU/YORK CONSECUTIVE B.A./B.ED. PROGRAM

Toronto Metropolitan University students can now pursue a consecutive teaching degree on our TMU campus. This innovative program - offered in collaboration with York University - allows you to earn a Bachelor of Arts in Early Childhood Studies and a Bachelor of Education (Primary/Junior) from York University. Students are invited to apply to the program in the fall of the fourth year of the BA degree. The York BEd degree program begins in May, immediately following

the end of the fourth year, and runs for 12 consecutive months on our TMU campus. Only 48 students will be accepted into the TMU BA/York BEd program.

To be eligible for admittance into the program, you must have completed all BA degree credits by the end of the winter semester of your fourth year. Students must be graduating in the fall or the spring of the current academic year. You must earn a minimum B (73%) 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.

For inquiries pertaining to the concurrent BA/BEd program, please contact Jennifer Butterly at jennifer.butterly@torontomu.ca.

VII. SCHOOL COUNCIL AND COURSE UNION

School Council

The School Council includes the Director, all full-time faculty members, staff, 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. This is a committee where students and faculty members come together to move the program forward in a good way.

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 the ECS School Council.

The School Council examines the policies of the School of Early Childhood Studies and develops or recommends policy changes and/or additions. Although the Chair is a faculty member, student representatives can nominate themselves to become elected for the position of Secretary to help Co-Chair the School Council Meetings. To facilitate the work of the School Council, four standing committees are elected by the Council members at the first meeting each year; these include the (1) Curriculum, (2) Communications, (3) Scholarly, Research, and Creative Activity, and (4) Equity, Diversity and Inclusion committees. 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.

For a full list of all TMU policies, please visit: <https://www.torontomu.ca/senate/policies/>

ECS Full-time Course Union

Consider getting involved in the ECS Course Union (ECSCU)! The ECSCU is designed to meet the needs of full-time students within our School of ECS. It is part of the Toronto Metropolitan Student Union (TMSU). The ECSCU 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 several positions as listed below. Some positions are currently vacant (TBD, to be determined). We welcome student participation in the ECSCU. It is a great way to be involved and connected with fellow students! An announcement will follow for when another round of elections will take place in Fall 2026 for vacant positions.

The executive members for 2026/2027 are:

President: Noelle Bascug	nbasug
Vice-President Finance: Cynthia Lin	cynthia.lilin
Vice-President Administration: TBD	TBD
Vice-President Professional Development: TBD	TBD
Vice-President Marketing & Outreach: Claire Caron	claire.t.caron
First Year: TBD	TBD
Second Year: TBD	TBD
Third Year: Alessia Pasqualino	apasqualino
Direct Entry: TBD	TBD
Fourth Year: Amy Fuller	alfuller

Please check the ECS Undergraduate Lounge bulletin board (KHW-364) regularly for information on upcoming events and important notices from the ECS Course Union. The Executive Committee arranges student engagement events, including social activities such as parties and get-togethers, as well as wellness events and/or guest speakers during the year. Get involved! Meet students in other years as well as students from other programs at TMU. The success of our Course Union depends on everyone.

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

The Toronto Metropolitan Association of Part-time Students (TMAPS)

TMAPS is the central student union that represents part-time degree students, continuing education and distance education students. TMAPS is a membership-driven organization that offers services and programs such as health and dental benefits, financial services, tax and legal clinics and more. To find out more, visit the [TMAPS website](#).

VIII. ACADEMIC AND SCHOOL POLICIES

TMU policies are outlined in the [TMU Undergraduate Calendar](#) and on the [Senate Policies](#) website.

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

In addition to the policies contained in the above publications, students in the Early Childhood Studies degree program must be aware of additional policies which are explained below.

Transfer Credit

The School grants transfer credit to students who apply and are eligible for credit for courses taken outside this University at another Canadian university, if the courses are deemed to be relevant to the ECS program. The transfer credit policy does not apply to the direct entry program as the maximum allowable transfer credit (50%) 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 <https://www.torontomu.ca/transfer-credits/apply/>. Read the sections on transfer credits and follow the links which will take you to the web pages for Academic Advising.

Academic Standings

As per Senate Policy 170(a): [Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate](#):

Students enrolled in an undergraduate degree program are assigned an academic standing at the end of each academic term when they are enrolled in courses. The academic standing is an indication of academic performance, by term, in a program of study. The initial academic standing is calculated and displayed on the academic record and the official transcript when students have earned 3 (three) or more course grades with a GPA weight.

Academic standings are based primarily on students' Cumulative Grade Point Average (CGPA) as well as Term Grade Point Average (TGPA), specific course grade outcomes, previous academic standings, and other performance variations.

The specific criteria defined for assessing academic standing are intended to establish University-wide standards. However, amended or additional criteria may be authorized by the Senate for a particular Faculty or Program.

1. Clear

A CLEAR standing will be assigned to students who achieve a CGPA of at least 1.67 (except where the student has violated approved Department/School Academic Standing Variation requirements or violated the terms of their Probationary Contract while on probation). Students assigned Clear standing may continue in their program of study.

2. Probationary

A PROBATIONARY academic standing will be assigned to students for any one of the following reasons:

- an earned CGPA of 1.00 to 1.66
- students in their first term of Toronto Metropolitan undergraduate studies at the end of the Fall or Winter term grading period who earn a CGPA of less than 1.00
- failure to meet the conditions of a program's [Academic Standing Variation](#)

Students assigned a standing of Probationary must establish a Probationary Contract by the last day to add classes for the term in order to continue their studies.

Academic Standing Variation

In addition to the general criteria used to determine Academic Standing, students in this program must also meet the following conditions:

A failed grade in any one of the following Field Practice courses will result in a PROBATIONARY Standing:

[CLD 161 Field Education I](#)
[CLD 262 Field Education II](#)
[CLD 363 Field Education III](#)

Students will remain on Probation, until they have successfully passed the failed course.

A failed grade in any one of the following Field Education courses will result in a PROBATIONARY Standing:

[CLD 464 Field Education IV](#)
[CLD 466 International/National Placement](#)
[CLD 467 Work Placement](#)

Students will remain on Probation until they have successfully passed one of CLD 464, CLD 466, or CLD 467.

Given its importance and the vital role field education plays in the integrity of the program, students are not permitted to fail the same field education course twice. Neither are they permitted to fail any two of CLD 464, CLD 466, or CLD 467. If a student fails the same field education course twice or fails any two of CLD 464, CLD 466, and CLD 467, the student will be assigned a PERMANENT PROGRAM WITHDRAWAL Standing and will be ineligible to continue in the program.

The School of Early Childhood Studies reserves the right, at any point during a field placement, to remove a student from a field education site or terminate the placement. A student will be removed in a situation in which children, family members, colleagues, or others are placed at risk by the student's behaviour or in a situation in which the student consistently violates expectations for professional and/or ethical conduct. This will result in the student receiving an "F" or "FLD" grade. In this situation, a student will be unable to drop the course, and an "F" or "FLD" grade will be assigned at the end of the term as per normal grading procedures.

In this circumstance, students will have established rights of appeal; however, they cannot remain in the course while an appeal is underway. The appeal will be conducted promptly in order to protect student rights.

3. Standing Variation Withdrawal (SVW)

Students who meet the University's definition for Clear academic standing (CGPA of 1.67 or higher) but who have not met their Department/School's Academic Standing Variation requirements will be assigned a standing of SVW.

Students assigned an SVW standing:

- will be permanently withdrawn from their program of study and cannot apply for reinstatement. Note: a few programs offer the possibility for reinstatement into their current program through the Fresh Start Program. Students with SVW standing should speak to their program for details
- will be eligible for immediate consideration for transfer to other undergraduate programs for which they are qualified, subject to the competitive undergraduate admissions process and application timelines
- may enrol in courses through the Chang School without waiting a suspension period

4. Required to Withdraw (RTW)

Students assigned a standing of RTW will be required to withdraw from their program of study for a suspension period of 12 (twelve) months (3 terms) and may not transfer to another Toronto Metropolitan undergraduate program until the 12 (twelve) months (3 terms) have elapsed.

RTW standing will be assigned to students for any one of the following reasons:

- failure to achieve a CGPA of 1.00 (except students in their first term of Toronto Metropolitan undergraduate studies at the end of the Fall or Winter term grading period)
- failure to achieve a minimum TGPA of 1.67 while on probation
- failure to meet the conditions of a Probationary Contract (including unauthorized changes to course enrolments as specified in the contract)

During the suspension period students may not register in any for credit Toronto Metropolitan courses including those offered by the Chang School; the exception is where students are admitted to the Fresh Start Program which may occur only after a required 1 (one) term suspension period.

Students assigned RTW academic standing may request to participate in the Fresh Start Program after a 1 (one) term suspension period. Fresh Start is a 2 (two) term Student Success Program. Courses taken as part of the Fresh Start Program will be included in the student's CGPA.

Departments/Schools, at their discretion, may issue a one-time only Discretionary Probationary override as a last chance, in cases where a student has been assigned RTW standing, and the program believes that one additional term of study could reasonably result in the student achieving Clear standing by taking up to two courses.

5. Permanent Program Withdrawal

Students will be permanently withdrawn from their program of study for any one of the following reasons:

- any academic performance that would result in RTW standing for a second time
- failure of a course required by their program for a third time
(Note: courses with NCR grades will not be considered as a failed attempt)
- failure to meet the terms of a Probationary Contract following return after an RTW standing
- failure of the same field education course twice or failure of any two of CLD 464, CLD 466, or CLD 467

Students who are assigned a standing of PPW may not apply for reinstatement into the same program.

Students who are permanently withdrawn from a program of study may apply to a different program of study in accordance with Undergraduate Admissions application timelines, admission policies and procedures.

6. Disciplinary Standings

Disciplinary Suspension (DS) - An academic standing where a student is removed from a program for a specified period of 1 (one) term to 2 (two) years, after which the student will be automatically reinstated. A DS will be placed on both the academic record and official transcript, but will be removed from the official transcript upon graduation.

Disciplinary Withdrawal (DW) - An academic standing where a student is permanently withdrawn from a specific program and fully withdrawn from the University as a whole for a period of at least 2 (two) years. After serving the specified period, a student assigned a DW may apply to other programs/certificates at the University. A DW will be placed on both the student's academic record and official transcript and cannot be removed.

Expulsion - An academic standing involving permanent removal of a student from the University. Students who are expelled from the University shall not be allowed to register or enroll in any class or program of the University. Expulsion shall be permanently noted on a student's academic record and official transcript.

For more detailed information about Academic Program Standing, please refer to the Senate Policy:170(a): Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate:

<https://www.torontomu.ca/senate/policies/undergraduate-course-grading-academic-program-standing-and-eligibility-to-graduate-policy-170-a/>

Grading scale and GPA scale conversion

Performance Description	Letter Grade	Conversion Range Percentage Scale to Letter Grades	TMU 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:

<https://www.torontomu.ca/current-students/grades-standings/grade-scales/>. 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 [TMU Undergraduate Calendar](#) for a full description. Listed here are just a few of the important designations for marks:

PSD – passed FLD - failed 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.

Creating a Climate of Respect

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 TMU calendar, the TMU Student Guide, the School of Early Childhood Studies Student Guide, Field Education Guide (all online/D2L page), and the ECS website are important resources to guide you. The School Mission Statement and the Statement of Philosophy, cited in your ECS Student Guide, 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 [TMU Academic Integrity, Policy 60](#). Other documents and offices supporting these goals include the [Academic Accommodation Support](#), [Human Rights Services](#), the [Code of Non-Academic Conduct, Policy 61](#), and the [Centre for Student Development and Counseling](#).

Out of respect for your Professor/Instructor and your classmates, please ensure that your cellular/electronic devices are put on silent or turned off. Remember that electronic devices such as cellular phones and smart watches must be turned off prior to the commencement of an in-class assessment/exam.

Other School Policies and Guidelines

Students with Disabilities

Students who have disabilities can register with the University's [Academic Accommodation Support \(AAS\)](#) when they are admitted to the School. Accommodations in learning and evaluation can be made for students who have identified themselves and their disability. It is ideal to initiate this process before courses begin in any semester.

Students requiring accommodations for field education courses are encouraged to connect with their Accommodation Facilitator during the semester prior to the field education course, since there may be a need for a separate placement accommodation plan. The field placement site reserves the right to determine whether or not it has the capacity to meet the accommodations that are needed for any student completing a field placement. All students must be able to collaborate with their field educator to ensure the safety of all children within the field education site at all times. Accommodations are at the discretion of the field placement site and the School.

Students are able to request accommodations for consideration through AAS. *The deadline for registering an accommodation for the Fall 2025 semester is October 31, 2025.* Students still need to fulfil the criteria of the course and the College of ECEs.

Students who require accommodations for the writing of tests or examinations must book a time to write a test with the Test 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 through the AAS system, and the professor will then be prompted to provide the Test 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 <https://www.torontomu.ca/senate/policies/course-management-policy-166/>

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.

At least 20% of your grade that is based on individual work for your undergraduate courses will be returned to you prior to the final deadline for dropping courses without academic penalty.

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 submit a request for an [Academic Consideration Request \(ACR\)](#). Your medical documentation (a completed [TMU Student Health Certificate](#) or a letter from an appropriate regulated health practitioner) must be submitted online through this system. This request must be submitted in advance. When circumstances do not permit this, students must submit the request as soon as possible within 3 business days of the absence. Email the Director of the School of Early Childhood Studies/Associate Director, Academic Leadership regarding absences longer than 3 days.

Students will have an electronic record to verify when their requests were submitted and approved. Student's instructor(s) will be notified automatically.

Students who are required to miss a scheduled test or assignment due to [Religious and Cultural Observances \(Accommodation of Student Religious, Aboriginal and Spiritual Observance Policy\)](#) must provide the professor with the appropriate documentation **at the start of the term as soon as the course syllabus/outline 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 TMU website.

Be sure to reach out to your Professor/Instructor about any missed work and check D2L for updates.

Academic Consideration Requests (ACR) Procedure

The School of Early Childhood Studies follows the written procedures for dealing with academic consideration requests found in the University Academic Consideration Policy 167

<https://www.torontomu.ca/senate/policies/academic-consideration-policy-167/>. Please refer to the TMU website for a full description of the procedures. Longer absences are not addressed through Policy 167 and should be discussed with the ECS program Director/Associate Director, Academic Leadership to be advised on next actions.

Policy 167: Academic Consideration - Senate - Toronto Metropolitan University

Students are required to submit an Academic Consideration Request (ACR) when they experience extenuating circumstances that have a significant impact on their ability to fulfill an academic requirement (e.g., their ability to attend classes, write a scheduled test or exam, and or meet an assignment deadline). Examples of Extenuating Circumstances can be found on the Senate Policy 167.

Students must submit their ACR request with supporting documents such as [TMU's Student Health Certificate](#) through the online system (<https://prod.apps.ccs.torontomu.ca/senateapps/>) that can be found on the [Senate website](#) before the missed obligation (e.g., test, assignment, etc.). If this is not possible, students must submit the request within three business days of the missed obligation. In rare situations, exceptions to the three-business day submission requirement can be granted if the extenuating circumstance, including documented mental health issues, prevents a student from consulting a health professional or documenting their extenuating circumstance in a timely fashion.

Students may submit an ACR without supporting documentation once per term at their discretion, excluding final exams and final assessments.

The Departmental Assistant (DA), or Student Affairs Coordinator in the absence of the DA, will review the request and verify the information submitted, and in some cases, will request for further information or documentation. Once verified, the DA will prompt the system to notify the student and instructor, and will follow up with an email.

While Students are not required to disclose specific details of the Extenuating Circumstances in support of their request for Academic Consideration: (a) documentation which is vague or overly general may be deemed insufficient to support a finding of Extenuating Circumstances; and (b) documentation submitted by the Student will be shared with the Instructor, Chair, or Director for decision making purposes.

Approval of academic consideration requests is at the discretion of the course instructor. Submission of supporting documentation does not guarantee that academic consideration will be granted.

Accommodation of Student Religious, Aboriginal and Spiritual Observance

The School of Early Childhood Studies follows the written procedures for dealing with academic consideration requests found in the University Accommodation of Student Religious, Aboriginal and Spiritual Observance Policy 150:

<https://www.torontomu.ca/senate/policies/accommodation-of-student-religious-aboriginal-and-spiritual-observance-policy-150/>. Please refer to the TMU website for a full description of the procedures.

If a student needs accommodation because of religious, Aboriginal or spiritual observance, they **must submit a Request for Accommodation of Student Religious, Aboriginal and Spiritual Observance** (Accommodation of Religious, Aboriginal and Spiritual Observance (torontomu.ca) AND an Academic Consideration Request form **within the first 2 weeks of the class or, for a final examination, within 2 weeks of the posting of the examination schedule.** If the requested absence occurs within the first 2 weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these forms should be submitted with as much lead time as possible in advance of the absence.

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 nor other electronic communication devices (e.g., tablets, smart watches, etc.) are to be left on in the examination rooms. Electronic communication devices must not be used/viewed during examinations or tests for any reason. Further information about exams at TMU, including the Examination Policy can be located on the TMU website at: <https://www.torontomu.ca/current-students/exams/>. The Final Examination Policy 135 can be found at: <https://www.torontomu.ca/senate/policies/final-examinations-policy-135/>.

Assignment Policies

It is the student's responsibility to deliver assignments to Professors/Instructors as outlined in the course syllabus. Assignments requested to be submitted online will be uploaded on D2L through the designated assignment folder. Assignments requested to be submitted in hard copy, will be submitted in person during class or placed in the **ECS Essay/Assignment Drop 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 copies 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/Instructor'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 Professors/Instructors in the full-time program **only (not** for instructors from other departments (e.g., Psychology).

For in-person courses offered through the Chang School, please consult the course syllabus for assignment submission instructions.

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 access the Writing Centre for writing support.**

The School of Early Childhood Studies offers a Writing Skills Initiative (WSI) Program through the Faculty of Community Services in the fall semester for First Year and Direct Entry students. Zorianna Zurba (zorianna.zurba@torontomu.ca) is the facilitator of the program. Through a workshop based model, the WSI offers a comprehensive introduction to a balance of writing, critical thinking, and research strategies used for academic and professional success. The program was established to support improvements in writing proficiency among new students.

More information about WSI, including topics and schedule, will be sent out by email. Stay tuned!

Grade and Standing Appeals Procedure

In keeping with the Grade and Standing Appeals Policy 168 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 TMU Undergraduate Calendar or TMU Student Guide for a full description of appeal procedures. Appeal procedures are available on the TMU Website at <https://www.torontomu.ca/senate/appeals/>

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 TMU's Academic Integrity for students website for educational resources website <https://www.torontomu.ca/academicintegrity/students/> and read with care the Student Code of Academic Conduct, [Policy #60](#). 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 and Contract Lecturers (CUPE 1 and CUPE 2) 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 TMU e-mail account. Students are required to monitor and retrieve messages and information issued to them by the University via Toronto Metropolitan online systems on a frequent and consistent basis ([as per Senate Policy 157](#)). **Students have the responsibility to recognize that certain communications may be time-critical.**

Students may forward their Toronto Metropolitan E-mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to their official Toronto Metropolitan E-mail account is received and read.

Students are responsible for the receipt of TMU e-mail and should check their TMU 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 TMU e-mail. It is essential that students use only their TMU e-mail accounts when communicating electronically with any member of the School faculty or staff.

Timetables and Grade Reports

Student timetables and final grades will be available on the MyServiceHub, which can be accessed through my.torontomu.ca. You can visit the [MyServiceHub Support](#) website for tutorials.

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. TMU 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, ability, ethnicity, gender, language, marital status, national ancestry, physical appearance, political affiliation, race, religion/spirituality, 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, ability, ethnicity, gender, language, marital status, national ancestry, physical appearance, political affiliation, race, religion/spirituality, or sexual orientation of an individual.

Harassment comprises any unwelcome remarks, behaviours, or communications in any form ~ 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 solicitation or promises of reward if reciprocated, or threats of disadvantage if rebuffed.

[Human Rights Services](#) works with members of the university community to promote a learning, work and living environment free of discrimination and harassment. This office manages the complaint resolution process for concerns that reach the threshold of the [TMU's Sexual Violence Policy](#) and the [Discrimination and Harassment Prevention Policy](#). Further inquiries can be directed to humanrights@torontomu.ca.

To find more information about TMU's Human Rights Policies, including definitions, processes and resources, please visit <https://www.torontomu.ca/humanrights/human-rights-policies/>.

To get in touch with the Human Rights Office, email humanrights@torontomu.ca or call 416-979-5349.

Scent Awareness

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

Access to Undergraduate Student Lounge

The ECS Student Lounge is located at KHW-364. This lounge is accessed by passing your TMU Student Card (OneCard) over the red light of the Access Card Reader. Access is available from

approximately 7:00 a.m. to 10 p.m. seven days per week. Security periodically monitors the use of the lounge and checks OneCards of those present. If you do not have Onecard access to the lounge, you will be asked to leave. First Year and Third Year Direct Entry students are automatically provided access upon admission to the program. There may be instances when a student is not able to access the student lounge. When this happens, please send an email to the Administrative Officer, Leah Espineda, at espineda@torontomu.ca with your name, student ID number, the number at the back of your OneCard and your expected year of graduation to determine the expiry date.

Once you are inside the lounge, please sign in by filling out the ECS Student Lounge Sign-In Form right by the door. This helps us keep track of students coming in and out of the lounge, for student safety and accountability, and university space audit.

The lounge is reserved as a privileged secure space strictly for ECS students to work, meet, and have quiet down time. If you wish to work or socialize with students from other programs or from outside the university, you may use common university space, such as the [Student Learning Centre](#). If students from outside the program ask for access or are present, please inform the ECS office at KHS 354 and we can contact Security. You may also connect with Security directly at extension 555040.

IX. FIELD EDUCATION

Field education experiences constitute one quarter of a student's timetable each year. They provide opportunities for students to apply theory learned in their classroom courses.

Please refer to the [Field Education Guide](#) for detailed information regarding field placements.

X. RESOURCES FOR STUDENTS

1. Academic Support Centre

<https://www.torontomu.ca/fcs/student-success/academic-support-and-resource-centre/>

Find the academic support you need. We offer learning support to undergraduate and graduate students at the Faculty of Community Services through individual appointments, workshops, peer support and other learning opportunities.

The Faculty of Community Services Academic Support and Resource Centre is located on the fifth floor of the library, in Room LIB-549.

Book an appointment: <https://tmu.mywconline.com/>

Location:

Toronto Metropolitan University
Library Building, Room LIB-549
350 Victoria St.
Toronto, Ontario
M5B 2K3

Learning Strategists

Iram Khan, MA, TESL

iram.khan@torontomu.ca

Chris Cachia, MA, BEd

ccachia@torontomu.ca

Peer Learning Facilitators

fcs.support@torontomu.ca

2. 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.

TMU Library

416-979-5055

Library Bldg, 2nd floor

350 Victoria St

Toronto, ON M5B 2K3

<https://library.torontomu.ca/>

refdesk@torontomu.ca

Ontario Institute for Studies in Education Library

416-978-1850

252 Bloor St. West

Toronto, ON M5S 1V6

<https://oise.library.utoronto.ca/>

Toronto District School Board (TDSB)

416-395-5140

Library and Learning Resources

3 Tippet Road

Toronto, ON M3H 2V1

<https://www.tdsb.on.ca/library>

Ministry of Colleges, Universities, Research Excellence and Security

Colleges & Universities

416-325-2929

Public Enquiry Unit

1-800-387-5514

900 Bay St., Mowat Block, 14th Floor

<https://www.ontario.ca/page/ministry-training-colleges-universities>

University of Toronto Library

416-978-6215

<https://onesearch.library.utoronto.ca/>

library.info@utoronto.ca

Robarts Library (St. George and Harbord)

416-978-8450

130 St. George St.

Toronto, ON M5S 1A5

<https://onesearch.library.utoronto.ca/library-info/ROBARTS>

Gerstein Science Information Centre

416-978-2280

(N.E. side of King's College Circle)

9 King's College Circle

Toronto, ON M5S 1A5

<https://gerstein.library.utoronto.ca/>ask.gerstein@utoronto.ca**Toronto Reference Library**

416-395-5577

789 Yonge St.

416-393-7100 (TTY)

Toronto, ON M4W 2G8

Website: <https://www.torontopubliclibrary.ca/torontoreferencelibrary/>**Publications Ontario**

416-326-5300

<https://www.publications.gov.on.ca/>

416-325-3408 (TTY)

Findhelp Information Services

416-392-4605

formerly Community Information Toronto

(TMU dial direct – 211)

1 St Clair Ave W, Ste 1000, 10th Fl

Toronto ON M4V 1K6

<https://www.findhelp.ca/>**Child Care Resource and Research Unit**

416-926-9264

32 Heath St W.

Toronto ON M4V 1T3

<https://childcarecanada.org/>**Ministry of Children, Community and Social Services**

416-325-5666

438 University Avenue

1-888-789-4199

7th Floor

1-800-387-5559 (TTY)

Toronto ON M5G 2K8

<https://www.ontario.ca/page/ministry-children-community-and-social-services>**3. Student Life and Learning Support (SLLS)**

Main Office

416-598-5978

4th Floor Student Learning Centre

341 Yonge Street

Toronto, ON M5B1S1

slls@torontomu.ca<https://www.torontomu.ca/student-life-and-learning/>

Student Life and Learning Support (SLLS) provides opportunities for students to take ownership of their TMU experience so that they grow as socially, civically and academically engaged members of their communities. We teach essential academic skills and study techniques to support students with expressing their intelligence, applying their knowledge, and communicating their ideas. Programs including Orientation, Leadership Development, International Student Support, and Tri-Mentoring connect students to resources, staff, and peers, assisting with their transition in and through TMU.

Learning Support

<https://www.torontomu.ca/student-life-and-learning/learning-support/>

Student Life and Learning Support, builds diverse communities and supports you as a learner. They provide opportunities for students to discover their talents, explore, skill-build, express identities, create meaningful friendships and connections, and build their learning success toolkit.

Writing and Language Support

<https://www.torontomu.ca/student-life-and-learning/learning-support/writing-support/>

Writing and language development improves when we get to talk about it with others at various stages of the process.

Writing and Language Support helps students develop academic writing skills and their approach to the writing process through meaningful conversations about writing in individual appointments, workshops, and writing groups.

Multilingual students who want to improve their English language skills, can participate in individual and group sessions and access classroom instruction to help improve their writing, speaking and listening, oral presentation, and reading skills.

Study Skills and Transition Support

<https://www.torontomu.ca/student-life-and-learning/learning-support/study-skills-and-transition-support/>

Offers programs to help students develop study skills through workshops, individual support, group study and tutoring. We can help students to engage more effectively in your academic work.

With peer academic coaching, create a personalized study plan; or drop-in to an online discussion-based course-specific Supported Learning Group. First year students can join Academic Edge, a weekly group focused on learning from lectures, time management and goal-setting, preparing for midterms, and effective reading strategies.

Workshops

<https://www.torontomu.ca/student-life-and-learning/learning-support/workshops/>

TMU offers workshops on a variety of topics designed to help you become more familiar with the essential skills necessary for academic success and allow you to build a foundation for academic skill-building.

TMU Tutor Match

<https://www.torontomu.ca/student-life-and-learning/learning-support/tutor-match/>

TMU Tutor Match is a tool designed to help qualified students find paid work as tutors and to help students who would like additional, individualized, and course specific support find and hire tutors.

Tri-Mentoring

POD-54 Lower level,
Podium Building
350 Victoria Street

416-979-5000 ext.556634

Toronto, Ontario, Canada M5B 2K3

tmentor@torontomu.ca

<https://www.torontomu.ca/student-life-and-learning/trimentoring/>

The Tri-Mentoring Program's (TMP) educational priority is to mentor each student using their individual experience to find their sense of belonging on campus. The “tri” represents our peer-to-peer, career, and group mentoring activities. We offer mentorship opportunities to students of all identities across all faculties:

Peer Mentoring: 1st year students are matched with upper year students in the same program or with similar interests supporting their transition into first year

Career Mentoring: Through Career Mentoring, students in 3rd year or above are matched with an industry professional for guidance and encouragement progressing towards their goals

Group Mentoring: We host regular Group Mentoring community meetings for equity seeking students on campus including groups for students who are 2SLGBTQ+, Black, Indigenous, Filipinx, Latinx, Lusophone/Portuguese speaking, Muslim women, Mature students, Students with Disabilities and Women in STEM.

4. Faculty of Community Services Society (FCSS)

Daphne Cockwell Health Sciences Complex,
Rooms DCC-331, DCC-328, DCC-329, DCC-330, DCC-332
288 Church St.
Toronto, Ontario
M5B 15Z

Sally Horsefall Eaton Centre Studies in Community Health,
Room SHE 682
99 Gerrard St. East
Toronto, Ontario
M5B 1G7

fcssociety@torontomu.ca

[@fcsonline](#)

<https://www.fcssociety.ca/>

The Faculty of Community Services Society is the elected student society government that is building a community for over 7,000+ undergraduate students in the Faculty of Community Services (FCS) at Toronto Metropolitan University. Our mission is to unify students together within the eight full-time degree Schools at the Faculty of Community Services, enabling them to be heard as one unified voice. We center our initiatives around the four pillars of unity, mental health, professional development, and academics.

The Faculty of Community Services Society (FCSS) was recognized by Toronto Met in 2017. The FCSS passed its November 2022 referendum securing the student government in future funding opportunities for students in FCS.

5. ServiceHub

Ground Floor POD 150

416-979-5036

350 Victoria Street Toronto

Ontario, Canada M5B 2K3

<https://www.torontomu.ca/servicehub/>

[Ask ServiceHub Help Form](#)

The ServiceHub is your front-line service centre for the Office of the Registrar, including support for undergraduate admissions, fees, financial assistance, exams, class schedules, Chang School course enrolment, applying to graduate and more.

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 Ontario Student Assistance Program (OSAP) administration, bursaries, awards and scholarships, and much more.

Don't forget to also look at this website: <https://www.torontomu.ca/current-students/>.

Student Financial Assistance

Ground Floor POD 150

416-979-5036

350 Victoria Street Toronto

Ontario, Canada M5B 2K3

finaid@torontomu.ca

The Student Financial Assistance 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 TMU bursaries (non-repayable aid grants), provides short-term loans, and administers student awards.

6. Student Wellbeing

<https://www.torontomu.ca/student-wellbeing/>

Student Wellbeing encompasses a variety of health, wellbeing, and academic services and supports at TMU that reflect a university community that is fully committed and engaged in developing and sustaining supportive environments that foster wellbeing and academic success. Learn more about what services and resources are available below.

Academic Accommodation Support

General Inquiries

416-979-5290

aasadmin@torontomu.ca

<https://www.torontomu.ca/accommodations/about/>

Intake Inquiries

416-979-5000 ext. 552374

aasintake1@torontomu.ca

Test Centre Inquiries
testcentre@torontomu.ca

416-979-5000 ext. 557932

A part of Student Wellbeing, Academic Accommodation Support (AAS) supports students with disabilities at TMU. We work with students to create and implement individualized academic accommodation plans so students can more fully participate in their studies. We work with any student enrolled at TMU who requires academic accommodation, regardless of program or course load.

Explore the Wellbeing Central Website to access a comprehensive list of resources:
<https://www.torontomu.ca/wellbeing-central/>

Centre for Student Development and Counselling

JOR-07C, Lower Ground Floor
350 Victoria Street
Toronto, Ontario, Canada M5B 2K3
csdc@torontomu.ca

416-979-5195

<https://www.torontomu.ca/student-wellbeing/counselling/>

The Centre for Student Development and Counselling (CSDC) offers free, confidential counselling services in a professional and friendly environment. Services are provided by our team of psychologists, social workers, psychotherapists and counselling interns.

Our services, programs and resources are intended to assist students not only to solve immediate problems, but also to define their personal, educational and career goals, and to acquire the self-confidence and transferable skills necessary for professional success and individual growth. We provide these services on a one-to-one basis or in a group format.

The CSDC and TMU offer various types of care, referrals, and resources for you in developing your personalized wellness plan. There are several options and opportunities available to you, including individual counselling, group counselling, peer-to-peer support, and more.

Student Care

<https://www.torontomu.ca/student-care/>

Email: studentcare@torontomu.ca

Student Conduct Email: studentconduct@torontomu.ca

Students, faculty and staff can contact our office at any point to discuss a student they are concerned about to determine appropriate next steps or to make a referral.

Good2Talk

<https://good2talk.ca/>

A free confidential and anonymous service, Good2Talk offers post-secondary students 24/7 professional counselling, mental health information and connection to local resources. Tel: 1-866-925-5454

Gerstein Centre Crisis Line

<https://gersteincentre.org/>

Crisis intervention including phone line, mobile unit, ten-bed stay crisis House, and hospital referral. Staff provides supportive counselling for immediate crisis issues, and referrals to other services for ongoing, non-crisis issues. Serves people in the City of Toronto. Tel: 416-929-5200

Other Local Crisis Lines

<https://www.torontomu.ca/student-wellbeing/counselling/About%20our%20Services/crisis/#!accordion-1599233688287-crisis-lines>

Health Promotion Programs

Health Promotion Programs General Information
healthpromotion@torontomu.ca

416-979-5000 x 554295

For Peer Support SHARP

416-979-5000 x 554295

sharp@torontomu.ca

POD 256C

350 Victoria Street

Toronto, Ontario, Canada M5B 2K3

<https://www.torontomu.ca/student-wellbeing/healthpromotion/>

The Health Promotion Unit consists of a Health Promotion Programs Coordinator, peer health promoters, placement students, and volunteers. We are dedicated to promoting the health and well-being of TMU students by providing current and relevant health information, working with students and staff to develop a healthy community, and ensuring high quality health promotion information and support.

We offer Student Health Assistance & Resilience Peer Program (SHARPP), wellbeing workshops, health and wellbeing resources, and Nap Space with SHARPP.

Toronto Metropolitan University Medical Centre

Please use the 31 Gerrard Street East entrance

416-979-5070

181 Kerr Hall West

Toronto, Ontario, Canada M5B 2K3

medicalct@torontomu.ca

<https://www.torontomu.ca/student-wellbeing/medicalcentre/>

Health Services is located in KHS-181 (northwest Kerr Hall, 1st floor) and provides medical attention to all members of the TMU 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.

Other Student Wellbeing Resources

<https://www.torontomu.ca/student-wellbeing/healthpromotion/crisis/resources/>

There are various helplines catering to different needs, such as mental health, suicide prevention, and more. Find the one that suits your situation best and don't hesitate to reach out. You can contact more than one.

Thrive TMU

<https://www.torontomu.ca/thrivetmu/>
thrivinginaction@torontomu.ca

The goal of ThriveTMU initiative in Student Affairs is to provide training and resources to TMU students, faculty and staff in order to teach the skills associated with resilience, well-being and thriving in both an academic and personal context. Principles of positive psychology underpin all of the programs associated with ThriveTMU.

Their purpose is to help students feel a sense of support on campus, to better appreciate the connections between academic success and other elements of a healthy lifestyle, and, primarily, to help students develop capacities for thriving that will serve them throughout their lives.

They developed a 4 session resilience training program designed to teach the five factor model of resilience (mindfulness, gratitude, optimism, self-compassion, and grit). This program is available separately for students, faculty and staff at TMU University. Students can sign up for the [Thriving In Action](#), a program for students consisting of a series of weekly workshops

[Cultivate Your Happiness: A ThriveTMU Weekly Workbook](#), was designed to anticipate the challenges of each week of each term, and provide an exercise that students can use to increase their capacity to be resilient in the face of the challenge of that week. [Download the Cultivate Your Happiness: A ThriveTMU Weekly Workbook](#) or pick up a print copy at POD-60 reception. For more information you can contact the Scholar-in Residence Dr. Diana Brecher at dbrecher@torontomu.ca.

7. *Navigate TMU*

<https://www.torontomu.ca/navigate-tmu/>

The [Student Success Navigator team](#) connects TMU students to on-campus resources that will support their success. If you're unsure of who to speak to or where to go, the Student Success Navigators can connect you to a range of programs, services, activities and people to support you. To contact the Student Success Navigators, email studentsuccess@torontomu.ca.

Simran Rattan (she/her)
Student Success Navigator,
Faculty of Community Services
hrattan@torontomu.ca

8. *The TMU Campus Store (Bookstore)*

416-979-5116

17 Gould Street
Toronto, ON M5B 2L5

bookstore@torontomu.ca
<https://campusstore.torontomu.ca/>

The bookstore stocks up to 10,000 book titles specifically chosen for TMU 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 TMU memorabilia.

9. Computing and Communication Services (CCS)

416-979-5000, ext. 556840

help@torontomu.ca

<https://www.torontomu.ca/ccs/>

The Computing and Communication Services (CCS) are designed to facilitate a wide variety of academic and administrative work. A complete list of them is available in our [Service Catalogue](#), but if you are looking for specific information it is recommended to start with a search or that you contact one of the CCS [help desks](#) for assistance.

Some services include accounts, software, labs and printing, networks and wireless, hardware, media services web and content management, and much more.

In order to use many of TMU's services such as E-mail, my.torontomu.ca portal, online courses, or central computing labs, you must create and activate your [TMU Online Identity](#).

Toronto Metropolitan University's computer labs are staffed with advisors to assist you with using the computing facilities. Please check online for the Users Guide to Academic Computing <https://www.torontomu.ca/ccs/services/labsandprinting/labs/faq/>. This website includes information on the location of the Academic Computing Labs available, a map of their location along with other academic computing tips. Matrix accounts are automatically generated when students 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. TMU's online home page is located at <https://www.torontomu.ca/>.

Please check online for the [TMU Student Computing Guidelines](#)

10. Career, Co-op and Student Success

POD-60

416-979-5177

350 Victoria Street

Toronto, ON M5B 2K3

career@torontomu.ca

<https://www.torontomu.ca/career-coop-student-success/>

Co-op Office:

416-979-5068

101 Gerrard Street East

Toronto, ON M5B 1G8

coop@torontomu.ca

Career Boost: career@torontomu.ca

<https://www.torontomu.ca/career-coop/>

<https://www.torontomu.ca/student-financial-assistance/student-employment/undergrad-careers/>

The Career & Co-op Centre is TMU 's central resource for students and alumni to access relevant and innovative career development support. We connect TMU 's employer partners with our talented and diverse student body and network of alumni. Our hub-and-spoke model of service delivery, ranked by the [Canadian Education and Research Institute for Counselling](#) (CERIC), as one of Canada's most impressive practices in career services--creates a strong network of relationships with students, alumni, recruiters, faculty, and staff across campus as well as in each faculty and academic program.

11. TMU Athletics & Recreation

TMU Athletics

Mattamy Athletic Centre
50 Carlton Street
Toronto, Ontario M5B 1J2

<https://tmubold.ca/staff-directory>

TMU Bold Tryout Dates and Contact Info

<https://tmubold.ca/sports/2019/8/22/204951196.aspx>

Toronto Metropolitan University Athletics is dedicated to attracting the best student-athletes from around the world by providing an environment that encourages, supports and promotes excellence. Student-athletes have access to world class coaching, athletic scholarships, academic mentoring, athletic therapy and certified strength and conditioning professionals.

TMU Athletics Financial Award

Contact: Nick Asquini
Varsity Operations Coordinator
nasquini@torontomu.ca
<https://tmubold.ca/sports/2019/8/22/204947242.aspx>

416-979-5000 ext. 5542

Toronto Metropolitan University (TMU) Athletic Financial Awards are open to undergraduate and graduate student-athletes registered at Toronto Metropolitan University who participate on the eight (8) U SPORTS level programs (Men's and Women's Basketball, Hockey, Soccer and Volleyball).

Toronto Metropolitan University Athletics follows U SPORTS and OUA regulations for awarding Athletic Financial Awards. All Athletic Scholarships are for a period of one year. The minimum amount of Athletic Financial Awards to be awarded is \$500, while the maximum is \$4500.

Student-athletes are nominated for Athletic Financial Awards by their coach. It is the coach's discretion to nominate student-athletes based on factors such, but not limited to, athletic merit, team leadership and team scholarship fund availability.

Recreation

Recreation & Athletics Centre (RAC)

RAC-103
50 Gould Street
Toronto, Ontario M5B 1X8

416-979-5096

Mattamy Athletic Centre (MAC)
MAC-2307
50 Carlton Street
Toronto, Ontario, Canada M5B 1J2

416-979-5339

[https://www.torontomu.ca/recreation/
recreation@torontomu.ca](https://www.torontomu.ca/recreation/recreation@torontomu.ca)

All TMU undergraduate and graduate students are automatically members. Your student fees include membership to a welcoming and inclusive recreation community featuring the [Recreation & Athletics Centre](#), [Mattamy Athletic Centre](#) and [Kerr Hall West Gyms](#).

For more information about their facilities and list of services they offer, please visit their website at <https://www.torontomu.ca/recreation/>.

First Aid/CPR

416-979-5096

getcertified@torontomu.ca
<https://www.torontomu.ca/recreation/programs/certifications/>

Courses are offered through the Lifesaving Society and Canadian Red Cross. Note that for Field Placement courses, students are required to obtain certification in Standard First Aid with CPR level C
Recertification courses are also available.

Intramural Sports

<https://www.imleagues.com/spa/intramural/bf7fcc2a58ac453cb6f62461146f259f/home>
<https://tmubold.ca/index.aspx>

Contact: Randy Pipher
Coordinator, Intramural Sports & Recreational Clubs
rpipher@torontomu.ca

416-979-5000 ext. 557360

Welcome to Toronto Metropolitan Intramural Sports and Social Leagues! - a community where everyone is welcome to participate.

Toronto Metropolitan Intramural Sports and Social Leagues builds friendships, promotes active wellness and celebrates diversity through fun play and competition. We embrace and champion the whole person in every participant.

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 TMU's doctor's referral.

12. Student Housing Services

Residence Office
housing@torontomu.ca
<https://www.torontomu.ca/housing/>

416-979-5284

Off-Campus Housing

offcamp@torontomu.ca

<https://www.torontomu.ca/housing/housing-alternatives/off-campus/>

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.

13. Indigenous Student Services

General Inquiries:

Sheila Saikkonen

416-979-500 ext. 557699

Administrative Assistant

KHW 389-H

31 Gerrard Street East

Toronto, ON M5B 2K3

ssaikkon@torontomu.ca

<https://www.torontomu.ca/indigenous-student-services/>

Hello! N'it! Wachiya! Ahnee! Tansi! She:kon! Kwe!

TMU Indigenous Student Services provides a culturally supportive environment to promote academic excellence and serves as a place to balance academic learning with traditional teachings and culture. Their role is to provide specialized services for First Nations, Inuit and Métis Peoples on campus and to develop a mutually productive relationship between TMU and the Indigenous community.

The name, Gdoo-maawnjidimi Mompîi “We Gather Here” symbolizes how the office brings together Indigenous community members to access support services, programs and the Indigenous Student Centre under one roof.

Toronto Metropolitan University strives to develop positive relationships with the Indigenous community through initiatives such as the Indigenous Education Council (IEC), Indigenous Student Services, and [Indigenous Initiatives unit within the Office of the Vice-President, Equity and Community Inclusion \(OVPECI\)](#).

Indigenous Peer Support Program

416-979-5000, ext. 556660

KHW-372

abpeers@torontomu.ca

The Indigenous Peer Support Program is dynamic and made up of Indigenous, Métis and Inuit students at TMU who conduct outreach and provide peer support to other Indigenous students on-campus.

The Peer Support team can provide you with information and resources about our educational, social and cultural events. You can also learn how to get involved and connected with the Indigenous community at TMU.

Scholarships, Awards & Bursaries

Learn more about the scholarships, awards and bursaries available for TMU students who identify as First Nations, Inuit, Metis, Canadian Indigenous (or those who identify by nation or community).

<https://www.torontomu.ca/indigenous-student-services/scholarships-awards-bursaries/>

Contact: Sloan (Jo) Miller
Outreach and Recruitment Officer
KHW-389-A
sloan.miller@torontomu.ca

416-979-5000 ext. 553034

Other resources and support offered at the Indigenous Student Services:

<https://www.torontomu.ca/indigenous-student-services/resources-support/>

14. Black Student Success and Engagement

<https://www.torontomu.ca/black-student-success/about/>

Black Student Success and Engagement highlights supports, resources and ways that you can get involved as a Black student at TMU.

It was developed following the release of the [Anti-Black Racism Campus Climate Review](#) report and recommendations. The report, published by the Office of the Vice-President, Equity and Community Inclusion, highlights the experiences of Black students, faculty and staff at TMU and how the TMU community can work together to address and dismantle anti-Black racism on campus.

Black Student Lounge

Location: Kerr Hall West 77A (KHW 77A)

Hours: Monday to Sunday

7 a.m. to 12 a.m. (excluding holidays)

<https://www.torontomu.ca/black-student-success/black-student-lounge/>

The Black Student Lounge (BSL) is a welcoming place for you to study, relax and connect with the community.

The lounge aims to counter the harms of institutional racism by creating safer spaces for healing and belonging.

It's open to Black students, TMU staff and faculty, fitting about 30 people. Inside, there are seats, tables, a screen, a whiteboard, computers, and a kitchenette for you to use while you enjoy the space.

Black Initiatives Fund

<https://www.torontomu.ca/student-life-and-learning/programs/student-initiativefund/>

The Black Initiatives Fund (BIF) is dedicated funding that aims to support Black students in developing and advancing events, meetings and information sessions that specifically support and centre Black students. Eligible students can receive up to \$5,000 in funding.

15. International Student Support (ISS)

POD-50A

416-979-5000 ext. 556655

Lower level, Podium Building

350 Victoria Street

Toronto, Ontario M5B 2K3

issask@torontomu.ca

<https://www.torontomu.ca/international/student-support/>

International Student Support (ISS) works to foster a sense of belonging and community for all students who are new to Canada as well as for those students seeking a global experience on campus.

ISS welcomes and supports newcomers to Canada as they adjust to the new Canadian environment and culture. International Student Support connects international students to Toronto Metropolitan University's vibrant campus community, and supports them in reaching your academic, personal, and professional goals.

ISS has a team of International Student Advisors who are Regulated International Student Immigration Advisors (RISIAs) or Regulated Canadian Immigration Consultants (RCICs) who can help through group immigration advising, drop-in hours and one-on-one personal development appointments.

16. Community Safety and Security

TMU Security may be reached at **416-979-5040** or by email at security@torontomu.ca. In an emergency, please dial "911". The external doors to the School are closed and locked at 4:00 p.m. each school day. Students may ring the buzzer for someone to let them in if they have an appointment with you after regular office hours. Please ensure that you do not prop open or unlock any of the outer doors once they are closed and locked for the day. In recent years, several thefts have occurred and there are also safety concerns for those working in offices if outer doors are left open after hours. Please remember that this is a downtown campus and that strangers sometimes stroll the halls.

[Community Safety and Security](#) offers safety planning sessions for community members including information about in person and online safety steps and structures through their Community Engagement team. Students can book a safety planning session by emailing the request to community.engagement@torontomu.ca.

TMU Safe App

<https://www.torontomu.ca/community-safety-security/tmu-safe/>

TMU Safe is the university's tool for mass notification that will send alerts in **urgent situations that pose an immediate safety or security risk to the community**.

The system is supplied by an external organization called AppArmor.

In an urgent situation on campus, we want to increase the likelihood that you receive the latest information about what is happening as soon as possible. This way, you can make informed decisions that prioritize your personal safety.

These kinds of systems are becoming common in Canadian colleges and universities, and are part of the university's commitment to proactively plan for rare but possible emergency situations.

While we send messages over email, social media and digital screens on campus, we ask that all community members download the app and [opt-in to receive text messages from TMU Safe](#) as these are generally the fastest ways to receive notifications. Alerts sent to the TMU Safe mobile app travel over both the WiFi and the cellular network, and have the potential to reach users faster than other communications channels.

Please visit TMU Security website at <https://www.torontomu.ca/community-safety-security/contact/> for more information regarding campus security.

What To Do In Case of Emergency: (From TMU Community and Security)

Emergencies are rare, but possible. In case of an emergency on the TMU campus, the aim of Community Safety and Security is to ensure the safety and wellbeing of all community members, including all of our employees.

In an emergency, call 911

If you are on campus and there is an emergency, call 911.

Emergencies are situations, or impending situations, that pose an immediate safety or security risk to you. These situations have the potential to result in serious harm to you or others, or substantial damage to property or normal activities of the university.

If you are ever in doubt of whether a situation is an emergency, you should call 911. It's better to be safe and let the dispatcher determine if you need emergency assistance.

How you can prepare yourself for emergencies

Familiarize yourself with the university's emergency procedures. Our team has prepared emergency procedures for the campus for five possible scenarios, which we hope will provide you with information and resources that may empower you to take action. Scenarios include:

- an active threat;
- bomb threat;
- a medical emergency or person in crisis;
- a natural disaster or extreme weather; and/or
- a fire or explosion.

Know your location at all times

When you call 911 while you are on campus, dispatch will contact TMU Security to ensure entry to the campus or buildings is clear, to clarify location and to seek assistance if needed. Our team is collaborating with the various Toronto emergency services to strengthen our relationships and processes to better support the community.

However, each community member, including all employees, have a role to play in being prepared for an emergency. In an emergency, no matter which phone you use to call for help, knowing your exact location is critical. In all likelihood, it will be one of the first questions emergency dispatchers will ask.

Next time you're in a new space, be it for a class, meeting or event, take the time to note:

- the building name;
- room number; and
- intersection you're closest to.

TMU Security is also available to you, 24/7

There may be times when you are in need of assistance that is not of an emergency nature. These situations do not pose an immediate safety or security risk to you, others or property, but are valid security matters that require immediate support. Our security team is available to assist you anywhere on campus, 24 hours a day, 7 days a week.

We recommend you program TMU Security's phone number into your mobile device.

External phones: 416-979-5040

Internal phones: 555040

Email: security@torontomu.ca

Location: Victoria Building (VIC), 285 Victoria Street, 1st floor

Learn about non-emergency situations where you may require TMU Security at:

<https://www.torontomu.ca/community-safety-security/emergencies/non-emergency-situations/>

17. Consent Comes First Toronto Metropolitan

KHW 279

31 Gerrard St. E

Toronto, ON

osvse@torontomu.ca

<https://www.torontomu.ca/sexual-violence/about/>

416 979 5000 ext. 553596

Consent Comes First (CCF) provides free, confidential, trauma-informed, healing-centred support to TMU students affected by sexual violence and other forms of gender-based violence. They create opportunities for people affected by violence to cultivate safety, healing and leadership on their own

terms. With campus partners and the broader community, CCF provides education, programming and advocacy to foster a world free from gender-based violence.

18. Office Of The Ombudsperson

Oakham House, 2nd Floor
OAK Rooms 214/215/216
63 Gould St. (at Church St.)
Toronto, ON M5B 1E9

416-979-5000, ext. 1- 557450

ombuds@torontomu.ca

<https://www.torontomu.ca/ombudsperson/>

The Office of the Ombudsperson at Toronto Metropolitan University is a place for students to come to if you have a problem or a conflict with the university. We are available to meet in-person, virtually and over the phone.

Contact us if you believe you have been treated unfairly and/or you are not sure what your options are, or if you would like to discuss how a Toronto Metropolitan policy or procedure applies to your situation.

XI. STUDENT ORGANIZATIONS

Toronto Metropolitan Students' Union (TMSU)

55 Gould St., Room SCC 311
Toronto, ON M5B 1E9

416-979-5255

416-979-5000 ext. 557508

info@yourtmsu.ca

<https://yourtmsu.ca/>

The TMU Students' Union, is the official representative of all students in full-time programs. Full-time students are automatically enrolled in the TMU Health and Dental Plan. A portion of each student's tuition fees is automatically deducted to make up the operating budget of TMSU.

Note: students may opt out of the plan if they have duplicate coverage ([Please review the Health and Dental section for details](#)).

Our mission is to empower students and build community on TMU's campus by advocating for your rights, supporting student groups, events and initiatives, and providing discounted services to save you money!

The TMSU is here for you. A platform to encourage collaboration, engagement and empowerment — we are your allies, a resource students can depend on for timely and accurate representation now and in the future.

Toronto Metropolitan Association of Part-time Students (TMAPS)

55 Gould St., Suite 301
416-979-5193

info@tmaps.ca

<https://tmaps.ca/>

It is the central students' union that represents all 16,000 continuing education, distance education, and part-time degree students and any student taking a Chang School course at Toronto Metropolitan University.

The students' union is a membership-driven organization that is here to represent part-time students, offer services to meet part-time student needs and build a community at Toronto Metropolitan University.

TMAPS would like to take this opportunity to welcome all new students, as well as returning students, to Toronto Metropolitan University! We are excited to have you join our campus and look forward to meeting you very soon. As you are settling into your new academic year, feel free to contact us with any questions!

Part-time undergraduate degree students beginning classes for the first time this academic year (in the Fall term) will be charged \$257.47 for the TMAPS Health & Dental Plan. The charge is reflected on your tuition and ancillary fee statement for health and dental benefits provided by TMAPS. Those charged may be eligible to opt-out of the TMAPS Health & Dental Plan coverage.

Please visit: <https://tmaps.ca/health-dental/optout/> for more information.

XII. AWARDS

Be sure to look out for student award application updates and deadlines by visiting: <https://torontomu.awardspring.ca/>. There are a number of student awards that ECS undergraduate students are eligible to apply for (e.g., Nancy C. Sprott School of Early Childhood Studies Awards, TMU ECS Award, etc.).

The School of Early Childhood Studies holds its Annual Awards Presentation and Student Recognition Ceremony in the fall semester. For awards requiring application, nomination forms, and more information about the full list of Scholarships and Awards, please visit the AwardSpring website at <https://torontomu.awardspring.ca/>.

You may also contact the School's Student Affairs Coordinator for further information and applications for Early Childhood Studies Scholarships and Awards.

The value of some awards may vary from year to year. For current award values, please check the Scholarships and Awards website at: <https://www.torontomu.ca/current-students/scholarships-awards/>

Other Awards

Faculty of Community Services Full-Time and Part-Time Student Undergraduate Awards
<https://www.torontomu.ca/fcs/student-success/student-awards-and-grants/>

For more information on the many Scholarships and Awards opportunities available at TMU, please visit <https://www.torontomu.ca/admissions/scholarships-awards/>.

For any questions, please contact awards@torontomu.ca. Please be sure to include your TMU Student Number in all email communications.

Part-Time Awards and Financial Assistance at The G. Raymond Chang School of Continuing Education, please visit
<https://continuing.torontomu.ca/contentManagement.do?method=load&code=CM000118>

For any questions regarding part-time awards, please contact ceawardsbursary@torontomu.ca. Please be sure to include your TMU Student Number in all email communications.

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 (AECEO)*

416-487-3157
Ontario Toll Free 1-866-932-3236
info@aeceo.ca
www.aeceo.ca

The Association for Early Childhood Educators, Ontario (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.

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 (OCBCC)*

Tel: 416-538-0628
Fax: 416-538-6737
<http://www.childcareontario.org/>

The Ontario Coalition for Better Child Care (OCBCC) is founded on the principle that all children should have access to a high quality of child care services, regardless of family income. Child care services should be licensed, regulated and should reflect the best current knowledge about early

childhood development. The Coalition presents briefs and policy papers to government agencies, and works to increase public awareness of child care needs in Ontario.

3. *Canadian Child Care Federation (CCCCF)*

1-800-858-1412

613-729-5289

Fax: 613-729-3159

info@cccf-fcsge.ca

<http://www.cccf-fcsge.ca/>

The Canadian Child Care Federation (CCCCF) 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.

4. *Canadian Association for Young Children (CAYC)*

membership@cayc.ca

<http://www.cayc.ca>

The Canadian Association for Young Children (CAYC) 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.

5. *Families Canada*

Tel: 613-237-7667

Fax: 613-237-8515

info@familiescanada.ca

<https://familiescanada.ca/>

Families Canada is the national association of Family Support Centres. With a network of 500+ member agencies and thousands of frontline family service workers across Canada, we are committed to providing leadership and support in the campaign for Canada's children. Our vision is a Canada committed to building strong families, and we have a 40-year track record of helping families face tough challenges. We're here to help you promote the rights and interests of children and their families.

Families Canada provides resources and publications in digital and print format to help families and family support practitioners help every child get the right start in life.

6. *Childhood Education International (CE International)*

202-372-9986 • 1-800-423-3563

headquarters@acei.org

<https://ceinternational1892.org/>

Childhood Education International (CE International) is an international development organization focused on developing and amplifying solutions that lead to positive change in pre-primary and primary-age children's learning and lives.

We design and deliver programs, trainings, and professional development experiences, and we offer consultancy services to education institutions, such as schools, NGOs, school systems, and government ministries. In conclusion, we help education leaders to be changemakers who resolve education challenges using innovative solutions.

7. *National Association for the Education of Young Children (NAEYC)*

202-232-8777

Toll-free: 800-424-2460

help@naeyc.org

www.naeyc.org

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.

8. *Canadian Coalition for the Rights of Children (CCRC)*

info@rightsofchildren.ca

<http://rightsofchildren.ca/>

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

The goals of the Coalition are:

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

XIV. COLLEGE OF EARLY CHILDHOOD EDUCATORS (CECE)

Telephone: 416 961-8558

Toll-free: 1 888 961-8558

Fax: 416 961-8772

info@college-ece.ca

<https://www.college-ece.ca/>

The College of Early Childhood Educators (CECE) 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.

Students entering the ECS program in first year are eligible to register with the CECE upon graduation. Students entering the ECS program in year three, have satisfied the criteria for CECE registration through their ECE diploma studies.

The CECE maintains specific protocols for academic course and field placements that the School of ECS must adhere to.

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.