

UNDERGRADUATE STUDENT HANDBOOK

2023 - 2024

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Dear Students,

Please note that this **Student Handbook is a supplement** to the [Toronto Metropolitan University \(TMU\) Calendar](#), [Field Education Handbook](#), and the TMU [Current Students Resources](#), as well as the details of your individual course syllabi - all of which have important information not contained in this Handbook. It is important to 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 Handbook and this Student Handbook for your future reference. Keeping course outline copies is important for postgraduate applications or transfers to other institutions.

It is important to note that, as a university student, you are responsible for registering for and adding/ dropping courses and for reviewing the course material listed on your course outlines. You will need to learn the requirements of the 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, professionally-related and liberal studies courses for each semester.

Be sure to note all dates regarding registration and drop deadlines, as well as calendar information about grades, course substitutions, audits, applications to graduate and academic policies (also offered in brief in this handbook, Section 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.

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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/2023-2024/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.

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, 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 encourages early childhood professionals to engage in critical reflective practice when working with children and families. In particular, we encourage them to:

- 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 and faculty 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 [2020-2025 TMU Academic Plan](#) and the Office of Equity and Community Inclusion. We urge our students, 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 disrupt such thinking and practices. A good place to begin would be to read the [Truth and Reconciliation Commission's Calls to Action](#), [the confronting Anti-Black racism reports](#), and sign [TMU's Equity and Community Inclusion Pledge](#).

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 Dean of the Faculty of Community Services is Dr. Kiaras Gharabaghi. 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 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	Kathleen Peets	557646	kpeets
Associate Director, Field Education	Judith Bernhard	557507	bernhard
Associate Director, Lab Schools	TBD	TBD	TBD
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
Mgr. Part-Time and Consecutive Program	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
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School of Early Childhood Studies Faculty

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Robert Rinkoff, B.S., M.S., Ph.D.	556332	rrinkoff
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Contract Instructors

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 Barnabas Emenogu
 Bethany Robichaud
 Cherry Chan
 Christa Leeder
 Ebrahim Talae
 Evelina Lukasyik
 Harny Chan Lim
 Jennifer Butterly
 Karyn Positano
 Lisa Johnston
 Maria Karmiris
 Meagan Montpetit
 Nidhi Menon
 Olesya Falenchuk
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 showson

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 Early Learning Centre (ELC), is the onsite licensed child care centre that provides care for up to 65 children between the ages of 18 months to 5 years. The EarlyON Child and Family Centre, is the onsite, drop-in program that supports children and families with the developmental needs and interests of their children through collaborative play and community connections. The Every Child Belongs 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	552517	tarantino
<u>Registered Early Childhood Educators (RECE)</u>		
Angela Chow, RECE, B.A.	556336	angela1.chow
Angelique Sanders, RECE, B.A.	557013	asanders
Andrea Thomas, RECE, B.A., B.Ed, OCT,	557013	andrea.thomas
Delphina Fogarty, RECE, B.A.	556336	d1fogarty
Karen Wong, RECE, B.A.	554103	kwong
Maria Wysocki RECE, B.A., M.A.	556336	maria.wysocki
Sanja Todorovic, RECE, B.A.	557013	stodorov

The Early Learning Centre (ELC) has been in operation since 1963 and is a licensed early learning and care experiential laboratory program. Our value and commitment to children's learning and care align with the regulations outlined by Ministry and City requirements. The ELC is located on the first floor of Kerr Hall West and is a key component of the Faculty of Community Services-Early Childhood Studies (FCS-ECS) teaching and learning mandate. The ELC is licensed to service sixty-five (65) children between the ages of eighteen (18) months - four (4) years. We are open from Monday to Friday, 8:00 a.m. to 6:00 p.m. Through partnership with the ELC, FCS-ECS students have the opportunity to participate in field education at the ELC and engage in observations. Requests to conduct observations in the ELC must be arranged with the Supervisor.

Pedagogical Practice

The Early Learning Centre provides an exemplary early learning and care program to families, the community, student educators, faculty, and researchers. The 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.

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. We view our roles as observers, co-learners, and listeners.

The ELC has a firm belief in the commitment to providing an enriching and rights integrative approach to early learning and care. We regularly engage in observations of and dialogues with children. Their ideas are integrated into our program to ensure we are responsive and inclusive. Our rights-integrative approach to programming includes child-directed inquiries, projects, and indoor and outdoor learning experiences. Our daily practices support positive and responsive interactions among the children, families, RECEs and staff².

EarlyON Child & Family Centre

	Ext.	E-Mail
Matthew Seaborn, RECE, BA	554134	mseaborn
Joy Michalopoulos, RECE, BA		j3michal
General Email		earlyON

Our EarlyON Child & Family Centre is a place for families to gather, explore, engage with others and have access to resources that will support the development of their child's sense of belonging, identity, dispositions and independence.

The Registered Early Childhood Educators (RECEs) and staff are alert to where children are in the present moment and where the children might want to go next by creating an environment that promotes integrative learning and that offers opportunities to expand children's knowledge and interests. Our team of educators foster caring relationships that impart reciprocal inquiry, information sharing and conversations between and amongst the children and caregivers.

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

² 3(b) in subsection 5.2 of Child Care Center Licensing Manual, 2014

Every Child Belongs

	Ext.	E-Mail
Every Child Belongs - Resource Consultants		
Anne Hoa, RECE, BA, MA	552536	anne.hoa
Ana Tejada, RECE, BA	552536	anatejada

Every Child Belongs 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. Inclusive early learning and care means that:

Each family has the opportunity to access an early learning program of their choice.

All children and families are welcomed into the centre and are treated in a thoughtful and respectful way.

Our team of Resource Consultants partner with licensed early learning and care programs and families to develop strategies and share resources that reflect the unique needs 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.

IV SCHOOL CURRICULUM

Course Offerings and Calendar

The school of Early Childhood Studies curriculum for the year 2023-2024 can be found on the undergraduate calendar [here](#). 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 [here](#).

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/2023-2024/open-elective-table/>

Table A Liberals: https://www.torontomu.ca/calendar/2023-2024/liberal-studies/table_a/

Table B Liberals: https://www.torontomu.ca/calendar/2023-2024/liberal-studies/table_b/

V. PART-TIME DIRECT ENTRY PROGRAM

The School's Part-Time Direct Entry Degree Completion Program serves approximately 125 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 through The Chang School. It is also possible to complete the part-time program, including field placement, as a distance student. The manager of the part-time direct entry program is Jennifer

Butterly who may be reached at 416-979-5000, extension 557636 or 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 begins in May, immediately following the end of the fourth year, and runs for 16 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.

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

VII. SCHOOL COUNCIL AND COURSE UNION

School Council

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

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

The ECS Course Union (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.

The executive members for 2023/2024 are:

President: Zainab Ahmed	zainab.ahmed
Vice-President: Aleena Tahir	aleena.tahir
Secretary: Duaa Siddiqui	duaa.siddiqui
Communications Director: Karneega Kanesalingam	kkanesalingam
Communications Assistant: Saraniya Sivarajan	ssivarajan
Student Advocate: Katherine Fay	kfay
Events Co-ordinator: Aisha Bhiwandiwalla	aisha.bhiwandiwalla
Event Ambassadors:	
Aminah Ladha	aminah.ladha
Kowsina Mohanarajah	kmohanarajah
Simra Askary	simra.askary
Year Representatives:	
- First Year: Naiya Borges	naiya.borges
- Second Year: Jasmine Abbas	jasmine.abbas
- Third Year: Iman Walji	iman.walji
- Third Year Direct Entry: Teresa Wang	teresa.wang
- Fourth Year: Arooj Arif	arooj.arif

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.

VIII. ACADEMIC AND SCHOOL POLICIES

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

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

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

Transfer Credit

The School grants transfer credit to students who apply 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.

Fast Tracking and Out-of-Sync Conditions and Guidelines

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

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

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

1. Students who have three (3) or more transfer credits from another post secondary institution. The most common transfer credits include:
 - Liberal Studies (lower and/or upper level)

- PSY 011 or PSY 102
- SOC 105
- Students must be flexible about their elective course selection which include liberal, core elective, and open elective courses.
- Students must be prepared to register in courses through The Chang School in any term, including Spring and Summer. When doing so, students are responsible for all costs related to these courses as charged by The Chang School.
- Meeting course prerequisites and requirements is the first priority in designing a student's individual academic plan.
- Any field education courses that are part of the student's individual academic plan must be approved by the Field Education Coordinator. Full time degree students will always be encouraged to take their field education courses during the appropriate semester as outlined in their course calendar. Field placement courses offered through the Chang School (CCLD 363 & CCLD 464) are exclusively for students who have been admitted to the part-time ECS program.
- Students are responsible for all costs related to the courses they choose to undergo in a particular term. In some cases, there may be additional costs to their general tuition fees should their course load exceed the maximum five (5) courses per term or are Chang School courses.
- Students must consult with the Student Affairs Coordinator at the beginning of each semester in the program prior to registering in courses. Failure to do so will affect their graduation plan.
- Fast-tracking students must maintain a cumulative GPA of 3.00 with a minimum of 2.00 during the implementation of their individual academic plan. Failure to do so will affect their graduation plan.

Academic Standings

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

1. Clear

A CLEAR standing refers to a cumulative grade point average (CGPA) of at least 1.67 (except where the student has violated an approved Department/School Standing variation or, while on Probation, the student has violated the terms of their Probationary Contract). Students with Clear Standing may continue their program studies with no restrictions except for the obligation to satisfy prerequisite requirements.

2. Probationary

A PROBATIONARY standing refers to a cumulative grade point average (CGPA) of 1.00 to 1.66 or a failed grade in any field education course will result in a Probationary standing. Students will remain on probation until they have successfully passed the failed course.

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

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

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

3. Required to Withdraw (RTW)

Students will be REQUIRED TO WITHDRAW from their program for one of the following reasons:

- i. A CGPA of less than 1.00 (except students enrolled in their first semester); **or**
- ii. A term GPA below 1.67 while on PROBATION; **or**
- iii. Violation of any approved Department/School Standing variation; **or**
- iv. Violation of a Probationary Contract (including unauthorized changes to the contract or failure to negotiate a Probationary Contract).

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

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

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

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

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

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

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

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

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

In the third semester following assignment of RTW Standing:

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

Students who do not successfully complete their third semester contract return to RTW Standing, and may apply to be reinstated to their program for the semester following the third semester. Prior to reinstatement, these students may not enrol in any TMU credit course(s) and no courses taken at

another institution will be counted towards graduation requirements for a TMU degree program.

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

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

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

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

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

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

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

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

4. Extended Academic Probation for First- Time RTW Students

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

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

withdrawn from the SSP, and will return to RTW Standing.

5. Permanent Program Withdrawal

Students will be Permanently Withdrawn from their program for the following reasons:

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

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

6. Disciplinary Suspension

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

Grading Scale

Performance Description	Letter Grade	Conversion Range Percentage Scale to Letter Grades	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

	D+	57 - 59	1.33
Marginal	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”

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

Course outlines, the TMU calendar, the TMU Student Guide, the School of Early Childhood Studies Student Handbook, Field Education Handbook (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 Handbook, provide further insight into our values as an

academic and professional setting. Fundamental to the University is the respect for intellectual work, which is described in the [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 (see <https://www.torontomu.ca/accommodations/>). It is ideal to initiate this process before courses begin in any semester. Accommodations for field education courses may differ from accommodations needed for academic courses. Students requiring accommodations for field education courses are encouraged to speak with their Accommodation Facilitator during the semester prior to the field education course. 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 2023 semester is November 3rd, 2023.* Students still need to fulfil the criteria of the course and the College of ECEs. The field placement site reserves the right to determine whether or not it has the capacity to meet the accommodations that are needed for any student completing a field placement. All students must be able to collaborate with their field educator to ensure the safety of all children within the field education site at all times.

Students who require accommodations for the writing of tests or examinations must book a time to write a test with the 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/content/dam/senate/policies/pol166.pdf>

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

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 \(ACR\) for Health Reasons online](#). 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.

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 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 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.

[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 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/senate/policies/pol135.pdf>.

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. Dr. Amanda Morris (amanda.morris@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 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 *may not* forward their TMU e-mail to another system. 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. See Senate Policy 157 <https://www.torontomu.ca/senate/policies/pol157.pdf>

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 Handbook](#) 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 Library Bldg, 2nd floor 350 Victoria St Toronto, ON M5B 2K3 https://library.torontomu.ca/ refdesk@torontomu.ca	416-979-5055
Ontario Institute for Studies in Education Library 252 Bloor St. West Toronto, ON M5S 1V6 https://oise.library.utoronto.ca/	416-978-1850
Toronto District School Board (TDSB) Library and Learning Resources 3 Tippett Road Toronto, ON M3H 2V1 https://www.tdsb.on.ca/library	416-395-5140
Ministry of Education and Ministry of Training Colleges & Universities Public Enquiry Unit 900 Bay St., Mowat Block, 14 th Floor https://www.ontario.ca/page/ministry-training-colleges-universities	416-325-2929 1-800-387-5514
University of Toronto Library https://onesearch.library.utoronto.ca/ library.info@utoronto.ca	416-978-6215
Robarts Library (St. George and Harbord) 130 St. George St. Toronto, ON M5S 1A5 https://onesearch.library.utoronto.ca/library-info/ROBARTS	416-978-8450
Gerstein Science Information Centre (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	416-978-2280
Toronto Reference Library 789 Yonge St.	416-395-5577 416-393-7100 (TTY)

Toronto, ON M4W 2G8

Website: <https://www.torontopubliclibrary.ca/torontoreferencelibrary/>

Publications Ontario

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

416-326-5300

416-325-3408 (TTY)

Findhelp Information Services

formerly Community Information Toronto

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

Toronto ON M4V 1K6

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

416-392-4605

(TMU dial direct – 211)

Child Care Resource and Research Unit

32 Heath St W.

Toronto ON M4V 1T3

<https://childcarecanada.org/>

416-926-9264

Ministry of Children, Community and Social Services

438 University Avenue

7th Floor

Toronto ON M5G 2K8

<https://www.mcscs.gov.on.ca/en/mcscs/index.aspx>

416-325-5666

1-888-789-4199

1-800-387-5559 (TTY)

3. Student Life and Learning Support (SLLS)

Main Office

4th Floor Student Learning Centre

341 Yonge Street

Toronto, ON M5B1S1

slls@torontomu.ca

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

416-598-5978

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.

International Student Support

POD-50A Lower level,

Podium Building

350 Victoria Street

Toronto, Ontario, Canada M5B 2K3

issask@torontomu.ca

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

416-979-5000 ext. 556655

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. We welcome and support newcomers to Canada as they adjust to the new Canadian environment and culture. International Student Support will connect you to TMU's vibrant campus community, and support you in reaching your academic, personal, and professional goals.

Our team of International Student Advisors 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.

Tri-Mentoring

POD-54 Lower level,

416-979-5000 ext.556634

Podium Building

350 Victoria Street

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. ServiceHub

Ground Floor POD 150

416-979-5036

350 Victoria Street Toronto

Ontario, Canada M5B 2K3

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

[ServiceHub FAQ](#)

[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
350 Victoria Street Toronto
Ontario, Canada M5B 2K3
finaid@torontomu.ca

416-979-5036

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.

5. 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

aasadmin@torontomu.ca

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

416-979-5290

Intake Inquiries

aasintake1@torontomu.ca

416-979-5000 ext. 552374

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.

Centre for Student Development and Counselling

JOR-07C, Lower Ground Floor
350 Victoria Street
Toronto, Ontario, Canada M5B 2K3

416-979-5195

csdc@torontomu.ca

<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.

keep.meSAFE

<https://www.guard.me/keepmesafe.php>

If you are in crisis/distress and need immediate support:

keep.meSAFE (free, confidential, 24/7 counselling support)

1-844-451-9700

keep.meSAFE's innovative Student Support Program (SSP) helps students by promoting early intervention and 24/7 access to mental health support. We help students manage their mental health so they can fully participate in academic life and complete their studies. keep.meSAFE is the first support program to use linguistically and culturally matched licensed clinicians, providing your students a welcoming place where they are comfortable to seek help.

Health Promotion Programs

Health Promotion Programs General Information

416-979-5000 x 554295

healthpromotion@torontomu.ca

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 ThriveRU 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 ThriveRU 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.

6. 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.

Annabelle De Jesus (she/her)
Student Success Navigator,
Faculty of Community Services
annabelle.dejesus@torontomu.ca

7. 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.

8. 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 signs on for the first time in any lab, providing all students with an e-mail address and internet access. All ECS students are expected to obtain and use their Matrix account. TMU's online home page is located at <https://www.torontomu.ca/>.

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

9. 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.

10. TMU Athletics & Recreation

TMU Athletics

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

Mattamy Athletic Centre

50 Carlton Street

Toronto, Ontario M5B 1J2

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

416-979-5000 ext. 5542

Varsity Operations Coordinator

nasquini@torontomu.ca

<https://tmubold.ca/sports/2019/8/22/204947242.aspx>

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)

416-979-5096

RAC-103

50 Gould Street

Toronto, Ontario M5B 1X8

Mattamy Athletic Centre (MAC)

416-979-5339

MAC-2307

50 Carlton Street

Toronto, Ontario, Canada M5B 1J2

<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. Earn your certification in Emergency First Aid, Standard First Aid and CPR. Courses are designed to teach you how to handle and react to different emergency situations.

Recertification courses are also available.

Intramural Sports

<https://www.imleagues.com/spa/intramural/bf7fcc2a58ac453cb6f62461146f259f/home>

<https://tmubold.ca/index.aspx>

Contact: Randy Pipher

416-979-5000 ext. 557360

Coordinator, Intramural Sports & Recreational Clubs

rpipher@torontomu.ca

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.

11. Student Housing Services

Residence Office

416-979-5284

housing@torontomu.ca

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

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.

12. 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 Mompïi “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/>

13. International Student Support (ISS)

POD-50A

Lower level, Podium Building

350 Victoria Street

Toronto, Ontario M5B 2K3

issask@torontomu.ca

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

416-979-5000 ext. 556655

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 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.

14. 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/>

15. Office Of The Ombudsperson

Oakham House, 2nd Floor

OAK Rooms 214/215/216

63 Gould St. (at Church St.)

Toronto, ON M5B 1E9

ombuds@torontomu.ca

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

416-979-5000, ext. 1- 557450

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) 416-979-5255
55 Gould St., Room SCC 311 416-979-5000 ext. 557508
Toronto, ON M5B 1E9
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. Child Care Advocacy Association of Canada (CCAAC)

613-212-0065

Toll free: 866-620-2753

<http://childcareadvocacy.ca/>

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

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

4. *Canadian Child Care Federation (CCCF)*

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 (CCCF) 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.

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

<http://www.cayc.ca>

membership@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.

6. *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.

7. *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.

8. *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.

9. *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.