

Ryerson University

Periodic Program Review of Graduate Programs

Master of Arts (MA) in Early Childhood Studies

September 19, 2014

Part I: The Self-Study Report

Table of Contents

1. Basic Information	3
2. Development Since Previous Program Review	3
3. Societal Need	4
4. Program Outcomes	5
5. Academic quality	6
6. Academic quality indicator analysis	18
7. Resources	28
8. Strengths, weaknesses and opportunities	29
9. Development Plan	32
10. Executive Summary	32

List of Tables

- Table 1: Applications and Registrations**
- Table 2: Faculty and Courses Taught**
- Table 3: Course Enrolment**
- Table 4: Frequency of Courses Taught**
- Table 5: GPA Scores at Graduation**
- Table 6: Student Publications and Presentations**
- Table 7: Faculty Research Interests**
- Table 8: Faculty Publications**
- Table 9: MRP Supervision**
- Table 10: Faculty Research Funding**
- Table 11: GPA Scores at Entrance**
- Table 12: Graduation and Withdrawals**
- Table 13: Time for Completion**
- Table 14: Student Funding**
- Table 15: Student Employment through Ryerson**

List of Appendices

- Appendix I: Data Collection**
- Appendix II: Policy 126 Extract**
- Appendix III: List of Current and Proposed Courses**
- Appendix IV: Course Outlines**
- Appendix V: Curriculum Mapping**
- Appendix VI: Student Survey**
- Appendix VII: University Faculty Survey**
- Appendix VIII: Alumni Survey**
- Appendix IX: Faculty CVs**
- Appendix X: Admission Criteria**
- Appendix XI: Library Resources**
- Appendix XII: Faculty Focus Group**

1. Basic information (program information, history, mode of delivery & program structure)

This program leads to the degree of Master of Arts in Early Childhood Studies (MAECS). The program has been in existence since the fall of 2006 and offers the option of full-time or part-time study. It focuses on a single field, that is, early childhood studies, approached from an interdisciplinary perspective.

This is the only one-year master's level program in Early Childhood Studies (ECS) in Canada with a specific focus on diversity and inclusion.

Ryerson University is the only university in Canada, which has offered a stand-alone bachelor-of-arts degree in Early Childhood Education / Studies since 1972. Faculty expertise in this field, supplemented by that of colleagues in related disciplines in other schools at Ryerson, was more than sufficient to develop a master's program. At the time the program was created, research and teaching interests of the faculty coalesced around two major areas i.e. ethno-cultural / racial diversity, and children with disabilities. It was collectively decided that these areas of interest would be represented not only in specific courses, but permeate the entire curriculum.

The proposal for the program was based on the understanding that in addition to the full-time faculty in ECS, faculty located in the Schools / Departments of sociology, political science, psychology, disability studies, and child and youth care or other related fields, would also teach in the program. It was expected that the students would be drawn from Ryerson's bachelor's degree program in Early Childhood Education / Studies; graduates from related disciplines (e.g. psychology, sociology, social work, child studies, family studies, women's studies) in other Ontario universities; faculty and graduates from community colleges in Ontario that offer bachelor's degrees; and degree holding professionals already working in the field.

The MAECS program is unique in Canada because of its:

- Focus on diversity and inclusion
- Interdisciplinary approach
- Availability on a part-time and full-time basis, with full-time students able to complete it in one calendar year
- Relevance for both research-oriented and professionally-oriented students, with the option to undertake a Major Research Paper as a specialized topic of study
- Location in downtown Toronto, which is likely to attract students from diverse backgrounds

Needless to say, the proposal for the program was approved and the first cohort of students began their studies in September 2006.

2. Development since previous program review

This document represents the first formal self-study of the program (see Appendix I: Data Collection).

3. Societal need

a) Current and anticipated need

The MAECS program was developed to meet the growing need in Ontario for highly educated individuals to provide leadership in practice, education, policy, research and advocacy related to working with young children and their families. This interdisciplinary program was designed specifically to engage issues of diversity and inclusion with reference to race, culture, language, class, gender, ability, sexual orientation and migration status and other ‘differences.’ The program was developed in response to a) the unprecedented growth in scientific evidence in support of the importance of the early years, b) the increasing diversity of Canada’s population, particularly in urban centres such as the Greater Toronto Area (GTA), and c) the dearth of highly educated and credible experts who could play leadership roles in the field of early childhood studies.

International comparative research by highly respected organizations such as Unicef and OECD has shown that Canada does poorly in terms of its investment in young children and their families. The fact that the federal government is responding to these reports is illustrated by its comprehensive studies, published by the department of Employment and Social Development Canada, on public investment in early childhood education and care across all provinces and territories (see www.esdc.gc.ca/eng/child_family/childhood/). The provincial government’s interest in this field is indicated by the publication of the influential Ontario Early Years Policy Framework. Even the private sector is showing an interest in investing in young children, as demonstrated by the public declaration made by Craig Alexander, a senior vice-president and Chief Economist of TD Bank (see http://www.td.com/documents/PDF/economics/special/di1112_EarlyChildhoodEducation_pr.pdf).

There is also a growing recognition that policies and practices related to care and education of young children in Ontario, and particularly in the GTA, need to take into account the diversity of its population (see Ontario Early Years Policy Framework, 2013; Statistics Canada, 2012). Given this trend, it is clear that well-qualified individuals with appropriate expertise will be called upon to initiate, guide, and evaluate investments in Ontario’s young children and their families from diverse backgrounds. This kind of work will require not just highly educated personnel who can work directly with children, but also those who can undertake research, draft policy documents, and plan advocacy campaigns focusing on young children and their families. The MAECS program is designed to prepare such individuals.

Diploma and degree programs in Early Childhood Education are currently offered in 126 colleges in Ontario, including in many located in the GTA. Many of these colleges now require their full-time instructors to have a master’s degree. Those who aspire to teach in

these colleges, or want to maintain their positions as appropriately qualified members of faculty, are seeking a master's degree in early childhood studies, a field in which they already have interest and expertise. A significant number of students who have graduated from the MAECS program, or are currently in the program, are part-time or full-time instructors in the colleges, or seeking employment in this sector (see Section 6 i – Student Achievements).

b) Existing and anticipated student demand

Student demand for the program has steadily increased since its established in 2006, albeit with some minor variations (see Table 1: Applications & Registrations). This demand is likely to continue or grow for several reasons. Ryerson University is rapidly establishing its reputation for high quality graduate level education. The program is also becoming better known because of the research productivity of the faculty, the hiring of its graduates in many different organizations, and wider knowledge of their positive experiences in the program. More specifically, the trend in Ontario's colleges offering diplomas or degrees in Early Childhood Education to require their full-time instructors to have at least master's degrees, is likely to increase the demand for this program.

4. Program outcomes

An exercise was conducted in Fall 2013 for the faculty to articulate the curriculum goals / expected outcomes of the MAECs program as a whole in preparation for the program review (see Appendix I). The Academic Plans for the University, Faculty and School of ECS – all of which were designed for the years 2008-2013 - and the master's level expectations for graduate programs (see Appendix II: Policy 126 Extract) were used as a starting point for developing specific curriculum goals / expected outcomes of the MAECS program.

The process began with a draft document prepared by the Program Director (PD), which was first reviewed by the Interim Graduate Program Committee (IGPC), and then circulated to the entire faculty of the School of ECS for feedback. Listed below are the agreed upon curriculum goals / expected outcomes of the program.

Knowledge

By the end of the program the students will be able to demonstrate clear understandings of:

1. Major theoretical frameworks which may be used in the study of childhood and children, their potential applications and their critiques
2. Socio-political and economic factors, and policies that affect the field
3. Specialized knowledge in one or more areas related to learning and teaching in early childhood (e.g. language and literacy, play and technology, adaptive and inclusive practices, curriculum development)

4. Interdisciplinary approaches to the analysis of one or more issues related to the field of early childhood and related professions (e.g. health, immigration, disability, family and community, socio-economic stratification)
5. Some ways in which knowledge based on research and practice is created, verified, and distributed, and limitations of this knowledge

Skills

By the end of the program the students will be able to demonstrate their ability to:

6. Write academic papers and make presentations that are clear, coherent, persuasive and succinct, using language and style that is 'standard' in the field
7. Use and evaluate evidence and reasons to argue for a position
8. Search for, synthesize, apply, critique and evaluate relevant bodies of the literature
9. Give constructive feedback to peers and receive it from them
10. Conduct small scale research projects including formulation of research questions, data collection, analysis and interpretations and identification of implications
11. Effectively synthesize, analyze and present knowledge for various purposes and audiences
12. Manage and lead teams (e.g. working on group assignments, research studies, events such as conferences)

Habits of the mind / attitudes

By the end of the program the students will be able to demonstrate a proclivity to:

13. Show intellectual curiosity, particularly with reference to issues that affect young children and their families
14. Be committed to on-going learning
15. Maintaining professional integrity, accountability, and ethical conduct in all their work related to the program
16. Engagement with issues of social justice, equity, and diversity
17. Consistently and critically reflect on their own and others' prior knowledge, beliefs, and practices
18. Take civic and social responsibility as members of various communities

All of the above learning outcomes are consistent with the graduate degree level expectations, and elaborate the academic plans of the University, Faculty and School. They also include the master's level expectations outlined in Policy 126 document.

5. Academic quality

a. Program structure, curriculum and its currency

The program uses a classic face-to-face model of in-class instruction. However, electronic communication is used in all courses for posting readings, submitting

assignments, blogging etc. In some courses there are also opportunities for students to engage in experiential learning through small-scale research projects. The Early Learning Centre (ELC - a childcare facility which is a part of the School of ECS) and the Gerard Resource Centre (GRC - a family support and after school program, which is also a part of the School of ECS) both offer students and faculty easy access to young children and their families for research and instructional purposes.

The option of writing a Major Research Paper (MRP) based on primary or secondary data – and in a few instances on a systematic review of the literature leading to theory development – is offered to all students. An elective internship course has recently been added to course offerings, starting in the next academic year.

To complete the program students must take either ten one-semester courses or seven courses and write an MRP. All students are currently expected to take four required courses and either six elective ones, or three elective courses and an MRP. The typical path for full-time students is represented below:

Course only option

Term 1: Fall	Term 2: Winter	Term 3: Spring / Summer
September – December	January – April	May – August
Required	Required	Elective
Required	Required	Elective
Elective	Elective	
Elective	Elective	

MRP option

Term 1: Fall	Term 2: Winter	Term 3: Spring / Summer
September – December	January – April	May – August
Required	Required	MRP
Required	Required	
Elective	Elective	
Elective		

2006 -2013 Course Offerings

Currently, the following courses, for one credit each, are listed in the calendar (see Appendix III: List of Courses and Appendix IV: Course Outlines).

Not all of the above courses are offered every year because the program is funded for 13 courses/sections. Some courses are not offered because faculty members with the appropriate expertise may not be available for a semester or year because of sabbatical leaves or other teaching commitments for the School. However, every effort is made to respond to students' interests by recruiting alternate instructors, when possible.

Until Fall 2010 the required courses were often taught in two sections. However, all courses are now taught in one section only, primarily because the need for smaller classes

needs to be balanced with the need to offer more elective courses, within the limitations of available fiscal resources.

The term 'Special Topics' is used as a placeholder for new courses that faculty members have developed. If there is sufficient ongoing interest among students and faculty in a course, it can be moved out of the placeholder and given its own independent number. Children's Health is an example of such a course.

Among the courses listed in Appendix III is CS 8933: Directed Studies, which provides students the opportunity to design a course to match their specific interest. One or more students can ask a faculty member to teach such courses. While faculty members cannot count such courses in their workload, many of them choose to teach such courses because of their shared interest in the topic with the student/s. In the last three years at least eight such courses have been designed and taught by various faculty members.

In a few instances a faculty member, who regularly teaches a required or elective course, has also taught it to a single student who may be out of sync for medical or other reasons (see Table 3: Course Enrolment). This enabled the student to graduate with his/her cohort and not have to pay the fee for another semester, but does not count as workload for the faculty member.

Two courses, listed as IS8904 and IS8934 were developed in collaboration with the master's program in Immigration and Settlement, and were open to students from both programs. One of these has now been dropped because the instructor who designed and taught it has moved away.

The Major Research Paper, which accounts for three credits, is selected by about half of the students in each cohort. Most of the MRPs are supervised by a faculty member in the School of ECS but a few each year are also supervised by faculty in other Schools / Departments or by academics working outside Ryerson. If a supervisor is not already a member of the YSGS Graduate Faculty, s/he has to formally apply to be approved as an Adjunct to be eligible to perform the supervisory role. Staff members from organizations such as the Hospital for Sick Children, Bloorview McMillian Rehabilitation Centre, St. Michael's Hospital, and Childcare Resource and Research Unit have supervised the students' MRPs.

An optional Writing Workshop, consisting of 12 two-hour sessions has been offered to the students in the MRP stream for the last three years. Initially developed and taught by an ECS faculty member, it is now led by a staff member of the Writing Centre. This offers students an opportunity to fine-tune their skills for academic writing, particularly with reference relatively longer research reports as the MRP.

2014 Course Offerings

In Fall 2013 a proposal based on feedback from students and faculty was made for changes in the curriculum. The proposal asked for a reduction in the number of required

courses – which would enable the program to offer more electives – and for the addition of two new courses. The first new course is an elective Internship, which would allow students who want practical experience and networking opportunities to work in the field. Such students would also meet their instructor and other students in a seminar to jointly reflect upon their experiences. The second is called Children’s Health, a course first offered under ‘Special Topics,’ which attracted many students.

Courses which had become redundant, or for which appropriate instructors could not be found over a few years, were also dropped from the list.

The proposal was approved by the School Council, the Dean of Faculty of Community Services, YSGS Graduate Council, and endorsed by the Academic Committee of the university’s Senate. The changes will be implemented from Fall 2014 (see Appendix III: List of Current and Proposed Courses).

Currency

Currency is maintained in the program by individual efforts as well as collective action. Full-time faculty member planning to teach a course typically develop the course outlines. Course outlines represent major aspects of the course, including its purposes, reading lists, graded assignments and weekly topics. Course instructor, who may be the one who originally designed the course or a different person, updates and make minor revisions to the course each year.

As noted above, new courses developed and taught by faculty are initially listed as ‘Special Topics’ and those developed in collaboration with students to meet their specific interest are called ‘Directed Studies.’ Two courses were developed as Special Topics and eight as Directed Studies in the last three years. Collectively, these provide evidence of the faculty members’ interest in maintaining currency in their areas of interests as well as responding to students’ evolving interests.

During the last academic year, the calendar course descriptions of almost all courses were modified to reflect the evolution of the courses over the last seven years. Proposals for changes were made by the Program Director (PD) to the full-time faculty and subsequently approved by the School Council, which also includes graduate and undergraduate students. As a result, three courses were removed from the list of electives and two new courses were developed in response to gaps in the curriculum perceived by students and faculty. The scheduling of some courses was changed in response to students’ needs. For example, the required Research Methods course was moved to the first semester from the second.

At another meeting, faculty responsible for teaching specific courses were asked to identify specific opportunities offered to their students to meet the curriculum goals noted above, and to specify recorded evidence of student learning in these areas, for example through graded papers and presentations (See Appendix V: Curriculum Mapping). In addition, they identified opportunities for student learning outside the course work, such

as writing the MRP, working as a research or teaching assistant, or organizing student events.

The above curriculum mapping exercise showed that learning opportunities for students to meet the above goals (see #4) can be clearly identified; student achievements in the above areas are demonstrable; and most of the above curriculum goals are consistently met in the program. Student achievement in only one goal is not readily verifiable, which is “Take civic and social responsibility as members of various communities.” Given the current design of the program and limitations of data collection about students, this is quite understandable. However, it is possible to document student achievement in this area and the proposed Internship course may offer opportunities to do so.

It is also important to acknowledge that in most cases, course instructors themselves assessed whether the stated goals were met in their courses or not, during the Curriculum Mapping exercise. While this is not necessarily an impartial assessment it was a very useful exercise in figuring out which programmatic goals are met within and outside different courses, and how.

For a graduate program to be continually responsive to new developments in the field, as well as evolving student and faculty interests, the curriculum needs to be regularly and collectively reviewed, critiqued and updated. When the program was proposed nearly ten years ago, the listed courses were based on perceived needs of students and available faculty expertise at that time. Since then, some faculty members have retired and new ones have been hired. New developments in the field, as well as a better understanding of students who are attracted to the program, have given us new insights about how the program needs to be modified. As noted above, some of this work is done by first developing a course under CS9833 Directed Studies or CS8934 Special Topics and then proposing it for formal approval as a separate course. Making changes in the published curriculum, however, is a lengthy process involving approvals at multiple levels i.e. School Council, Director of the School, Dean of the Faculty of Community Services, Dean of the Graduate Studies, and finally the Academic Committee of the Senate.

Course outlines are currently submitted to the PD for approval, often close to the beginning of the semester in which the course is to be taught. This approval focuses on course management processes because the PD has neither the expertise nor the mandate to assess academic decisions. However, it would be useful to undertake collective reviews of all courses on a regular basis because colleagues with common interests could learn from and critique each other’s course outlines, identify gaps and overlaps in the current offerings, and work towards addressing them.

b. Diversity and inclusion

The program was specifically designed to focus on diversity and inclusion in Early Childhood Studies. All of the recruitment and publicity materials related to the program consistently highlight this particular focus of the program, and even a cursory look at the course titles will demonstrate that this emphasis is maintained in the curriculum. A

detailed examination of the course outlines, faculty research, and students' MRPs shows that the focus on inclusion and diversity is a hallmark of this program (See Appendix IV: Course Outlines). Students have also stated that the opportunity to learn from the diverse faculty and students in the program is a particular strength of the program (See Appendix VI: Student Survey)

c. Relationship of the curriculum and courses to degree level expectations

As noted above, all six of the master's degree level expectations identified are included in the learning outcomes listed above. Their inclusion in the coursework and other learning opportunities were demonstrated in the curriculum mapping exercise. For example, Level of Communication Skills in the master's list of expectation states "the ability to communicate ideas, issue and conclusions clearly." The expectations for this program elaborate this skill in the following way:

1. Write academic papers and make presentations that are clear, coherent, persuasive and succinct, using language and style that is 'standard' in the field
2. Use and evaluate evidence and reasons to argue for a position
3. Give constructive feedback to peers and receive it from them
4. Effectively synthesize, analyze and present knowledge for various purposes and audiences

A detailed examination of the course outlines, as well as the record of the curriculum mapping exercise shows that students are expected to develop and demonstrate their communication skills in every course in multiple ways.

The incorporation of the other five expectations in the curriculum is similarly demonstrated in the course outlines.

d. Curriculum development, program structure and faculty research for evidence of quality

The process of curriculum development and program structure are described above in the subsection a). Faculty research is summarized and discussed Section 6: Academic Quality Indicator Analysis.

e. Analysis of enrolment data for all courses in the last three years

The course enrolment data (see Table 3: Course Enrolment) shows that in the last three years enrolment in the four required courses has ranged from 21 to 27 students. At any given time students enrolled in the required courses include all of the full-time students in the most recent cohort, as well some part-time students from the current and previous cohorts. Feedback from instructors of required courses suggests that these numbers are quite large. The complexity of the knowledge and skills students are taught in these

courses, and the multiple graded assignments they are given to demonstrate their learning, makes it important to try to reduce these numbers.

The number of students in elective courses has ranged from 2 to 18 students, while the mode is 9 students. Given the processes and timelines for faculty course loading and student registration, managing the distribution of students among various elective courses is a challenging task. Faculty members negotiate their teaching workloads with the Director of the School early in the calendar year for the following academic year. Students indicate their interest in courses they would like to take for the entire year in their Course Action Forms, once in each semester. However, they can continue to select courses up to ten days after classes have begun, and can drop them with 'Good Academic Standing' up to two months after the beginning of the semester. There are no formal agreements in place to limit enrolments in an elective course, to cancel the course if it does not have a minimum number of registrations, or to re-assign faculty members if a course is cancelled.

The number of times a course is offered is determined by whether it is a required or elective course, whether an appropriate instructor is available to teach it, and whether there is sufficient student demand for it, which is determined by ongoing informal conversations between the PD and the students (see Table 4: Frequency of Course Offerings)

There is no easy solution to the management of student enrolment in the elective courses because of multiple interests and regulations. However, it is important to develop some mechanisms to address the tension between students' demands and efficient use of faculty resources.

f. Curriculum currency and future professional responsibilities

The field of Early Childhood Studies is multi-disciplinary and program does not prepare its students for any particular profession. Our graduates work as college instructors; teachers; social workers; researchers and policy analysts; and as administrators and educators in child-care, clinical settings, and family support programs. Nevertheless, the generic responsibilities of a well-prepared professional working in the field of Early Childhood Studies – broadly defined – are indicated in the Section 4. Program Outcomes. The mechanisms used for maintaining curriculum currency are described and discussed in sub-section a) above. New developments in all related disciplines or fields, such as psychology, sociology, and politics are incorporated in the course work through individual and collective efforts. The course outlines (see Appendix IV: Course Outlines) show how students are offered various opportunities to acquire the targeted knowledge, skills and attitudes / habits of mind. The Curriculum Mapping Exercise (see Appendix V) provides further evidence that opportunities for learning the desirable outcomes were offered in each course.

g. Student engagement

The appropriateness and effectiveness of teaching methods can be demonstrated by the multiple and varied ways of engaging students in learning in courses they take (See Appendix V: Curriculum Mapping). Lectures, group discussions, individual and group presentation, critical reviews of assigned readings, observation exercises, and small scale research projects are some of the teaching methods used in most of the course. Almost all of the faculty in the School have a background in Education and are familiar with tools of effective pedagogy. The variety of learning tasks they assign to students helps to ensure that each of them has the opportunity to learn and to demonstrate what s/he has learned in different ways.

Although the program is not offered through distance or on-line delivery, electronic communication is used as a tool in every course. For example, Blackboard is used in every course as a platform for uploading reading materials (in addition to textbooks), for submitting written assignments, and for communicating with individuals or groups of students. Some instructors have also incorporated blogging and responses to others' blogs as a part of students' graded tasks.

Students are offered many experiential learning opportunities. For example, in CS8928: Transformative Literacy, students are required to observe and document literacy practices in a child-care facility, and produce a book in partnership with a child. In CS8929: Dual Language Learning, they are asked to investigate and document the language learning practices of an immigrant child. And, in CS8930: Social Research with Children, they are expected to design and conduct a small scale research project involving one or more children at the Early Learning Centre (ELC - a child-care unit attached to the School of Early Childhood Studies) and to present their findings in the form of a poster.

Easy access to the ELC and the Gerard Resource Centre (GRC- a family support program also attached to the School) makes it possible for all students to benefit from experiential learning. The addition of the internship course in the near future will further enhance such opportunities.

h. Appropriateness of student assessment methods

As noted above (see Appendix V: Curriculum Mapping for details) student learning is assessed in many different forms in each course. Written responses – which may be brief or detailed – to assigned or student selected readings, research reports, group and individual in-class presentations, facilitation of and contributions to class discussions and debates, and formal final exams are some of the many ways in which student learning is assessed. All of these are appropriate and effective ways of assessing student learning. Several of these methods are used in each course, giving all students the opportunity to demonstrate their learning in different ways.

i. Students achievement

Student achievements – in terms of the defined learning outcomes, including the degree level expectations – are assessed through their performance in each course and measured

in terms of grades. Our records show that a very high proportion of students graduate with an A-, and that full-time students have a slightly higher GPAs than part-time students (See Table 5: Student GPAs at Graduation). Ryerson's GPA policies are adhered to in all courses.

All the courses, except two elective courses CS8940 Indigenous Early Learning (which has been offered once) and CS8934 Special Topics: Research in ECE Lab Schools (which has been offered three times), were specifically developed for the graduate program and do not include any undergraduate students. The two courses mentioned as exceptions include fourth year undergraduate students and graduate students. The course outline for the graduate students is different from that for undergrad students, to reflect the more rigorous graduate level expectation. Even if a graduate student takes both these courses, they would account for only one quarter of the required courses.

For the purpose of this report student success was also assessed in terms of students' scholarly work represented in publications, conference presentation and MRPs, and the nature of their jobs or educational pursuits after graduation.

The scholarly work of graduates of the program, based on available records, shows that since 2008 they have collectively published 20 refereed articles, 4 book chapters, and presented their work in 20 conferences (see Table 6: Student Publications & Presentations).

Data about alumni occupation compiled through a periodic email request, supplemented by information provided by faculty who keep in touch with alumni, shows that graduates of the MAECS program have been hired in following nine categories of employment: Teaching in colleges; teaching in schools; seeking further higher education; working in administration; doing research; working in Child Life (with children and their families in hospitals); working in NGOs, and providing direct services to children and families.

Working as college instructors is the most frequently reported occupation of our alumni. The colleges in which they work mostly include Ontario colleges, such as George Brown, Seneca, Sheridan, Humber, Mothercraft, Algonquin, Conestoga, as well as Ryerson and Brock Universities, but also colleges in other provinces such as Red River College (Manitoba), CEGEP (Quebec), Victoria College of Teachers (BC).

Those who seek further education range from students in doctoral and master's programs in Education, Sociology, Psychology and Social Work to those in B.Ed. programs leading to teacher certification. A few also take professional diploma courses after their graduation, for example in Child Life.

Graduates of the program, who work as teachers, are employed by various school boards in the GTA. Those who work as researchers are employed by organizations such as the Hospital for Sick Children, Childcare Resource and Research Unit, Asperger's Society of Canada, OISE/UT, as well as various schools at Ryerson. NGOs where our graduates work include settlement agencies and international development agencies. Many alumni

who work in Child Life are based at the Hospital for Sick Children. Others work in other clinical settings.

j. Library resources

(See Section 8 for resources, including library resources).

k. Student satisfaction

Students' opinions about the program were collected both through a survey as well as a focus group discussion. Thirteen students (out of 26) in the cohort starting their program in 2013 responded to the online survey in November, 2013 (See Appendix VI: Student Survey). Based on the small number of respondents only descriptive statistics are used for the following claims:

Student Survey

- Only a small proportion of the students (2/13) had entered the program directly after their undergraduate education, and a significant majority had held paid employment for several years before returning to school
- Most students had some experience of working with children in childcare, before and after school programs, camps, or as social workers. Some had also worked as college instructors in ECE programs. However, some students had worked in unrelated fields such as medical technology, bar tending, and as an analyst for the provincial government.
- Students identified several reasons for entering the program including: advancement in career (e.g. full-time instructor position in college, director of childcare unit); preparation for research and further education; improvement in professional practice; and self-fulfillment.
- In general, the students made many positive comments about what they had learned in the courses they had taken in the first semester. However, some of them were disappointed by their limited course options, and found the full list courses on the program website and course selection forms misleading.
- In general, students were satisfied with services they had received and were particularly appreciative of the ECS graduate lounge.

University Faculty Surveys

The university also conducts student surveys towards the end of each semester. Data from the university's records were collected to assess how the MAECS program compares with other graduate programs at the University and at the Faculty of Community Services (See Appendix VII: University Faculty Survey). The survey is based on 14 questions, and

can be filled in either paper or electronic form. For every single question except Q9, the scores of the MAECS program were better than or the same as those for the University and the FCS. This shows that overall student satisfaction with the program is comparatively high. Q9 asks students to rate their program on a Likert Scale in response to the statement “Students are treated with fairness and respect.” The reasons for the relatively lower scores on this criterion will be carefully examined in the near future.

Focus Group Discussion

In the focus group discussion with the 15 about-to-graduate students five themes were discussed with the students: Administrative structures, resources, coursework, MRPs, and societal demands for what the students had learned.

With reference to the administrative structures the students said there were too many forms to fill and they didn’t always have sufficient and timely information to fill them. They suggested that they should be able to fill these forms independently (rather than having them endorsed by their Faculty Advisor and approved by the PD) and electronically. Part-time students and those on leave found it particularly difficult to access information they needed and to submit their forms. The students also suggested they should have more than one orientation session and alumni should be invited to them to share their experiences from students’ perspectives.

Several students expressed gratitude for the financial support from the university but also noted the same support was not available to part-time students. Opportunities to work as an RA or TA were also highly appreciated by those who had worked in those positions. Some students suggested that such positions should be guaranteed for all students entering the program. A few noted that it was unclear which positions were available and when.

Most of the students were highly appreciative of the courses they had taken but they also asked for more choice. They said they had received timely and detailed feedback from their instructors and learned a lot in the process. However, some also said they were uncertain about some professors’ expectations and had noticed quite a bit of variation in grades they had received from different course instructors.

Students suggested the following changes:

- Information about which courses would actually be offered each year should be clearly stated on the program website and course selection forms
- Information about faculty on sabbatical should also be publicly available
- Information about which courses students wanted could be collected at the time of admission and course offerings adjusted accordingly
- Either two research courses, one qualitative and the other quantitative, or a full-year course incorporating both approaches should be offered.
- More options should be available in the evenings and spring/summer for part-time students

- Courses on early childhood development should be added

Students who written an MRP referred to it as a ‘transformative’ experience. They were highly appreciative of the time and attention they had received from their supervisors. As one student put it, her supervisor was available to her “22/6” (i.e. 22 hours per day, six days a week). The option to have supervisors from outside the ECS was also appreciated but it was noted that these supervisors do not necessarily have common understandings about what is expected from them or the students they supervise. It was also suggested that deadlines for various stages of writing an MRP should be established and clearly communicated to everyone.

Several students commented on the variety of options available to them but others asked for more information to be provided by the program about job opportunities. They asked for internship opportunities, which would give them some first-hand experience in working with children and families and also help them develop contacts in the field. Some students commented on the usefulness of the MRP, particularly in pursuing other programs in higher education.

Alumni survey

The alumni survey was sent to the 147 students who had provided their email addresses to the program office (See Appendix VIII: Alumni Survey). Of the 22 respondents, 18 were employed full-time, three were unemployed and two were (also) students. Their employment data show a wide range in their professional roles and the kinds of organizations where they are employed. Their dates of employment, however, indicate that many of them were employed before they started the program as well as during the program. Some had contract position, others had returned to work in the same organization at the same or higher position, and yet others were able to move from part-time to full-time positions. It is difficult to attribute their employment trajectory to the program because of the small data set and the many variations within it.

Nevertheless, almost all of the survey respondents reported many positive outcomes in terms of their knowledge, skills, and habits of mind. They attributed to the program a deeper understanding of ‘the field,’ different theoretical frameworks, and diversity and inclusion. Many of them commented on their improved skills in critical thinking, research, writing, using technology, and public speaking / presentation. They wrote about gaining a lot of self-confidence, and developing more professional work habits. However, a few were also disappointed with the over-emphasis on the education sector, and insufficient support for making contacts and exploring work options. Some of the students recommended a greater allocation of time to learn quantitative research methods and to inclusion of a practicum, especially for those who had not come with a background in Early Childhood Education.

Respondents who had worked as teaching or research assistants, and/or had chosen the MRP option, were highly appreciative of the teaching and research skills they had acquired as a result. Among the challenges students identified were: recruiting

appropriate supervisors, having sufficient time for the MRP, and too few courses to choose from. Some part-time students felt that the program was really designed for full-time students and they did not benefit as much from it because of scheduling issues.

6. Academic quality indicator analysis

a. Faculty

i. Qualifications and SRC record

All full-time faculty members who teach in the graduate program have a doctoral degree. Of the fourteen part-time instructors who have taught a graduate course two do not have doctoral degrees but are nationally recognized leaders in the field (See also sub-section iv below and Appendix IX: Faculty CVs).

Faculty members have a broad range of research interests that generally fit with the focus of the school on diversity and equity, including “issues of linguistic, cultural and racial identity as well as disability, gender, class, sexuality, age and migration status” (School website, “About the Program”). Several faculty members are interested in immigrant and refugee families and children with disabilities, and a few are also interested in Aboriginal children, bilingual children and children living in poverty (See Table 7: Faculty Research Interests).

The goal of knowledge generation for working with children and families is reflected in faculty interest in early childhood in general, with a particular focus on language and literacy, social and educational institutions, and family relationships. Faculty members are also interested in children’s mental health and well-being, children’s rights, and policies that affect young children and their families. There is also some interest in theories and history of early childhood and research methods in relation to early childhood. Several faculty members have research interests in emerging areas such as children and technology, children and the environment, multiple literacies, and arts-based teaching.

The numbers of publications generated by the faculty are listed in Table 8: Faculty Publications. This table does not include all the recent publications because records for 2014 are still incomplete. It should also be noted that some faculty members list forthcoming publications and others do not, and some list everything they publish/produce while others list only refereed journal articles, books and book chapters. The available data show that since 2006 ECS faculty members have published 150 refereed journal articles, 30 books, 71 book chapters and 86 non-refereed materials.

ii. Class size

Information about class size is reported in 5e. above

iii. Percentage of courses taught by full-time and part-time faculty

The School of ECS has 18 full-time faculty members and 12 of them regularly teach one or two courses in the graduate program (See Table 2: Faculty and Courses Taught). Two instructors from the School of Youth and Child Care (including one who is also the Director of the Graduate Program in Immigration and Settlement) teach regularly in the Spring/Summer semesters and three full-time faculty members from Sociology, Urban Planning, and Radio and Television Arts have each taught a course. In addition, fourteen part-time instructors have taught at least one course in the program.

Titles of the courses along with the list of full-time faculty members and part-time instructors are given in Table 2: Faculty and Courses Taught. As this table shows, members of the full-time faculty in ECS as well as from the School of Youth and Child Care teach most of the graduate courses on a regular basis. Additional instructors are hired to teach specific courses when the core faculty are not available to teach, or do not have the area specific expertise. Our records show that of the 141 courses taught so far – including each time a course is repeated, as well Directed Studies and Special Topics – 113 were taught by full-time faculty and 28 by part-time instructors, which means that 75% of all courses have been taught by full-time faculty and 25% by part-time faculty. If Directed Studies courses are excluded from this count, then 95 courses have been taught by full-time and 26 courses by part-time faculty, which shows that 73% of the courses have been taught by full-time faculty and 27% by part-time faculty.

Teaching in the graduate program is considered a valuable opportunity by all faculty members and is helpful in developing a team of instructors with graduate teaching experience for a doctoral program in a few years. However, it is important to note that graduate level teaching also has to be balanced with instructional responsibilities for the undergraduate program of the School.

Teaching in the program is also constrained by some features of the collective agreement of the Ryerson Faculty Association, a union to which all full-time faculty belong. According to this agreement, RFA members should not have teaching responsibilities in more than two semesters in an academic year (typically Fall and Winter) and they are not required to teach in the evenings or weekends but can volunteer to do so. As a result, only a few courses can be offered in the spring/summer and in the evenings, which limits course options, especially for part-time students. Nevertheless, at least one required course is offered in the evening in each semester so that part-time students have the opportunity to complete their program within two academic years.

iv. Number, assignment and qualification of part-time faculty

As noted above 14 part-time faculty members have taught in this program, most of them just once or twice. Almost all of them taught courses that were first developed by a full-time faculty member. Two of the part-time faculty-members, however, developed new courses and have taught them four times each. They were invited to teach the same course several times because they are leading authorities in the in the subject matter they teach.

Twelve of the 14 part-time instructors who have taught in the program hold doctoral degrees, mostly in the field of Education (See Appendix IX: Faculty CVs). The remaining two are well-known national leaders in the field of early childhood. One of them has served as the Director of the Ryerson School of ECS in the past, and the other as the director of the Childcare Research and Resources Unit, affiliated with the University of Toronto.

v. Quality and availability of graduate supervision

Names of faculty members, along with the number of students whose MRPs they have supervised are listed in Table 9: MRP Supervision.

As the appended table shows, most members of the full-time faculty at the School of ECS regularly undertake supervision of MRPs. Faculty in other schools who are not members of the Graduate Faculty have to formally get approved by the Graduate Council to become eligible to supervise students. In addition, most of the above faculty members, as well as others not included in the table act as second readers, who critique the MRPs and participate in the students' oral exams.

The high quality of MRP supervisions is one of the hallmarks of the program. As noted in 6) k. above students considered it a 'transformative' experience and were highly appreciative of the time and attention they had received from their supervisors. Many students have also received support from their supervisors to publish their work in refereed journals and / or to present it at academic conferences (see Table 6: Student Publications and Presentations)

Students also have the option to select potential supervisors from outside the ECS. In such cases the potential supervisor has to be first appointed as an adjunct member of the YSGS. The Graduate Committee of the School applies for his/her appointment to YSGS, which considers it based on the academic background and graduate level experience of the candidate. In some cases, an experienced supervisor from the School is appointed as a co-supervisor to help the external supervisor and the student develop common understandings about what is expected from them.

Faculty members who are new to this role have also asked for more information and support. They have asked for further guidance in areas such as: criteria for decision-making (what information to seek from the student before deciding to supervise her work), timelines, defining and negotiating student / faculty responsibilities, and administrative requirements.

Table 9 also shows that supervisory responsibilities are not evenly distributed among the core faculty at the School. Efforts are underway to involve more members of the faculty to participate in student supervision.

The short timeframe of the program sometimes makes it difficult for students to identify and recruit a supervisor, and for the supervisor to assess whether her research interests fits with that of the student. A workshop for students wanting to explore the MRP option has been offered every year, which includes information about the process, timelines, challenges and rewards. It would be useful to include faculty in this, and to provide an opportunity to both groups to identify those with whom they share a research interest.

i. Faculty funding, honours and awards

Data regarding research funding were compiled using information provided by the School of ECS (using information provided the Office of Research Services or ORS) and records of internal grants maintained by the FCS. These records show that external research funds obtained by the faculty since the beginning of the program amount to \$2,631,628 and internal funds amount to \$142,690. Data for 2013-2014 are not included as the information is still incomplete (see Table 10: Faculty Research Funding).

These data only include full-time faculty based at the School of ECS, and not those who are based at other Schools / Departments at Ryerson. ORS data do not specify whether ECS faculty members were the principal investigators in all of the externally funded projects or not. However, ECS records show that its faculty members were principal investigators in all but a few cases.

Honours and awards earned by the faculty include three awards for Excellence in Teaching and one award for Excellence in Research given by FCS, as well as external awards such as a Rockefeller Foundation residency fellowship at the Bellagio Center in Italy, and a Massey College Fellowship. Details about such awards are included in faculty CVs in Appendix IX.

The quality of a program is also reflected in the enthusiasm and commitment of the faculty teaching the program (see Appendix XII: Faculty Focus Group). Overall, faculty members involved in this program believe they have benefitted a great deal from it. Their commitment to the program is evident in the high number of courses they have designed and offered as 'Directed Studies'; the number of articles and conference presentations they have helped students produce; and the students' recognition of their dedication.

b. Students and graduates

i. Admission processes and criteria

Potential students wishing to apply for admission to the MAECS program apply online to the YSGS Admissions Office with the following documents:

- Transcripts (either official or non-official) from degree-granting institutions attended by the applicant
- A statement of interest
- Two academic letters of recommendations, one of which may be substituted by a professional reference

- A CV or resume

Applicants who have not completed two or more years at a Canadian university or four year degree granting college, or at a university where English is the language of instruction are also required to submit a valid certificate of proficiency in English, such as TOEFL, IELTS, MELAB etc.

When YSGS Admissions office has checked that all required documents have been submitted and the applicant has a minimum GPA of B in her undergraduate program, the application is made available to the Admissions Committee of the School of ECS. This consists of four to five full-time faculty members who volunteer to serve on this committee.

Using agreed upon criteria and their relative weightage (see Appendix: XI: Admission Criteria) the committee members select candidates who should be made an offer, rejected, or placed in the wait list. The assessment criteria normally include: GPA score, quality of the statement of intent, quality of letters of reference, and prior educational and work experiences listed in the CV / resume. The selection process continues until the number of available positions (allocated each year by the YSGS, usually between 25-30 FTE) are filled.

Full-time and part-time candidates are selected from the same pool, with a slight preference given to full-time students because three part-time students are considered equal to one full-time student by the university and the provincial government. However, part-time students normally constitute about a fifth of the student body.

While GPAs are taken into account in admission decisions, they are always considered among other factors. The Admission Committee has noted that students with bachelors' degrees from colleges tend to have higher GPAs than those coming from comprehensive universities. It therefore considers GPAs an important but a partial indicator of students' ability to succeed in the program. As Table shows, a majority of students in the program fall in the A- to B range, with the number of students at the higher end of the range gradually increasing (see Table 11: GPA Scores at Entrance).

ii. Number of applications and registrations

Table 1 shows the number of initial applicants, those who were offered a place, and those who did not accept the offer. As the appended table shows the number of applicants to the program has steadily increased, albeit with some variations. The number of students admitted was relatively higher in the earlier years, partly as a result of high-level marketing and partly because of pent-up demand. The table also shows a subsequent decline the number of admitted students compared to the number of applicants, which, in general, means the Admissions Committee could afford to be more selective as the program became better known. There are, however, other multiple and complex reasons for the variations in numbers of applicants and of those admitted, including but not limited to: the number of places allocated by YSGS; funding offered to the candidates;

promotional and recruitment activities; the Admission Committee's assessment of the applicant pool; and external factors such as the recession in 2008.

iii. Attrition and graduation rates

Table 12 shows the number of full-time and part-time students admitted to the program, who graduated or withdrew from the program. As the table shows, a total of 195 full-time students were admitted to the program, 158 of them have graduated, and 12 of them withdrew from the program. Thirty-eight part-time students were admitted, 25 of them graduated and six withdrew from the program (see Table 12: Graduations and Withdrawals).

Overall, the withdrawal percentage of part-time students is almost double that of full-time students. Although there are no systematically collected data to tell us why a higher number of part-time students withdraw from the program, anecdotal information suggests that many of them find the program to be more demanding than they had expected it to be, and find it difficult to juggle their many responsibilities. Almost all of the part-time students hold full-time jobs, either working with children and families, or as instructors in ECE programs in colleges. The limited time they can devote to their studies and their relative unfamiliarity with academic reading, writing and technology use are most likely reasons for their high drop-out rate. However, those who stay make very valuable contributions to the program.

iv) GPAs on graduation

A vast majority of the students graduate with a GPA of 'A-', about half that number get an 'A' or a 'B+', and an 'A+' or a 'B' is quite rare (see Table 5: GPA Scores on Graduations) for details.

v. Graduation rates

See iii Attrition and Graduation rates above.

vi. Time for completion

According to the university's general policy, full-time students can take up to three years to complete the program, while part-time students can do so in five years. However, a vast majority of full-time students typically take three semesters, and part-time students take five or six semesters to complete the program (see Table 13: Time for Completion). Tuition fees are charged on the basis of semesters in which students are enrolled, not the number of courses they taking within the semester. It is therefore in the interest of students to complete the program in the shortest possible time.

Nevertheless, a few students take longer to complete their MRPs usually because ethics approval from organizations where they want to collect data takes a long time. Maternity leave and sick leave are additional reasons for longer completion times.

vii. Awards and scholarships

Funding for students is provided mainly by Ryerson University. A few students each year also receive external grants. Currently the program receives one Ontario Graduate Scholarship (OGS - \$15,000) and one Ontario Graduate Fellowship (OGF - \$12,000) each year from the university, as its share of the university's allocation granted by the province (see Table 14: Student Funding).

External scholarships depend partially on incoming students' direct applications to various sources of funding, and partially on how the university-wide allocations are distributed among its graduate programs. For example, an additional two OGS awards were made available to the FCS by the university, for which nominees from five graduate programs had to compete. The two successful candidates included one from the MAECS program.

Internal scholarships depend on the number of incoming students and internal funds allocated to the program. The admissions committee typically allocates student funding at the time of assessing applications, and offers higher levels of funding to students ranked higher on the merit list.

viii. Scholarship outputs and commitment to professional and transferable skills

The scholarly outputs of students are noted in 5 i. and detailed in Table 6. The students' commitment to professional and transferable skills are discussed in 6 f. and assessed through their performance in each of the courses they take as well as the MRP.

ix. Level of funding

Funding for the students by the university and external sources is discussed in 6 b – vii above and detailed in Table 14.

The university also permits full-time students to work up to ten hours a week. Many students in the MAECS program work on a temporary basis as teaching and research assistants, or are hired for administrative work by the School of ECS or other units of the university. These include the Chang School for Continuing Education, the ELC, the GRC, and other Schools / Departments (see Table 15: Student Employment through Ryerson).

Opportunities for students to work at Ryerson University vary a great deal based on factors beyond the control of the MAECS program. However, the students are consistently encouraged to apply for jobs advertised on the university's websites and ECS faculty are encouraged to hire these students whenever possible.

The practice of offering stipends to students has petered out because of the limitations associated with stipends, which are defined thus: If the student is working on her

research, which is related to your (i.e. the faculty's) research, and you are her supervisor for that research, then you can issue a stipend. The source of the stipend is research funding obtained by the faculty. However, it is a fixed amount paid to the student, cannot be based on the number of hours she works, and is not taxed at source. It is likely that students would prefer to have a stipend rather than research assistantships because the university deducts 18% of the amount paid for research assistantships for taxes as well as other benefits. However, this option is not widely exercised by the faculty because of its limitations.

The School also hires students who have graduated from the program are for its undergraduate program in Early Childhood Studies. Ten such graduates have been hired so far, six to teach as part-time instructors in the regular program and four to teach in the Chang School of Continuing Education.

x. Employment in six months and two years after graduation

We do not have the data to claim how many of the graduates of the program were employed at the above benchmarks. One of the limitations in collecting these data is the concern for privacy. Unless graduating students have specifically authorized the program to collect employment data about them, it is considered an infringement of their privacy to seek this information later. As this is the first formal review of the program, the required authorization was not sought earlier. Secondly, it is difficult to reach all alumni because some of them do not provide, or subsequently change, their forwarding email addresses. Thirdly, the program does not have the human resources to systematically collect and organize information about its alumni.

xi. Results of student survey

Students' opinions about the program were collected both through a survey as well as a focus group discussion. Thirteen students (out of 26) in the cohort starting their program in 2013 responded to the online survey in November, 2013 (See Appendix VII: Student Survey). Based on the small number of respondents only descriptive statistics are used for the following claims:

Student Survey

- Only a small proportion of the students (2/13) had entered the program directly after their undergraduate education, and a significant majority had held paid employment for several years before returning to school.
- Most students had some experience of working with children in childcare, before and after school programs, camps, or as social workers. Some had also worked as college instructors in ECE programs. However, some students had worked in unrelated fields such as medical technology, bar tending, and one had worked as an analyst for the provincial government.

- Students identified several reasons for entering the program including: advancement in career (e.g. full-time instructor position in college, director of childcare unit); preparation for research and further education; improvement in professional practice; and self-fulfillment.
- In general, the students made many positive comments about what they had learned in the courses they had taken in the first semester. However, some of them were disappointed by their limited course options, and found the full list courses on the program website and course selection forms misleading.
- In general, students were satisfied with services they had received and were particularly appreciative of the ECS graduate lounge.

Focus Group Discussion

In the focus group discussion with the 15 about-to-graduate students five themes were discussed with the students: Administrative structures, resources, coursework, MRPs, and societal demands for what the students had learned.

With reference to the administrative structures the students said there were too many forms to fill and they didn't always have sufficient and timely information to fill them. They suggested that they should be able to fill these forms independently and electronically. Part-time students and those on leave found it particularly difficult to access information they needed. The students also suggested they should have more than one orientation session and alumni should be invited to them to share their experiences from students' perspectives.

Several students expressed gratitude for the financial support from the university but also noted the same support was not available to part-time students. Opportunities to work as an RA or TA were also highly appreciated by those who had worked in those positions. Some students suggested that RA/TA positions should be guaranteed for all students entering the program. A few noted that it was unclear which positions were available and when.

Most of the students were highly appreciative of the courses they had taken but they also asked for more choice. They said they had received timely and detailed feedback from their instructors and learned a lot in the process. However, some also said they were uncertain about some professors' expectations and had noticed quite a bit of variation in grades they had received.

Students suggested the following changes:

- Information about which courses would actually be offered each year should be clearly stated on the program website and course selection forms
- Information about faculty on sabbatical should also be publicly available
- Information about which courses students wanted could be collected at the time of admission and course offerings adjusted accordingly

- Either two research courses, one qualitative and the other quantitative, or a full-year course incorporating both approaches should be offered.
- More options should be available in the evenings and spring/summer for part-time students
- Courses on early childhood development should be added

Students who written an MRP referred to it as a ‘transformative’ experience. They were highly appreciative of the time and attention they had received from their supervisors. As one student put it, her supervisor was available to her “22/6” (i.e. 22 hours per day, six days a week). The option to have supervisors from outside the ECS was also appreciated but it was noted that these supervisors do not necessarily have common understandings about what is expected from them or the student they supervise. It was also suggested that deadlines for various stages of writing an MRP should be established and clearly communicated to everyone.

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Respondents who had worked as teaching or research assistants, and/or had chosen the MRP option, were highly appreciative of the teaching and research skills they had acquired as a result. Among the challenges students identified were: recruiting appropriate supervisors, having sufficient time for the MRP, and too few courses to choose from. Some part-time students felt that the program was really designed for full-time students and they did not benefit as much from it because of scheduling issues.

xiii. Employer survey / focus group

Although instruments for employer surveys and focus groups were developed they were not used because of concerns for the privacy of alumni.

7. Resources

Human resources, space allocation, computing and library facilities, and financial resources are the key resources available to our students. Each of these is discussed below.

The program faculty is the most important human resource for the students. They serve as the students' instructors, MRP supervisors, and advisors. The full-time faculty at the School of ECS performs all these functions most of the time. However, two instructors from the School of Child and Youth Care regularly teach in the program in the spring/summer, and part-time instructors are occasionally hired to teach some courses. Faculty members from other Schools also supervise a few MRPs and in a few cases academics from outside Ryerson have been recruited to do so. On the whole, members of the ECS faculty are highly qualified, experienced, and committed to this program. However, the current number of full-time is insufficient to sustain the program in the long-term. In the current academic year, for example, four members of the core faculty are on sabbatical leave, including three who are experts in the area of disability. In 2014-15, three members of the School's faculty will be on sabbatical for the whole year, and three for a half-year. Students who had hoped to be taught by them, or work with them on their MRPs are disappointed not to have had the opportunity to do so. The School of ECS expects to hire for one full-time position this year, but more are needed.

The ELC and the GRC are also important resources for the students and faculty because both facilitate access to young children and their families for research and instructional purposes. For example, all students in CS Social Research with Children work with one or more children at the ELC to develop their skills in doing research with children. Students and faculty who wish to undertake research projects with children and families from diverse backgrounds approach them through the GRC.

Given that Ryerson is a relatively new university, and graduate programs are even newer at this university, library resources are more limited than at other comprehensive universities (see Appendix XII: Library Resources). Nevertheless, they have grown rapidly in the last few years, especially in terms of electronic resources. Students and

faculty appreciate the quick and easy access they have to almost any reading material they need through Ryerson's electronic holdings. The library also procures print materials through inter-library loans on demand. Graduate students and faculty also have direct access to libraries of two other large universities in the city.

A recently added service by the library called e-reserve provides electronic access to all assigned readings to students through their course Blackboards. Copyright permissions are also sought directly by the library staff, if needed. This service is highly appreciated by faculty and students.

In terms of administrative support, the services of a part-time PD and a part-time PA are available to the students. Currently the PD gets 'release-time' for two courses for this work, which is adequate for now. Subsequent directors will get release-time for only one course, which may be insufficient. The PA's time is shared with another program, or with the YSGS office. In most years, this is sufficient for routine activities but the additional requirements for data organization and data collection needed for this review have put a lot of additional demands on the PA's time.

MAECS students share classroom space with all other graduate and undergraduate students at Ryerson. The only space that is exclusively theirs is the Graduate Lounge, which is highly appreciated by all of them. They use this space for social interactions, learning from and teaching each other, independent reading and writing, or simply resting between classes. Many of the students commented on the importance of this space for helping them "build community" within the program.

Students who work as Research Assistants also have exclusive access to the Research Room, which is equipped with six workstations, a printer/copier, other related equipment, and special software such as NVivo. Given the number of students employed as RAs, a roster has been created to give all of them sufficient access to the facilities in this room.

YSGS transfers funding for 13 courses (@ \$12,500 per course to the School of ECS on an annual basis. This fund is pooled with other financial resources of the ECS and used for a variety of services and materials including hiring part-time instructors, adding or upgrading computers, photocopiers and software, purchasing consumable materials, and maintaining the graduate students lounge. YSGS provides an additional \$8,000 for operational expenses of the graduate program, which is used to pay for events such as orientation and graduation, or additional equipment / materials needed by the program.

Recently proposed changes in the structure of graduate programs suggest that more of the financial and management responsibilities of the programs will shift to the Faculty and the School, while YSGS will continue to focus on developing new programs, promoting current ones, and establishing external linkages etc.

8. Strengths, weaknesses and opportunities

Strengths

No other university in Canada offers a master's level program in early childhood studies focusing on diversity and inclusion. The focus on equity and diversity, reflected in the coursework and faculty research, is a hallmark of this program. This focus represents the values of those who believe in working towards creating a just and equitable society, particularly for young children and their families.

Colleges in Ontario that offer diploma programs in Early Childhood Education now require part-time instructors to have a master's degree. The available data as well as anecdotal information suggest that these colleges hire our graduates in significant numbers, shortly after their graduation. Some colleges also support for already employed staff to acquire this degree while continuing to work there.

Faculty members teaching in this program are highly invested in the program, and value the opportunities it offers them. As many of them have noted, it has enhanced their teaching and research productivity. Almost all of the courses are designed by full-time faculty and 75% of them are also taught by them.

Student satisfaction with the program is high and there are few withdrawals. Those who write an MRP are particularly emphatic about how much they learned, and how much support they have received from their supervisors. Many of them have gone on to publish their work in refereed journals with faculty support.

The program is available to both full-time and part-time students.

The ELC and the GRC offer students readily available opportunities to conduct their research with children and their families.

The program structure offers the choice of writing an MRP or taking the course only option. Students who want to pursue a career in academia as well those who want to provide services to children and families appreciate this choice.

Weaknesses

The preparation of this report revealed the need for more and better tools and processes for data collection, which could be used in future internal and external reviews. For example, we need to put in place mechanisms for gathering information from alumni and seeking their permission to do so, well in advance.

Students, particularly those who are part-time, and faculty have identified the need for more course options. We need to figure out ways to appropriately respond to this need, particularly with references to more courses in research methods and child development.

The curriculum needs to be reviewed on an ongoing basis for a more nimble response to students' interests and developments in the state of knowledge. Mechanisms for this to happen regularly have to be created.

Communication with students needs to be streamlined to make it more effective and efficient.

The administrative structure of the program needs to be reviewed so that a) roles, responsibilities, relationships and reporting structures are more clearly defined, and b) administrative processes become more efficient and transparent.

Faculty resources for the program are fully stretched. Many faculty members teach five courses per academic year, do their own research, supervise several MRPs and Directed Studies, and contribute to the program through committee work. Much of this work is unequally distributed, which makes it less sustainable in the long run.

Opportunities

The MAECS program has created the opportunity for Ryerson University to begin planning a doctoral program in Early Childhood Studies. Given that a) there is no such program in Canada b) that the School of ECS has now laid the groundwork for graduate level education in this area, c) colleges offering ECE diplomas increasingly require full-time instructors to have a doctoral degree, d) there is a dearth of expertise in the interdisciplinary study of children, and in policy development related to children and families, the School should now begin planning for a doctoral program.

The recently proposed restructuring of graduate programs will enable the School to exercise more control over fiscal and procedural matters, which in turn will help the program address some of the weaknesses noted above. For example, the School could allocate some resources for ongoing data collection or for curriculum review, and develop its own procedures for doing so, within the general framework of university regulations.

This Self-Study report itself has created an opportunity for the students, staff, faculty, and administrators to step back from the everyday tasks associated with the program to review it holistically and critically. More specifically, the current report as well as the external review will help us think about and plan for the following:

- Should the program be offered in the current or longer time frame? Should it be offered in on-line, or ‘flipped,’ or intensive formats? If so, what are the potential costs and benefits?
- How should the curriculum be developed and reviewed on an ongoing basis? How can course options be increased for the students?
- How can the program continue to attract even more and better-qualified applicants? How can their student experience be enriched and their success better ensured? What kinds of information and in what forms should it be provided to current and potential students?
- What would help to support faculty’s work and sustain the faculty’s enthusiasm for this program?

- What tools and mechanisms are needed to systematically collect and analyze data that would be useful for evaluating this program again in a few years?
- What changes would help to make the administrative structures and processes more effective and efficient? Who should be involved in helping to make these changes?

9. Developmental Plan

The Academic Plan for the School of ECS was designed for the years 2008-2013. The School's objectives related to its graduate program include the following:

- Increase in Scholarly Research and Creative activities of faculty and students
- Build capacity for a Ph.D. program in Early Childhood Studies
- Develop interdisciplinary partnerships at multiple levels

Efforts to meet the above objectives include the following:

- A research culture is promoted in the School by organizing an annual conference (e.g. Research with Children – May 2014), 2-3 colloquia each semester, and presentation of faculty and student research on the School website. The School provides funding for small seed grants for research (in addition to the funding provided by the Faculty). Graduate students are encouraged to publish and / or present their work at conferences, particularly by their supervisors, who a.
- All qualified full-time faculty members are encouraged to supervise MRPs and / or teach courses in the program. An exercise was undertaken to figure out which universities in North America offer Ph.D. programs in Early Childhood Studies in North America as a preliminary step towards identifying the need for such a program in Canada.
- Faculty members from other Ryerson Schools were invited to participate in teaching and supervising students in the graduate program. Some of them were also invited to join research projects initiated by the core ECS faculty (see for example, CVs of Ali, Langford) while others joined projects initiated by colleagues in other departments or institutions (see CVs of Frankel, Koller).

A new academic plan is currently being developed for the next five years.

10. Executive Summary

This report has been prepared for the Periodic Review of the MAECS program. It is based on pre-existing data, such as admissions applications and faculty course surveys, as well as additional surveys, focus group discussions, and a curriculum mapping exercise.

The program was designed to focus on issues of diversity and inclusion in early childhood, using an interdisciplinary approach. Its purpose was to prepare well-educated leaders to respond to the increasingly diverse population of Canada, and the worldwide scientific evidence calling for greater investments in early childhood.

The first cohort of students was admitted in 2006 and 158 full-time and 25 part-time students have graduated from the program so far. Full-time students normally complete the program in three semesters, while part-time students normally take six semesters to graduate. Students have the option to either take ten courses, or to take seven courses and write a Major Research Paper (MRP), usually based on primary or secondary empirical data.

Curriculum goals include desirable knowledge, skills, and habits of the mind for students. A recent curriculum mapping exercise shows that MAECS programmatic goals are congruent with the goals of the University and the Faculty of Community Services, learning opportunities for almost all of the goals are identifiable in the courses taught, and student achievement is demonstrable in their graded assignments. Additional experiences, such as teaching or research assistantships enhance students' opportunities for meeting these goals.

Nevertheless, ongoing feedback from students and faculty has resulted in recent changes, which will be implemented from Fall 2014. These include reduction of required courses from four to two; addition of two new courses including an internship; deletion of some elective courses; and fine-tuning of course descriptions.

Applicants for the MAECS program need a minimum GPA of B from a four-year degree granting university or college (or a mix of the two). Assessment criteria include GPA scores and quality of the statement of intent, letters of reference, and work/voluntary experiences. The number of applicants has increased from 92 to 150 over eight years and students' GPAs at entrance shows a steady increase over time. The withdrawal rate is a low 6% for full-time students and 15% for part-time students.

Students in the program have received external scholarships in six of the eight years of the program, ranging in annual total value from \$12,000 to \$44,500. Internal funding has been available every year, ranging from \$117,000 to \$182,000. Every student who is accepted into the program receives some funding from the university, unless s/he is an international or a part-time student. The amount an individual student receives is calculated on the number of students admitted, the funding available for that year, and the merit-based rank of the student as determined by the admissions committee. Many students are also hired by the university as teaching or research assistants, or for administrative positions, and can work to 10 up to hours per week.

Student satisfaction with this program is high. Faculty course surveys rate the program as better than or the same as other graduate programs at the university in all but one of the 14 questions. Focus group discussions with students underscored their appreciation for the extensive support received throughout the program, especially in writing their MRPs. However, students also asked for a wider range of elective courses, clearer communication about available options, more in-depth research training, and fewer administrative procedures.

Student success in the program is demonstrated by high GPAs upon graduation, which are on average 3.84 for full-time students and 3.79 for part-time students. Their scholarly output is demonstrated by a total of 20 articles published in (or accepted by) refereed journals, 4 book chapters, 20 conference presentations, and 90 MRPs. Available alumni data show that graduates are working as college instructors (in 7 colleges and 2 universities in Ontario, as well as in 3 colleges in other provinces), teachers, researchers, administrators, Child Life workers, and with children and families through NGOs or other organizations. Several students are pursuing further education in doctoral or master's programs in Education, Sociology, Psychology and Social Work.

Alumni attribute to the program a deeper understanding of 'the field,' different theoretical frameworks, and diversity and inclusion. Many commented on their improved skills in critical thinking, research, writing, using technology, and public speaking / presentation. They claim to have gained self-confidence, and developed professional work habits. However, a few are also disappointed with the over-emphasis on the education sector, and insufficient support for making contacts and exploring work options. Some recommend allocating more time to teaching quantitative research, and adding a practicum, especially for those who have not studied Early Childhood Education.

Almost all 18 members of the core faculty in the School of ECS teach in the MAECS program, or supervise MRPs, or both. Full-time professors based in other Ryerson schools/departments regularly supervise students and two of them also regularly teach in the program. Part-time instructors or supervisors are also recruited for their specific expertise, when needed. Several members of the faculty volunteer to teach in the evenings to include the part-time students. Many of them also voluntarily add 'Directed Studies' courses to their normal workload, if they share an interest with a student in an area of study not on offer as a course. Altogether, 75% of the courses are taught by full-time faculty and 25% by part-time instructors.

Faculty members have research interests that reflect the focus of the program on diversity and inclusion, particularly with reference to immigrant children and families and children with disabilities. They have studied language and literacy development; family and community relationships; children's rights and mental health; theories, history, policies, and services for early childhood care and education. Several faculty members are also interested in emerging areas such as doing research with children, social technologies used by children, children and the environment, multiple literacies, and arts-based teaching. Collectively, they have published 128 articles in refereed journals, 25 books, and 61 book chapters since 2006. Another 23 refereed articles, 5 books, and 10 book chapters are forthcoming.

On the whole, members of the ECS faculty believe they have benefitted enormously from the program. It has helped to enrich their teaching and scholarship, and enhanced their research productivity. It demands a high level of investment but supporting and witnessing the of the students' intellectual growth is also very rewarding. They would like to see a broader range of course offerings, wider distribution of supervisory

responsibilities, explicit guidelines for MRP supervision, and planning for a doctoral program.

Human and financial resources, space, computing and library facilities are the key resources available to the program. While the allocated human and financial resources are fully stretched, efforts to maximize efficiencies and procure additional resources whenever possible are ongoing. The program has appropriate and adequate space and computing facilities. The graduate lounge in particular is much appreciated by the students. The library's electronic resources and staff services are of high quality but books and journals in hard copy are insufficient. Faculty and students have to rely on interlibrary loans for these, which can mean long wait-times.

In conclusion, the MAECS program has established a strong foundation in its first seven years. Its graduates work in a variety of fields related to young children and their families, many in positions where they influence others' thinking, which points to the potential multiplier effect of the program. Faculty members associated with program are well-established scholars and very effective teachers. There is a clear coherence between the curriculum and faculty research, which is an important reason for their high level of commitment to the program. However, the program also needs to identify and respond to emerging needs and opportunities to build on this success. The following areas will be the focus of attention in the next few years:

- Seeking ways to offer a wider range of courses
- Creating opportunities for students to explore work options
- Developing mechanisms for wider distribution of MRP responsibilities and creating detailed guidelines
- Working with various units of the university towards greater structural efficiency
- Establishing mechanisms for systematic and ongoing internal review of the program
- Planning for a doctoral program in early childhood studies

Table 1: Applications and Registrations

Applicants, admitted students, offers declined

Year	No. of applicants	No. of offers	No. admitted	No. declined offer
2006	92	46	39	7
2007	87	58	39	19
2008	119	47	33	14
2009	97	38	26	12
2010	119	36	21	15
2011	115	28	24	4
2012	143	31	23	8
2013	150	40	28	12
Total	922	324	233	91

Table 2: Faculty and Courses Taught

Courses	Full-time Instructors	Part-time Instructors
CS8901 Research Methods in ECS	Ali, Mehrunnisa Ahmad (ECS)	Donohue, Mary
CS8902 Curriculum Design	Underwood, Kathryn (ECS)	Ajodhia-Andrews, Amanda; Snoddon, Kristin; Stewart, Catherine; Zereski, Lindy
CS8903 Families and Equity	Berman, Rachel (ECS) Bernhard, Judith (ECS) Langford, Rachel (ECS) Roberts-Fiati, Gloria (ECS)	Bereskin, Sylvia
CS8904 Theoretical Frameworks	Berman, Rachel (ECS) Corson, Patricia (ECS)	Bereskin, Sylvia; Ruffolo, David; Ramsay, Jason
CS8922 Inclusion: Educational Change	Frankel, Elaine (ECS)	Janmohamed, Zeenat
CS8923 Social Justice in Education	Patel, Sejal (ECS) Underwood, Kathryn	Bereskin, Sylvia
CS8924 Inclusion: Issues in Assessment	Valeo, Angela (ECS)	Castilla, Anny
CS8926 Risk and Resilience	Roberts-Fiatti, Gloria (ECS) Snow, Kim (CYC)	
CS8927 Social/Political Contexts	Langford, Rachel (ECS)	Friendly, Martha; Pollard, June
CS8928 Transformative Literacy	Binder, Marni (ECS)	
CS8929 Dual Language Learning	Chumak-Horbatsch, Roma (ECS)	
CS8930 Social Research with Children	Berman, Rachel (ECS) Di Santo, Aurelia (ECS)	
CS8931 Children and Canadian Policies	Albanese, Patrizia (Sociology)	Pollard, June
CS8932 Children, Technology & Play	Nolan, Jason (ECS) Bal, Alexandra (RTA)	
CS8934 Special Topics	Langford, Rachel (ECS) Koller, Donna (ECS) Binder, Marni (ECS)	Ruffolo, David
CS8935 Human Services Eval.	Hare, Francis (CYC & ISS)	Saad, Chahine
CS8936 Children's Rights	Snow, Kim (CYC)	
CS8937 Queering Education		Ruffolo, David
CS8938 Cross-cultural Development	Corson, Patricia (ECS) Koller, Donna (ECS)	
CS8939 Re-conceptualizing ECE	Langford, Rachel (ECS) Berman, Rachel (ECS)	Janmohamed, Zeenat
CS8940 Indigenous Early Learning		Mashford-Pringle, Angela
IS8934 Multicultural Cities Planning Policy	Agrawal, Sandeep Kumar (Urban Planning)	

Table 3: Course Enrolment

Course	Instructor	F06	W07	SS07	F07	W08	SS08	F08	W09	SS09	F09	W10	SS10	F10	W11	SS11	F11	W12	SS12	F12	W13	SS13	F13
CS8901	Ali		11	SS07		15	SS08		15	SS09		25	SS10			SS11		21	SS12	23			26
CS8901	Donohue														23								
CS8901	Kwan		17			20																	
CS8901	Ruffolo									22													
CS8902	Snoddon														26								
CS8902	Stewart		15																				
CS8902	Underwood								13									19			21		
CS8902	Valeo		18			21			20			23				1							
CS8902	Zaretski					19																	
CS8903	Bereskin													27									
CS8903	Berman							19													18		
CS8903	Bernhard	18			19																		
CS8903	Bernard*										10												
CS8903	Langford*										10												
CS8903	Roberts-Fiati	18			17			16															
CS8903	Valeo																24		1				
CS8904	Bereskin										15						22						
CS8904	Berman																			22			
CS8904	Corson	32			21			20															
CS8904	Ramsay				17			18															
CS8904	Ruffolo										12			21									
CS8922	Frankel	15			12			10			14			9			9			4			
CS8922	Janmohammad																						9
CS8923	Bereskin					17		13															
CS8923	Patel																						10
CS8923	Underwood										8			13			13			8			
CS8924	Castilla								17														
CS8924	Valeo															1							
CS8926	Snow	21			15			17															
CS8927	Friendly					7			14				15			18							
CS8927	Pollard			12																			
CS8928	Binder					7			7			14			12			5			7		
CS8929	Chumak-Horbach	13			8							5					9				7		
CS8930	Berman		16			13																	
CS8930	Di Santo											14			9			5			15		
CS8931	Albanese		20			12																	

[illegible]

Table 4: Frequency of Courses Offered

Course	Total	F06	W07	SS07	F07	W08	SS08	F08	W09	SS09	F09	W10	SS10	F10	W11	SS11	F11	W12	SS12	F12	W13	SS13	F13	W14	SS14
CS8901 Research Methods in ECS	11		2			2			1	1		1			1			1		1			1		
CS8902 Curriculum Design	12		2			2			2			1			1	1		1			1			1	
CS8903 Families and Equity	14	2			2			2			2			2			1		1		1			1	
CS8904 Theoretical Frameworks: ECS	11	1			2			2			2			1			1			1			1		
CS8922 Inclusion: Educational Change	8	1			1			1			1			1			1			1			1		
CS8923 Social Justice in Education	7					1		1			1			1			1			1			1		
CS8924 Inclusion:Issues in Assessment	2								1							1									
CS8926 Risk and Resil: Child/Family	5	1			1			1														1			1
CS8927 Social/Political Contexts	5			1		1			1				1			1									
CS8928 Transformative Literacy	6					1			1			1			1			1			1				
CS8929 Dual Language Learning	5	1			1							1					1				1				
CS8930 Social Research with Children	8		2			1						1			1			1			1			1	
CS8931 Children and Canadian Policies	2		1			1																			
CS8932 Children, Technology and Play	5						1			1									1			1			1
CS8933 Directed Studies in ECS	25*		1	3		1	3	1	4			1	2		1	2				1+	1	3**		1	
CS8934 Special Topics in ECS: Children'sHealth and Well-being	1																							1	
CS8934 Special Topics in ECS: Children'sSpirituality in Contemporary Education	1																				1				
CS8934 Special Topics in ECS: Queering Education: Identities, Bodies, Culture	1				1																				
CS8934 Special Topics in ECS: Reconceptualizing ECS	2									1 +			1												
CS8934 Special Topics in ECS: Research in ECE Lab Schools	3																1			1			1		

Course	Total	F06	W07	SS07	F07	W08	SS08	F08	W09	SS09	F09	W10	SS10	F10	W11	SS11	F11	W12	SS12	F12	W13	SS13	F13	W14	SS14
CS8935 Human Services Evaluation	8			1			1			1			1			1			1			1			1
CS8936 Children's Rights	4									1			1			1			1						
CS8937 Queering Education	4						1	1					1		1										
CS8938 Cross-cultural Development	5										1			1				1		1			1		
CS8939 Re-conceptualizing ECE	3															1			1					1	
CS8940 Indigenous Early Learning	2																	1			1				
IS8904 Research Methods	1											1													
IS8934 Multicultural Cities Planning Policy	1						1																		
Total courses loaded per term (excludes CS8933 Directed Studies)		6	7	2	8	9	4	8	6	5	7	6	5	6	5	6	6	6	5	6	6	4	6	5	3

*loaded per student request **multiple students (6) enrollment in 3 directed studies +team taught/supervised

Table 5: Student GPA Scores at Graduation

Grade		Frequency	Full-time students	Part-time students
A+	4.33	2	2	0
A	4.00	46	43	3
A-	3.67	94	83	11
B+	3.33	38	33	5
B	3.00	2	2	0
Total Count		182	163	19
Average		3.83	3.84	3.79

Source: Enrollment Services Student Records, September 12, 2013

Table 6: Student Publications and Presentations

Year	Published accepted refereed articles	Published / accepted book chapters	Conference papers / presentations	Poster Presentations		MRPs
2007						13
2008		2	2		2	16
2009	5	2			1	16
2010	5		2		1	14
2011	4		2		2	9
2012	5		7		1	10
2013	1					12
Total	20	4	13		7	90

Source: Program Office

Table 7: Faculty Research Interests

Faculty	Research Interests
Albanese	Family policy, children's services, immigrant children
Ali	Family – school relationships, immigrant children, youth and families, refugee children, children of immigrants, teacher education
Berman	Immigrant children, family relationships, child-centred research, children with disabilities, qualitative inquiry
Bernhard	Immigrant children and families, Latino children & families
Chumak-Horbach	Language and cognitive development, bilingual children, immigrant children
Corson	Multi-age groupings, anti-bias approaches, children living in poverty, literacy
Di Santo	Research with children; school readiness; roles of grandparents
Guruge	Children's mental health, immigrant families, family violence, refugee children
Hare	Child and youth services, children in care, international child services, refugee children and youth, immigrant families
Kilbride (Emerita)	Immigrant families and children
Koller	Child-centred research, hospitalised children, family-service provider relationships
Langford	Teacher education, early childhood policy, history of ECE
Lavallee	Aboriginal families, children's mental health, physical activity and healing
Panitch	Children with disabilities, mothering
Patel	Children's services, child policy, family-service provider relationships
Peets	Language development, literacy, bilingual children, children with disabilities
Prada	Child protection, children's rights, global child protection, family violence, child trafficking
Nolan	Social technologies for children, digital education technology and play, children and gaming, informal learning
Rinkoff	Children and the environment
Snow	Family violence, child protection, aboriginal children, children's rights, family-service provider relationships
Tyyska	Immigrant families, family violence, family relationships
Underwood	Children's rights, children with disabilities, family-school relationships
Valeo	Children with disabilities

Table 8: Faculty Publications

	Articles in refereed journals	Books	Book chapters	Other publications
2006	8	3	4	9
2007	9	1	5	11
2008	17	5	12	10
2009	21	3	6	8
2010	17	3	16	16
2011	19	0	5	8
2012	22	5	5	10
2013	14	2	7	12
2014	1	3	1	0
Forthcoming	23	5	10	2
Total	151	30	71	86

Source: CVs of faculty members

NB: Other publications include: Reports, Working papers, Occasional Papers, Invited Written Contributions, Magazine/Newsletter articles, Video/DVDs.

Table 9: MRP Supervision

Affiliation	Supervisor	Co-supervisor	# of MRP students
Sociology	Albanese, Patrizia		2
ECS	Ali, Mehrunnisa Ahmad		7
RTA	Bal, Alexandra	Hare, Francis	1
ECS	Berman, Rachel		7
ECS	Bernhard, Judith		1
ECS	Binder, Marni		4
Psychology	Boudreau, Jean-Paul		1
External	Brian, Jessica Ann		1
ECS	Corson, Patricia		6
ECS	Di Santo, Aurelia		5
ECS	Frankel, Elaine		4
External	Friendly, Martha		2
Nursing	Guruge, Sepali		1
CYC	Hare, Francis		1
CYC (Formerly)	Hix-Small, Hollie	Bernhard, Judith	1
CYC	Ignagni, Esther		1
ECS	Koller, Donna		3
ECS (Formerly)	Kwan Green, Celia		1
ECS	Langford, Rachel		10
Social Work	Lavallee, Lynn		1
Sociology	Neverson, Nicole		1
ECS	Nolan, Jason		2
ECS (Part-time)	Ramsay, Jason		3
ECS	Rinkoff, Robert		3
ECS	Roberts-Fiati, Gloria		1
ECS (Part-time)	Ruffolo, David	Berman, Rachel	1
English	Simpson, Hyacinth		1
CYC	Snow, Kim		2
CYC	Stuart, Carol		3
Sociology	Tyyska, Vappu		1
ECS	Underwood, Kathryn		6
ECS	Underwood, Kathryn	Peets, Kathleen	1
ECS	Valeo, Angela		6

Source: Program Office

Table 10: Faculty Research Funding

Research funding received by faculty 2006-2013

Year	Internal Funding \$	External Funding
2006-7	18,900	70,001
2007-8	9,400	30,000
2008-9	14,191	129,000
2009-10	50,110	1,663,220
2010-2012	18,787	702,407
2012-13	31,302	37,000
Total	142,690	2,631,628

Source: ECS/ORS and FCS

Table 11: GPA Scores at Entrance

Cohort	< B-	B-	B	B+	A-	A	A+	Total Admitted
2006	2	1	12	10	13	1	0	39
2007	0	5	15	7	8	4	0	39
2008	0	0	10	11	8	4	0	33
2009	1	0	6	8	7	4	0	26
2010	0	0	2	7	6	6	0	21
2011	0	0	2	9	8	5	1	25
2012	0	0	5	9	7	0	1	22
2013	0	1	5	4	8	8	2	28
Total	3	7	57	65	65	32	4	233

Table 12: Graduations and Withdrawals

Year	Students admitted		Students graduated		Withdrawals	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
2006	29	10	26	9	3	1
2007	30	9	29	6	1	3
2008	31	2	27	2	4	0
2009	20	6	20	5	0	0
2010	21	0	21	0	0	0
2011	21	4	18	3	2	1
2012	19	3	17	0	1	1
2013	24	4	0	0	1	0
Total	195	38	158	25	12	6

Table 13: Time for Completion

Terms to Completion - Full Time						
Admit term	1-3	4	5	6	7	Total
2006	22	2	1	1	0	26
2007	12	6	7	3	1	29
2008	23	1	0	2	1	27
2009	18	1	1	0	0	20
2010	20	1	0	0	0	21
2011	14	2	2	0	0	18
2012	16	0	0	0	0	16
Total	125	13	11	6	2	157

Terms to Completion - Part-Time											
Admit Term	1-3	4	5	6	7	8	9	10	11	12	Total
2006	0	0	4	1	1	1	0	0	2	0	9
2007	0	0	1	4	0	1	0	0	0	0	6
2008	0	0	1	0	0	0	1	0	0	0	2
2009	0	0	3	1	0	0	1	0	0	0	5
2010	0	0	0	0	0	0	0	0	0	0	0
2011	0	0	3	0	0	0	0	0	0	0	3
2012	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	12	6	1	2	2	0	2	0	25

Source: Program Office

Table 14: Student Funding

Figures at February 2014			
Year	External Scholarships [b]	Univ Scholarships [c]	Total Scholarships [b]+[c]
	\$	\$	\$
2006-07	12,000	169,200	181,200
2007-08	12,000	182,580	194,580
2008-09	0	174,633	174,633
2009-10	0	140,303	140,303
2010-11	12,000	146,500	158,500
2011-12	12,000	139,500	151,500
2012-13	44,500	117,044	161,544
2013-14	27,000	131,633	158,633
Total	119,500	1,201,393	1,320,893

Source: Program Office

Table 15: Student Employment through Ryerson

Year	GAs [e]	RAs [f]	Stipends [g]	Other Employment [h]	Teaching (CUPE Unit 1) [i]	Total [e+f+g+h+i]
	\$	\$	\$	\$	\$	\$
2006-07	99,736	5,621	5,000	4,250	2,561	117,168
2007-08	36,017	17,523	8,621	0	17,356	79,517
2008-09	52,229	20,165	714	0	19,171	92,279
2009-10	56,444	4,471	2,000	76,484	0	139,399
2010-11	82,997	49,301	2,000	33,895	18,344	186,538
2011-12	141,995	42,929	0	3,216	34,953	223,094
2012-13	119,410	64,816	0	6,117	61,297	251,639
2013-14	33,624	11,348	0	3,900	39,814	88,686
Total	622,452	216,174	18,335	127,863	193,496	1,178,320

Source: Office of Human Resources

Appendix I: Data Collection

This report has been prepared for the first periodic review of the program. Ryerson University's Policy 126 provides the rationale and guiding principles for the conduct of the Self-Study Report and the Periodic Review. The draft manual developed by the Yeates School of Graduate Studies (YSGS) provides further guidelines and was used as a resource for the preparation of this report.

Data for this report were collected from the following sources:

Existing information from administrative records maintained either by the program office, the School of Early Childhood Studies (ECS), or other administrative units of the university, such as Human Resources, or Admissions Office. These include:

- Program proposal
- Admissions data
- Student funding
- Enrolment data in various courses
- Retention and graduation rates
- Employment data
- Publication data
- Library resources
- Faculty course survey results
- Course outlines
- Faculty CVs
- Faculty profiles on websites

Additional data were collected through:

- Focus group discussion with students about to graduate
- Focus group discussion with faculty members
- Online survey of alumni
- Online survey of current students
- Curriculum mapping exercise with faculty

Several meetings were held with the Interim Graduate Program Committee (IGPC) to develop data collection instruments and to identify intended outcomes for the program curriculum. The latter were subsequently circulated to all faculty members for feedback.

The focus group discussions with 15 about-to-graduate students and 12 faculty members generated detailed, candid, and wide-ranging responses, some of which were also used to develop the surveys. About half of the current cohort of student (13) responded to the online survey. Gathering data from alumni was more difficult because a) the program does not have the resources to establish or maintain a strong alumni network, and b) concerns about privacy prevented us from contacting alumni who had not already given permission for the program office to contact them. A survey was sent out to the 146 alumni but only 22 completed responses were received.

The curriculum mapping exercise was a very useful activity in and of itself because it enabled the faculty to identify the common goals of the program; to assess how individual courses helped to meet these goals; and to examine which learning opportunities within each course were designed for meeting these goals. However, the exercise was also limited by the following factors: a) four members of the ECS faculty were on sabbatical b) part-time instructors and those who are based in other schools / departments could not be included in the meeting because of conflicts in schedules c) some faculty members asked to map out their courses independently. As a result a few courses were collectively mapped and individually submitted response were subsequently added to the matrix. In cases where course instructors were not available to undertake the curriculum mapping exercise, the Director used the most current course outlines to fill in the gaps.

The program office has been collecting data since the beginning of the program. However, preparation for this periodic review has revealed the need for different or additional tools and process, which will be added when the review is completed.

Appendix II: Policy 126 Extract

APPENDIX II: DEGREE LEVEL EXPECTATIONS FOR GRADUATE PROGRAMS

MASTER'S DEGREE	
EXPECTATIONS	This degree is awarded to students who have demonstrated:
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
2. Research and Scholarship	<p>A conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> a. Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b. Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c. Enables a treatment of complex issues and judgments based on established principles and techniques; and, <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> a. The development and support of a sustained argument in written form; or b. Originality in the application of knowledge.
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
4. Professional Capacity/Autonomy	<ul style="list-style-type: none"> a. The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> i. The exercise of initiative and of personal responsibility and accountability; and ii. Decision-making in complex situations; and b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader

	implications of applying knowledge to particular contexts.
5. Level of Communications Skills	The ability to communicate ideas, issues and conclusions clearly.
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

Appendix III: 2006 - 2013 Courses

Required courses:

CS8901 Research Methods in Early Childhood Studies
CS8902 Curriculum Design
CS8903 Families and Equity
CS8904 Theoretical Frameworks

Elective courses:

CS8921 Elements of Statistics
CS8922 Inclusion: Educational Change
CS8923 Social Justice in Education
CS8924 Inclusion: Issues in Assessment
CS8925 Multi-age Groupings in ECE
CS8926 Risk and Resilience: Child/Family
CS8927 Social / Political Contexts for ECS
CS8928 Transformative Literacy
CS8929 Dual Language Learning
CS8930 Social Research with Children
CS8931 Children and Canadian Policies
CS8932 Children, Technology, and Play
CS8933 Directed Studies in ECS
CS8934 Special Topics in ECS
CS8935 Human Services Evaluation
CS8936 Children's Rights
CS8937 Queering Education
CS8938 Cross-cultural Development
CS8939 Re-conceptualizing ECE
CS8940 Indigenous Early Learning
IS8921 Equity for Newcomers: Schools
IS8934 Multicultural Cities

2014 - Courses

Required courses

CS8901 Research Methods in Early Childhood Studies
CS8904 Theoretical Frameworks

Elective courses:

CS # Graduate Internship
CS # Children's Health
CS8902 Designing Curriculum
CS8903 Families and Equity
CS8922 Leadership for Educational Change
CS8923 Social Justice in Education

CS8924 Inclusion: Issues in Assessment
CS8926 Risk and Resilience: Child/Family
CS8927 Social / Political Contexts for ECS
CS8928 Transformative Literacy
CS8929 Childhood bilingualism
CS8930 Social Research with Children
CS8931 Children and Canadian Policies
CS8932 Children, Technology, and Play
CS8933 Directed Studies in ECS
CS8934 Special Topics in ECS
CS8935 Human Services Evaluation
CS8936 Children's Rights
CS8937 Queering Education
CS8938 Cross-cultural Development
CS8939 Re-conceptualizing ECE
CS8940 Indigenous Early Learning

Appendix IV: Course Outlines

(see ZIP file *ECS_Appendix_IV_Course_Outlines*)

Appendix V: Curriculum Mapping

MAECS Curriculum Goals / Outcomes

By the end of the program the students will be able to demonstrate:

Knowledge

By the end of the program the students will be able to demonstrate clear understandings of:

1. Major theoretical frameworks which may be used in the study of childhood and children, their potential applications and their critiques
2. Socio-political and economic factors and policies that affect their field
3. Specialized knowledge in one or more areas related to learning and teaching in early childhood (e.g. language and literacy, play and technology, adaptive and inclusive practices, curriculum development)
4. Interdisciplinary approaches to the analysis of one or more issues related to the field of early childhood and related professions (e.g. health, immigration, disability, family and community, socio-economic stratification)
5. Some ways in which knowledge based on research and practice is created, verified, and distributed, and limitations of this knowledge

COURSE CODE / NAME	K1	K2	K3	K4	K5	Opportunities Provided	Recorded Evidence
CS8901 Research Methods in ECS					x	Readings, lectures, discussions	Second paper, five short responses to readings
CS8902 Curriculum Design	x	x	x	x	x		
CS8903 Families and Equity	x	x		x		Assigned & suggested readings; presentations and written papers	graded assignments
CS8904 Theoretical Frameworks: ECS	x	x		x	x	Discussions, readings, writing tasks, paired assignment	Major papers, presentations, short papers
CS8922 Inclusion: Educational Change	x	x	x	x		short papers, critical analysis, case study, readings and discussions	Presentations, all written work
CS8923 Social Justice in Education	x	x	x	x	x	Workshop presentation, book review, readings, discussion	Notes on presentations etc. Written assignments
CS8924 Inclusion: Issues in Assessment							
CS8926 Risk and Resil: Child/Family	x	x		x		assignments and readings	papers and presentations
CS8927 Social/Political Contexts		x		x	x	readings	graded papers
CS8928 Transformative Literacy	x	x	x	x	x	Class discussions, assigned tasks and readings	Comments and grades
CS8929 Dual Language Learning	x	x	x	x	x	Readings, DVDs, video clips, curriculum documents, guest speakers, press releases	Response papers, Reflection papers, class discussions, Final writing task, Major Project
CS8930 Social Research with Children	x		x		x	theoretical frameworks for conducting social research with children are explored through the readings and used for the research project; specialized knowledge related to designing research with children is explored. This may be adapted to teaching if educators engage in action research; students design and conduct a research project	raw data for projects are stored in the instructor's office for one year; REB proposal
CS8932 Children, Technology and Play	x	x	x	x		This course investigates and examines critical perspectives on children's digitally- and technologically-mediated play culture. Students are introduced to ideological, historical, social, pedagogical and cultural themes, including: autonomy, agency, and power, with an emphasis on the central role of adults in the mediation, conceptualization, design, and production of children's learning and play with technology. The readings are transdisciplinary in nature, and organized into themes of Games, Culture, History, Play, Difference.	The critical media object (example: hand-made object, 3-5 minute audio, video, machinima or any instructor approved format) about the pedagogical value of a current technology with the intention of teaching peers how this technology might be used in a child's learning, play or lifeworld. The critical media object should demonstrate critical engagement and original inquiry with course learning objectives and theories.
CS8933 Directed Studies in ECS							
CS8934 Special Topics in ECS: Research in ECE Lab Schools			x	x	x	This course focuses mainly on qualitative research, although lab school research conducted from a quantitative approach is also discussed. A critical lens is taken up in the course, thus, notions of power, diversity, inclusion, and equity are considered to be key themes in class discussions and in the practice of lab school research. For example, conceptions of the child in research, and what constitutes high quality ethical qualitative research are considered.	Readings and assignments listed on course outline
CS8935 Human Services Evaluation	x	x		x	x	Readings, discussions	Assigned grades, comments and questions on papers
CS8936 Children's Rights	x	x	x		x	Examination of international agreements and comparisons with on-the-ground realities. Contextualization of issues in social, political, and economic conditions.	Comments and grades assigned to written work, presentations, and participation.
CS8937 Queering Education	x	x	x	x	x	Critical reading, analysis, and discussions	papers and presentations
CS8938 Cross-cultural Development	x	x	x	x	x	Readings, lectures, discussions	papers, response to presentations
CS8939 Re-conceptualizing ECE	x	x	x	x	x	Readings, seminar discussions	Two papers, reading responses
CS8940 Indigenous Early Learning	x	x	x	x	x	reading, lectures, discussions, writing and presentations	Papers
Major Research Paper (MRP)	x	x		x	x		
TA/GA work	x	x	x	x			
RA work	x				x		
Workshops / Seminars	x	x		x	x	Attendance	
Other experiences							

Skills

By the end of the program the students will be able to demonstrate their ability to:

6. Write academic papers and make presentations that are clear, coherent, persuasive and succinct, using language and style that is 'standard' in the field
7. Use and to evaluate evidence and reasons to argue for a position
8. Search for, synthesize, apply, critique and evaluate relevant literature
9. Give constructive feedback to peers and receive it from them
10. Conduct small scale research projects including formulation of research questions, data collection, analysis and interpretations and identification of relevant implications
11. Effectively synthesize, analyze and present knowledge for various purposes and audiences (e.g. class presentations, research proposals, practitioners)
12. Manage and lead teams (e.g. working on group assignments, research studies, events organized by students etc.)

COURSE CODE / NAME	S1	S2	S3	S4	S5	S6	S7	Opportunities Provided	Recorded Evidence
CS8901 Research Methods in ECS	x	x	x	x		x	x	Group presentations	Notes for assessing group presentations
CS8902 Curriculum Design	x	x	x	x		x	x		
CS8903 Families and Equity	x	x	x	x	x	x		Presentations, annotated bibliography, interview & report	Graded work
CS8904 Theoretical Frameworks: ECS	x	x	x	x		x		Individual and collaborative written work, presentations, discussions	Papers, notes taken for assessment of presentations
CS8922 Inclusion: Educational Change	x	x	x	x	x	x		Readings, discussions, simulation, presentations	All graded work
CS8923 Social Justice in Education	x	x	x	x		x	x	Individual and group assignments, class participation	Assessment notes, peer feedback.
CS8924 Inclusion/Issues in Assessment									
CS8926 Risk and Resil: Child/Family	x	x	x						
CS8927 Social/Political Contexts	x	x	x			x		papers and presentation	grades and comments on papers / presentation
CS8928 Transformative Literacy	x	x	x		x			Book making, report on literacy practices	comments and questions on papers & presentations
CS8929 Dual Language Learning	x	x	x		x	x		Readings, DVDs, video clips, curriculum documents, guest speakers, press releases	Response papers, Reflection papers, class discussions, Final writing task, Major Project
CS8930 Social Research with Children	x	x	x		x	x		assignments; presenting research projects; salient papers - students argue a position; research project; research analysis and critique assignment; literature reviews for assignments; facilitation of group discussions	assignments
CS8932 Children, Technology and Play	x	x	x			x		S6 the annotated bibliography & major paper; S7 major paper suitable for an academic graduate level peer-reviewed journal that would address issues of children, technology and play; S8 the annotated bibliography, CMO & major paper represent an opportunity to search for, synthesize, apply, critique and evaluate relevant literature; S11 presentation of the critical media object	annotated bibliography, CMO, presentation and paper.
CS8933 Directed Studies in ECS									
CS8934 Special Topics in ECS: Children's Spirituality in Contemp									
CS8934 Special Topics in ECS: Research in ECE Lab Schools	x	x	x	x	x	x		History, roles, significance, and variety of research approaches in lab school in North America are examined. Students' ability to conduct and write up a sound & ethical project is demonstrated.	Research portfolios, research papers. Testimonials from students.
CS8935 Human Services Evaluation	x	x	x	x	x			Assignments	Responses to assignments
CS8936 Children's Rights	x	x	x	x		x			
CS8937 Queering Education	x	x	x	x	x			Assignments and tasks in class	comments and grades
CS8938 Cross-cultural Development	x	x	x	x				Papers and presentations	Comments and questions on papers and presentations, grades
CS8939 Re-conceptualizing ECE	x	x		x					Papers
CS8940 Indigenous Early Learning	x	x	x					Discussions, readings	Notes, responses to papers
Major Research Paper (MRP)	x	x	x		x	x			
T/AG work	x		x	x		x	x		
RA work	x	x	x			x			
Workshops / Seminars									
Other experiences									

Habits of the mind / attitudes

By the end of the program the students will be able to demonstrate a tendency to:

13. Show intellectual curiosity, particularly with reference to issues that affect young children and their families
14. Be committed to on-going learning
15. Maintaining professional integrity, accountability, and ethical conduct in all their work related to the program

16. Be committed to Engagement with issues of social justice, equity, and diversity
17. Consistently and critically reflect on their own and others' prior knowledge, beliefs, and practices
18. Take civic and social responsibility as members of various communities

COURSE CODE / NAME	H1	H2	H3	H4	H5	H6	Opportunities Provided	Recorded Evidence
CS8901 Research Methods in ECS	x	x	x		x		Readings, assignments, discussions	Papers, notes for participation grades
CS8902 Curriculum Design	x	x	x	x	x			
CS8903 Families and Equity	x	x	x	x	x	x	Work with family, readings, discussions	Papers and presentations
CS8904 Theoretical Frameworks: ECS	x	x	x	x	x		Evaluation of theories and their applications	Graded work, notes taken during class
CS8922 Inclusion: Educational Change	x	x	x	x	x	x	Simulation, critical analysis of article, case study	Evaluation of students' work
CS8923 Social Justice in Education	x	x	x	x	x		social justice is the focus of the course	Presentations, group work, papers
CS8924 Inclusion: Issues in Assessment								
CS8926 Risk and Resil: Child/Family	x	x	x	x	x	x	Readings, discussions, assignments, presentation	Comments on papers and presentations
CS8927 Social/Political Contexts	x	x	x	x	x	x	Topics discussed, comparisons made	Notes taken in class. Grades
CS8928 Transformative Literacy	x	x	x	x	x	x	Readings, assigned tasks	grades and comments
CS8929 Dual Language Learning	X		X		X		Readings, DVDs, video clips, curriculum documents, guest speakers, press releases	Response papers, Reflection papers, class discussions, Final writing task, Major Project
CS8930 Social Research with Children	x	x	x		x		students choose topics for research project; students have used the research projects as a pilot for their MRPs; students must follow REB guidelines and ethical conduct guidelines for collecting data with children; academic integrity is expected of all; students reflect on their prior knowledge, beliefs and practice as they design their projects and write the salient papers; literature reviews	
CS8932 Children, Technology and Play	x		x	x			H13 is represented in the CMO; H15 is represented in the standards of academic integrity required for work in the program; H16 course readings clearly explore elements of childhood and children's culture that reflect issues of social justice, equity, and diversity from a unique perspective.	annotated bibliography, CMO, presentation and paper.
CS8933 Directed Studies in ECS								
CS8934 Special Topics in ECS: Children's Spirituality in Contemp								
CS8934 Special Topics in ECS: Research in ECE Lab Schools	x	x	x	x	x	x	See opportunities under skills	Students finish the course and see themselves as researchers in the field of early childhood-testimonials are available.
CS8935 Human Services Evaluation	x	x	x		x		Course related tasks	Written responses and grades
CS8936 Children's Rights	x	x	x	x	x	x	Course assignment and activities	Written comments and grades
CS8937 Queering Education	x	x	x	x	x	x	Readings, writing and discussions	Questions, comments and grades
CS8938 Cross-cultural Development	x	x	x	x			course assignments	grades and comments
CS8939 Re-conceptualizing ECE	x	x	x	x	x		Discussions, readings, presentations	Marks and comments
CS8940 Indigenous Early Learning	x	x	x	x	x	x	Readings	Grades
Major Research Paper (MRP)	x	x	x	x	x	x	The entire project, including dissemination of work	Ongoing response to drafts
TA/GA work	x	x	x	x	x			
RA work	x	x	x	x	x			
Workshops / Seminars	x	x				x		
Other experiences								

Appendix VI: Student Survey

Q1a. Did you enter the Masters of Arts program in Early Childhood Studies directly after an undergraduate program? (Yes, No)

Yes = 2 No = 11

Q1b. If yes [to Q1a], what was your undergraduate discipline / field of study?

early childhood studies; humanities

Q2a. Have you had paid employment between your undergraduate and graduate program? (Yes, No)

Yes = 10 No = 3

Q2b. If yes [to Q2a], for how many years?

Yes	21
Yes	1
Yes	3
Yes	0
Yes	1
Yes	22
Yes	5
Yes	
Yes	2
Yes	22

Q2c. If yes [to Q2a], in which field/s and/or roles?

In early childhood. Teaching Nursery School. Assistant Supervisor of Before and After school program. Owner and operator of summer camp for toddlers
Social Work/Early Childhood
I worked as a privacy analyst for the provincial government.
early childhood educator/full time preschool program coordinator
bartender/server
Medical Technology
Early childhood education, as a preschool teacher and in a family resource centre. Also waitressing on weekends to make ends meet.
Research Associate and Specialist in the early childhood sector
Early Childhood Educator and instructor of Early Childhood Education
RECE , lab school mentoring of ECE students, field supervision of ECEs carrying out field placements

Q3a. Why did you apply to the Master of Arts program in Early Childhood Education Studies at Ryerson University? (Check all that apply. new professional training, advancement in current career step towards Phd or other graduate programs, teaching at a college, other)

new professional training, advancement in current career, teaching at a college
new professional training, advancement in current career
new professional training
new professional training

new professional training, advancement in current career
step towards PhD or other graduate programs
advancement in current career, step towards PhD or other graduate programs, teaching at a college
new professional training, advancement in current career, teaching at a college
new professional training, advancement in current career
advancement in current career, step towards PhD or other graduate programs
advancement in current career, step towards PhD or other graduate programs, teaching at a college
advancement in current career, personal professional development
new professional training, advancement in current career, step towards PhD or other graduate programs, teaching at a college

Q3b. Please explain your response/s to Q3a above.

Wanted to improve my own practice
Would like to teach at a college
I wanted to learn more about Early Childhood. I have a Social Work background and I have always been torn between Social Work and Early Childhood/Teaching/Education. I thought this would be a great way to link my Social Work background and my interest in Early Childhood. For the future I would like to be able to combine the two degrees in my practice.
As an individual I believe learning is never finished. You need to constantly be aware of what has happened, is happening and will happen accordingly. As an individual who is and will be working with children and families it definitely seemed appropriate.
I knew I wanted to work with children but I didn't know how to get started. This program seemed like a good way to further my education and move into the early childhood education field.
volunteered with children a lot in my year off and thought this program would help me work towards a job with children
Applied for advancement reasons as well as for self-fulfillment.
I entered the program without specific career goals, but feeling that I wanted to move outside of the practitioner role in order to have more of an impact on the field of early childhood. I considered employment as a college instructor or a policy maker in government. Failing that, I figured that a graduate degree would give me a competitive advantage as a practitioner, and allow me to move up to a director role (although this is not intent).
I wanted to advance my career in the field of Early Childhood and since my undergraduate degree is from another discipline, starting my MA in ECS was also a way of getting new professional training.
I have choose the ECS program at Ryerson university in order to advance my career in the field as well as to prepare myself to pursue higher studies in the field.
I would like to eventually complete a PhD to continue research and work in the field of Play Therapy. If I continue my career teaching at a college, I need a Master's degree to attain a full-time job.
As an RECE for 22 years it was challenging to find PD opportunities that provided me with insight and new knowledge. I felt that the MA program would challenge me to think more deeply and would give me new insights in my work with children, families and ECE students in training.
I knew I wanted to continue my education, I simply didn't know exactly what I wanted to do with it. I am passionate about the early years so this seemed like the best fit. Furthermore I wanted to develop my skills as a researcher, and I was told this program was very research oriented.

Q4a. Did you apply to other graduate programs at the same time? (Yes, No)

Yes = 6 No = 7

Q4b. If yes [to Q4a] did you receive any offers of admission from these programs? (Yes, No)

Yes = 5 No = 1

Q4c. What factors did you consider in choosing the Master of Arts in Early Childhood Studies at Ryerson over other graduate program offers?

I did my undergrad at Ryerson university.
I wanted a Masters in Early Childhood specifically.
I thought the MA ECS at Ryerson was more broad. I would be able to get a wide variety of knowledge in multiple courses within the area of Early Childhood. I would be able to get a greater understanding in the field as I do not know specifically what I would like to do yet.
I completed my undergraduate at Ryerson. The staff support is truly one of a kind.
The other programs were college programs and I thought that having a master's degree would get me farther.
Job opportunities/scholarship/finances/new challenge
only 12 months, MRP option, graduate award received
The MA in ECS at Ryerson was my first choice because of the reputation of Ryerson University and also because of the great things I had heard about the MA in ECS programme, there is a part time study option which is giving me flexibility to balance different areas of my life,
1. Focus on diversity
2. course on research methods in ECEs
I chose this program since many of my colleagues spoke very highly of it. Also, the one-year program versus a two-year program interested me.
focus on diversity and culture
recommendations of colleagues and past graduates
location and accessibility by transit
The length of the program
the fact that it was at Ryerson
the fact that I would have some part time employment were I to study here

Q4d. Have your experiences at Ryerson in the Master of Arts in Early Childhood Studies program so far affirmed your choice? Why or why not?

Yes. I feel I have definitely advanced my knowledge in the field.
Yes. However sometimes I wish it was more guided at the beginning. The pressures of the MRP feel too prominent right now which is kind of stressful. A 2 year program might be more useful as I only have just gotten into the routine of school and how to properly do assignments, manage my time now but only have one more semester to benefit from that understanding.
Yes, the courses that are offered truly help with the development of our Major Research Paper. However, there is a whole list of courses that are advertised but not necessarily offered. In the summer I had planned taking certain courses but upon coming to the program discovered that they will not be available.
Yes, I feel like I have learned a lot and I am much more qualified to work in the ECS field.
somewhat, it is difficult financially to not have any income
yes, everyone is very friendly and welcoming and wants you to do well
Yes, the courses have been enlightening. Social justice in early childhood in particular.
My experiences have affirmed my choice. I find the courses and the course work challenging and interesting and I feel that I am learning new things every day.
Yes, because I am learning about different factors that can influence the context of early education. This program enables me to think critically and view the ongoing activities in the sector from different perspectives.
Yes and no. Certain courses that had appealed to me and influenced my enrolment in the program are not being offered. In fact, it seems as though minimal choices are being offered. This is extremely disappointing considering other programs do offer this content.
Yes the experience so far has been an invaluable. It has opened my eyes to many new and

more critical ways of looking at my everyday interactions with children, families and ECE students. It has provided me with lots to reflect on in my own practices and much to share with my colleagues when I return to the field that will hopefully improve the lives of those children and families that we work with on a daily basis.
It has affirmed my choice. I have greatly enjoyed the program thus far and have had the chances to study and research on issues that are important to me.

Q5a. Did you feel welcome in the Master of Arts in Early Childhood Studies program at Ryerson?
Why or why not?

Yes. The professors are very welcoming, knowledgeable and helpful.
Yes.
Yes, the Orientation in August was truly welcoming. However, i feel as though there should have been a few more course specific orientations that allow faculty and students get to know each other.
Yes. The orientation program was very helpful. I also appreciated that all the professors made an effort to get to know us and our interests at the beginning of each course.
yes, all of the professors/staff are very friendly
yes, same as above
Yes, because the lecturers are open to answering questions.
Yes. I found faculty and administrative staff to be welcoming and helpful.
I feel welcomed in the programme because of the helpful attitude of my professors and the other students
Yes, because all the faculties are very supportive and cooperative. I appreciate the encouragement they have provided to accommodate myself within the program, in particular their contribution in advancing my academic knowledge and skills.
Yes. I felt more welcomed than I had anticipated. Everyone in this department is sincere and supportive.
I felt very welcomed by this program from the very supportive faculty, the availability and support form the librarians, the writing centre. As well the comradeship that was promoted and encouraged by the program among the graduate cohort through something as simple as providing us the graduate lounge as a comfortable meeting and working space also helped me to feel welcomed and more a part of the program.
I did feel welcomed. I greatly enjoy my peers and professors.

Q6a. Did you receive sufficient information about the program? (Yes, No)

Yes = 8, No = 3, Yes No = 1 Blank = 1

Q6b. If you did not receive sufficient information, what additional information would you have liked to receive?

Better descriptions of the courses. More course selections, and all courses outlined to be offered at some point in the year.
Yes there was sufficient information. However I feel I was misled. There were so many courses available in the original information about the program that are not offered this year. I feel it was almost cut in half so I feel misled in that area. I also wish the deadline to add courses was later as I was unable to partake in a course this semester which I am not happy about since it will not be offered again.
I was not aware, until too late, that the orientation session would take place in August. Missing it turned out to not be very problematic, but it would have made sense to highlight this date well in advance. From my past experience at other universities, as well as the "September start date" referred to in correspondence from Ryerson, I assumed the orientation would be in September.
I would have liked to have known the courses earlier in order to arrange my employment

schedule. Since I teach at a college it was difficult to let the chair of my department know which days I could teach.

We realize that you have been in the program for only a few weeks but it would help us to know what you have learned so far in terms of:

Q7a. New knowledge

Theorists and theories.

More current information.

Yes, in a variety of courses.

The theoretical frameworks course that is offered in the Fall is truly beneficial. Understanding the theories and theorists who relate to this field is the foundation to future learning.

I have learned a lot about theoretical frameworks and philosophy.

My reading and writing skills have greatly improved. My knowledge has expanded and I have learned about many other experiences from peers and professionals.

policies, theories

Research methods and the theoretical frameworks behind it.

The social justice aspects of early childhood education.

This is pretty hard to sum up in a short paragraph. I have learned quite a bit of new knowledge, particularly new theoretical frameworks that have allowed me to more critically analyze my practice as an ECE.

New theories, different aspects of doing qualitative and quantitative research.

1. Different policies regarding early childhood education in Canada, process of policy development and interpreting policy into practice

2. Theories in ECS particularly theories that are not development focused

3. Qualitative research methods

Aside from one new theory, very much of the content is repetitive of my undergraduate degree in Sociology. In the Theoretical Frameworks class we have been able to apply these theories to Early Childhood, which is new and exactly what I had hoped to learn.

How to prepare a research proposal, qualitative and quantitative strategies for carrying out research in the field of early childhood, different lenses through which to view my everyday practices (critical race theory, queer theory, new sociology of childhood, disability theory just to name a few)

Multiple theoretical frameworks, how to conduct action research.

Q7b. New skills

Writing essays! APA style referencing.

Learning about professionalism, new writing skills, and critical reading skills.

Ability to sum up readings in a short responses or writing task that relates to various other readings and/or theories.

I have improved my critical thinking skills, writing skills, and time management skills significantly

Critical analyses/time management (still working on that), paying attention to detail, organization, and APA referencing skills are slowly improving.

writing research proposal, literature review, conducting research

There hasn't been much focus on practical skills thus far, in terms of working directly with children. However I have learned more about self-reflection, deconstruction, and critical analysis that will help me to be more thoughtful in my practice.

Doing research on different data bases, using Refworks to generate citations, writing papers in APA format.

1. Academic writing (literature review, paired paper etc.).

2. Deconstructing research article

3. Linking academic knowledge into practice

I have learned new hands-on research skills in the Special Topics - Research in Lab Schools

course.

Improved writing and articulation skills

Research skills for relevant studies

The ability to write research reports, the ability to properly conduct a thorough literature review

Q7c. New attitudes/habits of thinking

More open to new ideas.

New ways of thinking about the world.

Reading various approaches or ideas surrounding certain issues is something I have learned.

Critically analyzing projects and studies to identify limitations and/or implications for practice

I have started to question everything. I am much more confident sharing my ideas and speaking to groups.

Critical but constructive thinking. Open minded, listening, engaging with others on a frequent basis to brainstorm.

Recognizing now the importance of responsible policy formulations in early childhood classrooms

I have become more aware of social justice issues and the existence of pervasive systemic inequities. I have also come to realize there were many gaps and omissions in my undergraduate education.

Looking at things from different perspectives.

1. Thinking more critically

2. developing a habit of inquiry based learning in order to look for recent and more information

Improved critical thinking skills

Looking for the strange in the familiar

Discourse analysis

I am actually working on projects weeks ahead of their due dates, which is a large change from undergrad.

Q8a. What did you expect to learn but have not yet learned so far?

I feel it is so geared towards Early Childhood Education, by that I mean ECE's as a profession which I was not so happy about. I do not want to be an ECE I just want to work and learn about childhood and development outside the context of "childcare."

I expected there to be a bit more information applicable to working directly with children. The course is much more theoretical than I expected. I am not disappointed though.

N/A

I don't think I had a lot of expectations of what I might learn.

How to write a major research paper, doing qualitative research.

Having one foundation course on policy studies would be great for students like me who would like to pursue their career in the policy sector but is not equipped with enough knowledge and skill.

I haven't noticed anything missing so far.

Please list all the ways in which the following people have supported your learning:

Q9a. Professors

Always willing to help when needed.

New techniques of reading, understanding, and critical thinking. Supported my ideas about topics of interest.

I have found that for the most part the professors are very helpful and are always available to provide extra help.

I appreciate the professors' level of knowledge and find everyone to be very supportive. The professors are very respectful /open/approachable. They make me feel valued as an ECE and continue to challenge/build on subjects and listen to others. They encourage dialogue and provide valuable resources. They share stories and seem very fair toward each students needs

as well as balance teaching with lectures that are always engaging.

open communication, wanting you to succeed

- Open door policy

- Quick responses to e-mail enquiries

Most have been helpful by being available and by using very participatory teaching styles. I have usually felt as though my professors value my opinions and knowledge.

Kind and helpful attitude, patience and understanding, very challenging yet interesting curriculum as a result of which I feel that I am learning new things in every class.

1. Advancing my academic knowledge and skills

2. Encouragement to take risk in developing further skills

3. Provided adequate information so that I can achieve my academic goal

Rachel Berman, specifically, is extremely helpful in taking the time to assist us in improving our writing. I receive regular emails from her with new articles in my area of interest. I have never come across a professor who cares and supports her students as Rachel.

Most have been very supportive and have provided me with easily accessible assigned readings that have been enlightening and opportunities for class discussions to clarify and share our understandings of concepts with peers.

Professors have been very supportive, and for the most part collected information on our personal interests to incorporate them into the class material.

Q9b. Administrative staff

Supportive (mostly) about questions or concerns.

Staff are welcoming and accommodating

N/A

Yes the administration staff have been helpful and often assist me to remember the details by offering reminders about relevant information to navigate the program.

emails very informative

Shirley Lee was very helpful when I first arrived in Toronto; she met with me and brought me up to speed on everything I needed to know after having been unable to attend the orientation session.

I haven't had any interaction with the administrative staff.

With all required information and logistics

Have helped keep me aware and organized in terms of the meeting program requirements

I have never known administrative staff to respond to concerns so quickly.

Q9c. Other students

Very supportive, good environment, great people.

Strong social network is built because we have our own lounge where we can socialize.

We have all worked really well together. Everyone is willing to help you brainstorm and edit your work and there is always someone around who can explain concepts to you.

Some of the students are very pleasant and friendly. I always appreciate hearing their thoughts/perspectives/stories in class. Most seem eager to help support each other and offer advice/assistance. Quite often they make me laugh because they have funny dialogue about similar issues that I struggle with.

learn from their experiences and knowledge

I have found most of my fellow students to be enthusiastic about school and motivated to learn, which is a refreshing change from my undergraduate program. There is a general feeling of momentum amongst the students that I appreciate.

Very helpful and supportive, ready to step in and explain things that I don't understand.

Supported to adjust myself in the program

The other students in this program are invaluable to my learning. The Grad Lounge is a special place where we often meet and support each other.

Have been supportive and helpful which has created a real community of learning in this program.
We have grown close as a group and have provided support to each other.

Please list all the ways in which the following people have made your learning more difficult.

Q10a. Professors

When readings are not available on black board.
Challenging to accommodate sometimes.
Part - time staff who do not have offices on campus makes it quite difficult to arrange meetings for further assistance
Sometimes professors are not clear with their expectations for assignments. Some readings were not made readily available. Sometimes readings were changed at the last minute making it hard to keep track of what was expected.
They always challenge me to do better, but that is a good thing in the end. I have not had any opportunity to meet with my assigned faculty/adviser, only one initial meeting that was cut short, I had different assumptions that this person play a more significant role for support.
not providing readings in sufficient amount of time, not answering emails, unavailable during office hours
One professor has a teaching style which does not complement my learning style. We are given pop-quizzes, ostensibly to provide her with information about what we need to spend more time on in class, but the class universally considers them to be tests of whether or not we have done the readings. In this class there has been quite a bit of confusion about the readings, as well, with the professor choosing readings that are not available online, and sometimes failing to put a hard copy in the grad lounge in a timely fashion.
I can't think of a single thing in this regard.
N/A
It seems as though some professors have chosen to build course content around their own research. While this is valued, many students have other interests. This makes it difficult to connect to course content and have interest in class discussions.
Only one professor has made this experience more challenging in terms of making assigned readings so challenging to access in a reasonable amount of time, this was especially more challenging for part time students who were not on site every day and so were unsure of when the assigned readings would be made available for them
Some professors have been unclear about expectations and standards. While it has been okay for me, as I just completed my undergraduate degree, some of those who have been out of school for several years have been voicing concern.

Q10b. Administrative staff

Do not advise you to the proper place.
My faculty adviser is amazing and super helpful in my navigation through the course
N/A
The administrative staff are mostly very helpful but it would be better if the graduate office was more accessible in terms of location within the ECE program.
- More assistance in navigating a new program
I have not had much interaction with the administrative staff.
N/A
Not applicable
n/a

Q10c. Other students

Intimidating.

N/A

Some students present an attitude of exclusion, although this is probably unintentional, and may be my own warped perception. There is a natural tendency for certain people to stick together and form strong relationships, in groups that appear like "cliques," and make others feel not part of their group. Also, some individual students have demonstrated disrespect through gossiping/judging, and presenting a slightly arrogant attitude/sense of entitlement.

using terms that aren't known by everyone but talk like they are i.e. IEP

Nothing that I can think of.

N/A

Not applicable

n/a

How is the focus on inclusion and diversity reflected in the program?

Q11a. Course readings

Yes

Course readings are relevant to course topics and are culturally diverse to the population we will be working with.

Huge focus on inclusion and diversity.

The focus on inclusion/diversity is powerful in the ECS program. Each professor makes connections with inclusive policy and practice covering a range of scenarios for others to reflect upon. Also, each course makes strong connections with other courses to build upon that helps to reinforce learning concepts. This is an element of the program that I find is a strong complement to my own learning style and beliefs, especially because in the humanities we can all learn how to "walk the talk."

learn about many different theories, cultures, perspectives

Certainly reflected. A variety of literatures from different perspectives.

Readings have covered a wide variety of perspectives. In Social Justice and Theoretical Frameworks there has been a particular focus on marginalized voices in the readings.

In CS 8904, we have read about Critical Disability theory, Critical race theory, Post-colonial theory and Queer theory, to name a few.

Reading materials on different theories

Most classes incorporate multiple perspectives on diversity and inclusion.

Strongly reflected in Theoretical frameworks, cross cultural class , and in research in lab school assigned readings

I have noticed diversity reflected in the readings for two of my courses, but from two very different viewpoints.

Q11b. Lectures and discussions

Yes

Huge focus on inclusion and diversity.

The lectures are focused on the topic of inclusion/diversity, with strong connections between readings, and writing and dialogue to reinforce and promote these ideas. Each professor provides great opportunity for student engagement with the material.

very open to others opinions not just the professors, open mindedness

In all classes except perhaps Research Methods, we have had many discussions centered on diversity. In fact, due to the diversity of our cohort, issues of diversity are raised in nearly every class.

In CS 8904, we regularly have very interesting class discussions on the inclusion and diversity. Through discussion on how to Incorporate theoretical knowledge into practice and by providing examples

All classes practice inclusive language

Same as above

It comes up occasionally in some of my courses, but only really discussed in one.

Q11c. Students

Yes

We have both local and international students who provide a rich context when deconstructing issues faced in our field.

The student body is very diverse and when we get together it gives me the opportunity to learn a lot about other ways of life.

The population of students in this cohort is diverse. There is a range of culture, age, experience and other indicators to demonstrate a reflection of diverse perspectives. The students bring individual experience and knowledge to share and helps to further build on the concepts of inclusion and diversity.

open to hearing other perspectives, share stories

Because there is such diversity among our cohort, there have been many unique perspectives brought to the classroom.

Through integrating students from different social and cultural backgrounds

In class students are reminded to be respectful and aware. There have not been any issues.

As students come from various cultural backgrounds as well as different work experiences the discussions in class were added to by their perspectives on issues that were raised.

Q11d. Instructors

Yes

All of the instructors represent diverse backgrounds and incorporate experience with a wealth and depth of related knowledge and experiences.

Instructors have made a point of highlighting oppressed and marginalized voices.

Instructors representing different social and cultural backgrounds; also having knowledge on diverse areas

The professors come from a range of backgrounds, in terms of educational and professional as well as culturally. This provides multiple perspectives in the program.

Readings and the discussions that were encouraged in class strongly supported a more inclusive and cultural focus in the field of Early Childhood Studies

Q11e. Staff

?

The staff seem diverse and respectful.

N/A

Not sure

Q11f. Other (please explain)

N/A

Please rate the following resources you have used on campus or online: (Very satisfied, Somewhat satisfied, Neither satisfied nor dissatisfied, Somewhat dissatisfied, Very dissatisfied, Not applicable)

Q12a. Library electronic and print materials

Very satisfied = 5

Somewhat satisfied = 7

Very dissatisfied = 1

Q12a. Graduate student support

Very satisfied = 6

Somewhat satisfied = 4

Neither satisfied nor dissatisfied = 2

No response = 1

Q12a. ECS Graduate Lounge located at KHW358

Very satisfied = 10

Somewhat satisfied = 2

No response = 1

Q12a. YSGS Graduate Lounge located at 111 Gerrard St. East

Neither satisfied nor dissatisfied = 5

Not applicable = 7

No response = 1

Q12a. The Writing Centre

Very satisfied = 1

Somewhat satisfied = 1

Neither satisfied nor dissatisfied = 2

Somewhat dissatisfied = 1

Very dissatisfied = 1

Not applicable = 6

No response = 1

Q12a. The Learning and Teaching Office (e.g. RA/GA support and preparation)

Very satisfied = 1

Somewhat satisfied = 3

Neither satisfied nor dissatisfied = 4

Not applicable = 4

No response = 1

Q12a. Test Centre

Neither satisfied nor dissatisfied = 4

Not applicable = 8

No response = 1

Q12a. Access Centre

Somewhat satisfied = 1

Neither satisfied nor dissatisfied = 3

Not applicable = 7

No response = 2

Q12a. Counselling services

Somewhat satisfied = 1
Neither satisfied nor dissatisfied = 3
Not applicable = 8
No response = 1

Q12a. Other resource

Neither satisfied nor dissatisfied = 2
Not applicable = 7
No response = 4

Q12b. If you indicated 'Other resource' in Q12a, please specify

No response = 13

Appendix VII: University Faculty Survey

FCS Scores for the Graduate Program "Early Childhood Studies"

Semester	Method of evaluation	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	No. of prepared surveys	No. of received non-blank surveys	Particip. Rate, %
Fall 2007	Online	1.1	1.3	1.5	1.8	1.5	1.7	1.8	1.7	1.4	1.3	1.7	1.8	1.8	1.7	105	88	85
Winter 2008	Online	1.1	1.2	1.5	1.5	1.4	1.4	1.4	1.8	1.4	1.2	1.7	1.3	1.5	1.7	137	72	53
Fall 2008	Paper-based	1.5	1.3	1.5	1.3	1.4	1.3	1.5	4.1	3.8	2	1.7				127	108	85
Winter 2009	Paper-based	1.3	1.3	1.5	1.5	1.5	1.4	1.4	4	3.5	1.9	1.7				109	82	75
Fall 2009	Online	1.3	1.3	1.8	1.4	1.7	1.7	1.7	1.7	1.8	1.3	1.5	1.2	1.5	1.8	85	49	58
Fall 2009	Paper-based	1.3	1.4	1.8	1.7	2.1	1.9	2.2	2	1.9	1.5	1.8	1.4	1.8	1.9	43	38	88
Winter 2010	Online	1.1	1.4	1.7	1.7	1.8	1.7	1.4	1.7	1.5	1.3	1.4	1.3	1.8	1.7	82	28	34
Winter 2010	Paper-based	1	1.1	1.1	1.3	1	1.2	1.2	1.5	1.3	1.2	1.2	1	1.2	1.3	51	28	55
Fall 2010	Online	1.1	1.2	1.8	1.8	1.3	1.4	1.8	1.8	1.8	1.3	1.5	1.2	1.5	1.9	80	43	54
Fall 2010	Paper-based	1.2	1.3	1.5	1.4	1.8	1.5	2	1.8	1.5	1.5	1.5	1.5	1.3	1.5	32	27	84
Winter 2011	Online	1.4	1.2	1.7	1.7	1.2	1.5	1.5	1.8	1.4	1.1	1.8	1.3	1.8	1.7	78	54	71
Winter 2011	Paper-based	1	1	1.2	1.3	1.2	1.1	1.4	1.1	1	1.1	1.2	1.1	1.2	1.1	21	21	100
Fall 2011	Online	1	1.2	1.1	1.1	1.2	1.4	1.2	1.3	1.1	1	1.2	1	1.1	1.4	80	25	31
Fall 2011	Paper-based	1	1.3	1.3	1.4	1.4	1.8	1.4	2.2	1.1	1.3	1.4	1.2	1.3	1.8	22	17	77
Winter 2012	Online	1.2	1.5	1.8	1.5	1.9	1.5	1.3	1.8	1.4	1.2	1.8	1.4	1.4	1.9	89	35	51
Winter 2012	Paper-based	1	1.1	1.2	1.2	1.4	1.2	1.3	1.1	1.1	1.1	1.2	1.1	1.2	1.4	25	21	84
Fall 2012	Online	1.2	1.4	1.9	1.8	1.4	1.4	1.8	1.4	1.2	1.1	1.5	1.2	1.8	1.9	71	27	38
Fall 2012	Paper-based	1.1	1.4	1.8	1.8	1.7	1.7	1.8	1.9	1.5	1.2	1.5	1.4	1.7	1.8	485	381	78
Winter 2013	Online	1.2	1.2	1.4	1.4	1.3	1.7	1.1	2.4	1.2	1	1.4	1.2	1.8	2	74	28	38
Winter 2013	Paper-based	1	1	1.1	1.2	1.1	1	1.3	1.2	1	1	1.1	1	1.1	1.2	39	20	51

Question Legend

Fall 2007 - Winter 2008, Fall 2009 - to date

- Q01. The instructor is knowledgeable about the course material. (1=Agree, 5=Disagree)
 Q02. The course material is presented with enthusiasm. (1=Agree, 5=Disagree)
 Q03. The instructor stimulates my interest in this subject. (1=Agree, 5=Disagree)
 Q04. Concepts are clearly explained with appropriate use of examples. (1=Agree, 5=Disagree)
 Q05. I get timely feedback on my assignments. (1=Agree, 5=Disagree)
 Q06. I get constructive feedback on my assignments. (1=Agree, 5=Disagree)
 Q07. The course handouts / postings contain all of the information I need about the organization and operation of this course. (1=Agree, 5=Disagree)
 Q08. The assessment methods, including tests, provide a fair evaluation of my learning. (1=Agree, 5=Disagree)
 Q09. Students are treated with fairness and respect. (1=Agree, 5=Disagree)
 Q10. The class meets as scheduled and on time. (1=Agree, 5=Disagree)
 Q11. The course is well organized and managed. (1=Agree, 5=Disagree)
 Q12. The instructor is available for consultation as specified on the course handouts/ postings. (1=Agree, 5=Disagree)
 Q13. This course provides a valuable learning experience. (1=Agree, 5=Disagree)
 Q14. The way this course is taught helps me to learn. (1=Agree, 5=Disagree)

Fall 2008 - Winter 2009

- Q01. The faculty member presents the course material in a well organized manner (1=Agree, 5=Disagree)
 Q02. The faculty member demonstrates an enthusiasm for the course material (1=Agree, 5=Disagree)
 Q03. The faculty member responds clearly to student questions (1=Agree, 5=Disagree)
 Q04. The faculty member treats the students with respect (1=Agree, 5=Disagree)
 Q05. The faculty member deals fairly with the students in this course. (1=Agree, 5=Disagree)
 Q06. The faculty member is available during posted office hours (1=Agree, 5=Disagree)
 Q07. Overall, the faculty member was effective. (1=Agree, 5=Disagree)
 Q08. Rate the level of the course material. (1=Elementary, 5=Advanced)
 Q09. Rate the amount of material in this course. (1=Light, 5=Heavy)
 Q10. The tests and other evaluations in this course provide a good measure of student accomplishment. (1=Agree, 5=Disagree)
 Q11. Overall, the course was worthwhile (1=Agree, 5=Disagree)

Appendix VIII: Alumni Survey

No. of prepared surveys	No. of received non-blank surveys	Particip. Rate, %
146	22	15%

Q1. *

Please indicate your convocation/graduation term

Spring 2007	-
Fall 2007	1
Spring 2008	2
Fall 2008	2
Spring 2009	-
Fall 2009	-
Spring 2010	2
Fall 2010	6
Spring 2011	1
Fall 2011	-
Spring 2012	-
Fall 2012	4
Spring 2013	-
Fall 2013	4

Total response 22/22

Q2. *

How did you choose to complete the degree program?

Full-time	18
Part-time	3
Full-time to Part-time	-
Part-time to Full-time	1

Total response 22/22

Q3. *

What is your current status?

employed	17
not employed	3
a student	2

Total response: 22/22

Post-ECS graduate Employment

When did you get your first full-time job after graduating from the Early Childhood Studies Masters of Arts program?

Q4.

From Month/Year

Sep 2013	2
Jul 2013	1
Sep 2011	1
Apr 2011	1
Jan 2011	1
Oct 2009	1
Sep 2009	1
Aug 2009	2
Oct 2008	1
May 2008	1
Jan 2008	1
Jun 2007	1
May 2007	1
Apr 2007	1
no response	6

Total response 16/22

Q4b.

Employer / Organization / Institution

Brighton School
COSTI Immigrant Services
Downsview Park
Foster Care
Macaulay Child Development Centre
OPS/MCYS
Peel DSB
rethink breast cancer
School Board
Self-employed
Sheridan College
Sheridan Institute of Technology and Advanced Learning
St. Lawrence College
The Stop Community Food Centre
Wesley Urban Ministries
Woodgreen Community Center
YWCA

Total response: 17/22

Q4c.

Position or Role

Child & Family Worker
child life specialist
Children's Community Worker
Community Kitchen Coordinator
Counsellor for new immigrants
ECE
Elementary Teacher
Full-time Faculty
Manager of Parenting Centres
Professor
Professor, Early Childhood Education
Program instructor for school programs
Research Consultant
Senior Policy Advisor
teacher
Team Leader- OEYC
Tutor

Total response: 17/22

Q4d.

Additional information: (optional)

Also part of the FDK implementation team and lead support to ECEs within our board
Got hired as a Professor (part-time) in September 2010 at Sheridan
I was already employed prior to starting the program, so I chose the earliest selection for Q4.
I worked as full-time faculty in the ECE department at the college.
It took a long time to get a job after graduation. One barrier to finding a job from the Master of Early Childhood Studies program was the fact that I was not eligible to be affiliated with the College of ECE which impeded me from getting jobs related to the Master's degree.
I never stopped working during my full time masters, I had my own child life practice, and just continued to add more new roles as I moved through the Masters program
I completed my degree part time and was already employed in a management position with a municipality
contract employment
I was employed before I entered the MA program.
The MA program was not the reason for my full time employment.
Was already employed, this job change happened one year after graduation.
Contract position that will be ending soon as the guide that I was hired to update is nearly complete.
I was already working there before my Masters program, and went back after I finish school!

Total response: 12/22

Q5.

Have you changed your job or position since you graduated? If so, please give the details in the following box.

Yes. After working as the Community Kitchen Coordinator, I have worked as a Research Analyst at George Brown College and a instructor at Ryerson University's ECE undergraduate program. Currently, I am working as a Grants Officer at the Children's Aid Foundation.
Since I started I have moved from program instructor to program coordinator. I now run all school and community education programming at the park. I am also in charge of the 3 camps that are run on site.
Yes, I am now Child and Family Programs Coordinator at Thorncliffe Neighbourhood Office - Ontario Early Years Centre.
When I applied for my present job I was in the MAECS program part-time and was able to say that in my interview.
No, just position title
Yes, after I completed the master's I was able to switch positions to one that focused on early childhood development.
I began teaching part-time at Humber College 1 week after I finished the program. I taught part-time at Humber, Sheridan and Guelph-Humber for 1 year until I was hired full-time by St. Lawrence college and relocated for the position.
I'm currently the Case Management Supervisor at Massey Centre for Women supporting young parents in terms of achieving their full potential. I'm also pursuing a Master of Social Work degree through the University of Windsor on the weekends.
Yes, I left on Maternity leave, I currently work as an occasional teacher.
Curriculum Head - HPE - Secondary School
no
I moved from a municipality to a school board
I currently have applied to teacher's college in the Fall and quite enjoy the constant interaction working with children from ages 4-16. I did take a break following grad for the purpose of self-reflection and relaxation. I hope to get settled over the next year or so, planning to then complete my doctorate.
No. Early Childhood Studies MA is not very recognized in the child welfare sector.
I was recently hired part-time by George Brown College as a Field Faculty in the Early Childhood Education diploma program and the Early Childhood Leadership degree program.
No
Presently, not working, home with 2 children!

Total response: 17/22

Post-ECS Graduate Education

If you were/are a student, we would like to know the following:

Q6.

When did you start your program?

Q6b.

Program

Q6c.

Institution

Sep 2013	Humanities, Social Services and Social Justice Education	OISE/UofT
Sep 2013	Child Life Studies Diploma	McMaster University

Sep 2012	Masters of Social Work	University of Windsor
Nov 2011	MA ECS	Ryerson University
Sep 2011	Master of Arts in Early Childhood Studies	Ryerson University
Sep 2010	B Ed	OISE
Sep 2009		
Sep 2008	Masters of Early Childhood Studies	Ryerson
Sep 2007	MA Early Childhood Studies	Ryerson University
Sep 2007	MAECS	Ryerson
Sep 2007	MAECS	Ryerson

Total responses: 11/22

How did the Early Childhood Studies, Master of Arts program contribute to your professional and/or personal growth in terms of:

Q7. Knowledge?

Increased my knowledge about inclusion and diversity in early learning environments.
Prepared me for advanced roles in the field.
The MAECS program broadened my knowledge of the breadth theory in ECS. It also gave me more hands-on knowledge regarding designing research studies and conducting research processes.
Truly I don't think that I would have done so well in the position if I didn't have the graduate degree. I learned so much about the internal workings of education along with the terminology associated with it in the MAECS program. Because of my enhanced understanding I was able to fit into to the Dufferin Peel CDSB senior levels without feeling out of my depth and all of my courses contributed to that.
It helped me focus on an area of expertise within the field
access to and study of the literature
Although I already had a solid knowledge base of the field going into the program, it allowed me to view perspectives that were diverse from my own and helped me look at child care in many different contexts.
I was able to get a supervisory role which I believe was a result of my masters' degree. The program also spoke a lot about anti oppression/ diversity in the course which has given me insight to power dynamics which I implement in my work.
The program was very beneficial, increased my knowledge of the field extensively.
Research details and methodology
great research courses - varied
My theoretical knowledge was strengthened substantially
I feel more academically sound and knowledgeable. My writing and research skills are definitely a plus, feeling confident in having chosen the MRP option. I feel encouraged and entertained to change the world in multiple facets of education; the question remains where to start. I hope at the board level for now!
Learning about variety of issues related to early childhood.
Being exposed to varied perspectives on inclusion, other cultures and conducting research with children.
Learning about varied curriculum designs.
Learning about different theoretical perspectives.

Unfortunately due to the whole program focusing solely on educational practices rather than a wide range of practices I find that I have not use much of the knowledge in my day to day practice.
The ECS, Master of Arts program was helpful in my personal growth. The discussions helped my analytical mind develop with precision. I took advantage of all the opportunities for discussions to further my learning. On the professional front, it has contributed toward strengthening my confidence.
deepened my understanding of contemporary issues in Early Childhood Education
The MRP gave me an opportunity to research a topic of great interest to me which increased my knowledge on inclusion and inclusive education. I was fortunate enough to be supervised by Kathryn Underwood whose immense knowledge in the area helped me expand my own knowledge and thinking. I learned how to read articles critically and disseminate the knowledge I gained in the small seminar style based courses.
There is no way I can summarize all that I learned from this program. Needless to say, it was a great deal.
<ul style="list-style-type: none"> - Research methods (particularly qualitative research methods) - theoretical understanding of theories relevant to childhood studies - knowledge specific to my research area of interest, gained through MRP work
This is a difficult question to answer. I wouldn't say that I learned a great deal about specific topics in graduate school; rather, I learned how to learn.
I definitely learned a lot; how to do research; how to look at the things for different perspective!

Total response: 20/22

Q7. Skills?

The MRP and courses helped me continue to develop my research, critical thinking, writing, and presentation skills.
Anti-oppressive framework and understanding of children and families
Increased empathy and compassion
Writing an MRP brought with it a host of research skills - literature review, research design, implementation of research processes, and analysis & dissemination of findings. Developing these skills further was key to my personal and professional growth. I also feel that the MAECS program gave me an opportunity to hone my critical reading and reflective skills, in a way that my undergraduate experience did not.
Improved supervisory and leadership skills in an educational environment. Greater confidence in public speaking in small or large groups. The MAECS gave me the opportunity to become an instructor for a DE course with Chang School where I continually try to challenge students' critical thinking beyond traditional ideas just as I was challenged in MAECS classes.
I was introduced to the qualitative approach which helped broaden the scope of my research capabilities. I learned to work at a faster pace and in a more efficient manner
research, assessing quality of evidence, some networking
It provided me with the critical thinking skills that I now use with my students as we analyze different avenues of the field, as well as research skills that I use to develop my lectures and keep my students informed of current practice in the field
The program was very beneficial, improved my research skills greatly.
executing the Research Ethics review process was a good skill to gain
My research skills and my writing are stronger
Critical thinking Writing skills Evaluating research Problem solving

Conducting own research Presentation skills
The program helped me in my analytical ability and improved my writing skills.
significantly developed critical analysis, organization, communication and problem solving skills
MRP helped strengthen my research skills.
I learned the skill of doing research and finding relevant information that can be disseminated to a wide group of people.
<ul style="list-style-type: none"> - Critical thinking skills - Writing skills (being more concise in my writing, further developing my writing style or 'voice', etc) - Research skills (gained through coursework and completing MRP - conducting literature searches, qualitative data analysis, conducting critical analysis of published research) - Presentation and speaking skills (gained through class presentation and working as a graduate teaching assistant)
For example, better and more comfortable at doing presentation; different perspectives at many things at work

Total response: 17/22

Q7. Habits?

The MAECS program helped encourage better critical reading habits, and my experience there gave me space to integrate technology into my studying in a way that I hadn't encountered previously. I transitioned from using paper print-out text to digital text, using iPad tech.
Greater appreciation of professional learning and intentional approach to promoting the same with Early Years Teams within the school board. Didn't know about PLCs before taking graduate studies.
NA
I have always been well organized but the program really helped with my time management- I thought it was the most challenging year until I started teaching full time but with my history of managing time effectively I excel at this in my job today.
The program was very beneficial, improved my overall work habits
Dedication and responsibility
keep up to date with research
I am much more methodical when approaching a project especially one that involves writing
Organization
The program contributed to my becoming a Thinker.
I would say I developed some...bad academic habits in grad school :) Too much coffee and too many late nights!

Total responses: 11/22

Q7. Contacts?

The program helped me make lasting connections with alumni, who are now professionals in the field, and with instructors and professors.
NA
Greater notability in the field
<p>I feel very connected to the Faculty of ECS, having completed my undergrad there, and the MAECS really strengthened those connections.</p> <p>I also feel connected to my cohort of students - and now that we are involved doing different things - i feel like our sphere of contact has expanded.</p>
Cannot say that I made lots of contacts that endured perhaps because I was one of older

students with well established family support sector connections. However I did meet key people such as Diane Riehl who now leads FDK at the MOE also Cathy Coulhard (??) at Sheridan who I later collaborated with on FDK work. Also getting to know faculty at Ryerson has been very advantageous to initiating change in the field- e.g. Systems' Integration Modules that were designed with expertise from Ryerson for the benefit of supporting professionals to undertake change.
I made a few contacts in the field and have been able to maintain them
some
I have used two professors from the program as references for both job applications, as well as PhD program applications. The professors have been easy to approach and have always made time to assist me in my career choices.
I have also kept in touch with many students from the program which is great for networking as we develop our careers
This program was not useful for me in creating contacts.
I have kept in touch with many fellow students and pros
I made a number of new professional contacts
It is a relieving and reassuring feeling to be an alumni from the Ryerson community. The staff and support were remarkable and I hope that one day I may also seek employment and find further opportunities there. The extensive commute was worth every dream and accomplishment. Even beyond grad, faculty have always been willing to support my dreams and goals. Thank you Marni Binder and Michael Muelleur!!!
Not helpful
Not really!
I have maintained contact with a few professors from the program including Kathryn Underwood, Kathleen Peets and Rachel Berman. I have also stayed in contact with most of my cohort which is beneficial as we have gone in both similar and different directions upon graduation.
Yes - contacts in terms of *professors in the department *my classmates as well as former ECS graduates I have since connected with *classmates from other disciplines who I met through the GA professional development seminars *professionals and academics working in the field through guest speakers, participation in conferences, class assignments

Total responses: 16/22

Q7. Other?

I am not sure it did. It was a great year. It helped me grow as a student and gain a greater understanding of group work and made me a more confident speaker, but I am not sure the program helped me too much.
A rich learning experience that continues to resonant frequently in my professional life. Thank you for the privilege and for your democratic non-hierarchical approach to education. I felt very welcome and comfortable as an adult learner
I am currently significantly underemployed. Further support in directing students to jobs within the field would be extremely helpful, especially for younger students who may have less work experience in the field.
An unforgettable experience.
My experience working as a GA and participating in the Learning and Teaching office greatly enhanced my teaching and presentation skills and further confirmed my desire (and employability) pursuing a career teaching in higher education.
Would look for a different job later on!

Total response: 6/22

Curriculum feedback

The Early Childhood Studies curriculum and course descriptions can be viewed online at:
http://www.ryerson.ca/content/dam/ecs/graduate/documents/Pages_59_62_from_FWS13.pdf

Q8

Please identify courses (and the MRP if applicable) that you found particularly helpful.

- Risk & Resilience
- Social Research with Children
- MRP
- Cross-cultural Development

Theoretical Frameworks for Childhood Studies. It was the basis of everything. The year I told it David (can't remember his last name) was in charge and he was utterly fantastic. Hardest course I took, but also the best

Social Justice in Education

Human Services Evaluation

Social Research with Children

Cross cultural Development
Social research with children

CS8904 - Theoretical Frameworks - for sound and broad theoretical foundations

CS8923 - Social Justice in Education - for clear integration of the range of social justice issues and approaches necessary for equitable education

CS8930 - Social Research with Children - for understanding of and experience with a broad range of research methods used in research with children

CS8901 - Research Methods in ECS - for support in developing research questions and research proposals

I opted to take 10 courses instead of MRP.

Courses that stick out for me are: Theoretical Frameworks/ Literacy with Judith Bernhard-many ideas have been brought forward to present board practice/ Educational Change-Elaine Frankel-extremely useful for understanding education/ Resilience with Kim Snow/ Research Methods with Mehru -continually useful as research projects are undertaken at school board/Inclusion with Angela Valeo/Children's Rights -Pat Albanese/-all dynamic professors who are passionate who engaged well with students and were passionate about their area of expertise.

MRP- was helpful but there were many issues with many steps in the process which I will get in to at the end of this survey

Children's Rights

Cross-Cultural Development

Research Methods-although I think statistical methods or mixed methods approached need to be delved in to. Maybe a separate course

Families and Equity

<p>CS8904 Theoretical Frameworks for Childhood Studies CS8933 Directed Studies MRP CS8930 Social Research with Children CS8901 Research Methods in ECS should have been helpful, but my year was disastrous</p>
<p>The courses that I thought were most relevant to the program were:</p> <ul style="list-style-type: none"> *social justice *research methods (although I would not admit it at the time) *inclusion: educational change *social research with children *children's rights *cross cultural development <p>There courses were particularly helpful to me as they allowed me to look at the lives of children and families from multiple contexts and pushed me outside of my comfort zone. These classes introduced me to new concepts and aspects of the field that I had never experienced before</p>
Risk and Resiliency
<p>I found the MRP process was the most useful experience I took out of the program. Course that were also very useful for me include, Roma's Dual language course, Research Methods, Theoretical Frameworks and cross cultural Human development.</p>
<p>Research Studies; Community Planning</p>
<p>Kim Snow - risk and resilience M. Ali - Research methods F. Hare - human services evaluation Pat Corson - theoretical frameworks</p>
<p>Theory Queer Theory Social and Political Contexts Curriculum</p>
<p>The research methods; I feel that it should be offered over a two term semester, with two facets. The learning are remarkable especially for future researchers.</p>
<p>MRP</p> <p>Social research with children</p> <p>Research Methods</p>
All the courses were helpful.
<p>I was able to find something positive in every course. Every course that I enrolled in was helpful in my development. The MRP gave me the opportunity to work in my area of interest. Since completing the program, I have steadily progressed in my understanding of children and education. It is a fascinating field and there is still much to uncover.</p>
<p>Curriculum Design Social Justice in Education Research Methods Theoretical Frameworks MRP</p>
Research Methodology, Families and Equity, and the MRP
<p>- MRP (I think this is key to being able to market yourself after graduation. I was able to conduct my MRP in a topic related to child life studies, thereby making an "early childhood studies" degree much more relevant to an applied field of practice).</p> <p>- Social research with children (I really appreciated the hands on component and found the</p>

coursework and readings highly relevant to any type of work with children, in addition to "research" with children)
 - Theoretical Frameworks - I really enjoyed this course and it created a strong foundation both for other courses and the MRP

Inclusion
 families and equities
 risk and resilience
 children's rights

Total response: 21/22

Q9

Were you employed as a Teacher Assistant (TA) or a Research Assistant (RA)?

Yes	12
No	10
Total response	22/22

Q9b

If yes, briefly tell us how you benefitted from TA and/or RA opportunities?

The RA and TA experiences at Ryerson University helped me to work with experts in the field and develop my research skills. The opportunities also helped with the financial aspect of being a student.

I was both a TA and an RA.

Being a TA was a great way to see what was being done in the undergraduate program. I was in a 4th year class that was very hands on so it was great to get ideas from the students and assist them in success.

Being an RA was a great way to learn techniques for research collection. I was involved in collecting data working with children. It was an incredible experience and one of the highlights of the year for me.

Teaching and grading experience, re-examination and implementation of content in new ways, responsibility to students and faculty.

I was a TA in both the fall and winter semesters in the child development course. This was an excellent experience for me as I not only got to work with a great mentor but I was able to conduct my first lecture with first year students, as well as learn the 'ins and outs' of grading in an undergraduate program. I felt that this experience helped to clarify my future goals of wanting to become a professor myself. This experience was paramount to my current success.

Working along Dr. Francis Hare as TA was one of the best experiences. He taught me a lot during the process and the money was fantastic. I was grateful for the opportunity to work across departments in the CYW program.

Working as a TA gave me a wonderful experience and increased my passion for teaching at a post secondary level. The experience of working directly with my professor taught me and assisted me in my professional growth.

RA role helped me financially and gave me more insight into teaching in the future.....

Aside from the experience, the workshops and extra opportunities were amazing. I took advantage of many. John Paul Fox was a great mentor and the rewards of being an assistant for me were a life changing experience. I hope this opportunity is in my cards for the future.

Working with a professor/ researcher
Improve on my writing skills
Identifying relevant scholarly literature
I assisted Kathleen Peets in Cognitive Development and Language Development. She gave me the opportunity to lead some tutorials which exposed me to lecturing in front of a large group of students. I graded mid-term and final exams, as well as weekly responses. I benefited from being a TA because I had the opportunity to see if I enjoyed teaching at the post secondary level, which I found out I did.
This was an amazing experience that allowed me earn some money while I studied and at the same time I was able to make some professional contacts that I would later use as my references.
<ul style="list-style-type: none"> - PRACTICAL experience! A very strong addition to any resume. - Skills: presentation skills, time management, interpersonal skills working with diverse student body, assessment skills involved in grading assignments - I greatly enjoyed my experience working as a TA and it gave me an opportunity to see how much I enjoy teaching in a post-secondary environment - I learned a lot from the students, my supervising professors, and content from the courses themselves!

Total response: 12/22

Q10

Did you participate in any conferences or workshops?

Yes	11
No	10
n/r	1

Total response 21/22

Q10b

If yes, briefly tell us how you benefitted from conference and/or workshop opportunities?

I presented my MRP at a few conferences in Canada. The conferences were a good networking opportunity to meet others in the field. Additionally, it was important to keep up to date about the research in the field and learn about other projects.
I spoke at a building healthy communities conference. It was a fantastic opportunity and wish that I had been involved in other ones. I also wish more were offered for us as it would have been a great way to network with people from the larger childhood studies world.
I went to Victoria to present on research conducted with Faculty at Reconceptualizing Early Childhood Education 2013. It was very useful in terms of establishing contacts in the field and exposure to new ideas and the terrain explored in ECS.
I presented my findings for one paper at an internal event
I participated in many workshops at Ryerson including topics ranging from 'how to grade as a TA' to social inclusion within the classroom. There were many workshops available (especially to TA and RA students) which I found to be excellent learning opportunities.
always gaining new skills and knowledge - keep myself up to date
See above!

The Writing Workshop was helpful at a time when we were preparing to work on the MRP. A workshop on how to use the Library for research was beneficial.
Going to conferences and workshops during my graduate studies gave me the opportunity to network and meet individuals in the industry. I met Dr. Pascal at a conference and had the chance to speak to him about child care. When I began working at Macaulay I emailed him asking if he would like to write something which would be included in the manual I am editing and he agreed. If I did not meet him at the conference, chances are I would not have emailed him asking for his help. He was happy to help me.
The CERSIS conference was such a wonderful experience because I was able to present my research findings to a wider audience and at the same time I was able to learn what my fellow academics in the field were researching.
<ul style="list-style-type: none"> - Networking opportunities - Experience presenting academic research - Communication skills (in terms of delivering a presentation, as well as networking with other attendees) - Exposure to new and varied research topics

Total response: 11/22

Q11

Kindly recommend any changes you would like to suggest to the Early Childhood Studies, Master of Arts program.

1) I would advertise it as being primarily meant for ECE students. I was not an ECE and felt that the material was often not applicable. I was coming in through education world and was told that since it goes up to age 12 (early childhood that is) it would be more general. It was not.
2) There was a lack of communication. We had a very tumultuous year and it was frustrating the lack of communication from administration, especially after our program coordinators departure.
Placement, preferably clinical
<p>Make it clearer to students that finding a supervisor for an MRP is a challenging process, and not guaranteed.</p> <p>Establish working communication frameworks and support between Coordinators, Directors, Faculty and students.</p> <p>List only the courses that will actually be offered in brochures, website, etc, and update course list to reflect actual history and availability of courses offered.</p>
Because I was a part-time student I was able to study and integrate my learning into my present work context in incremental steps and I think that this lead to greater intrinsic motivation to learn as much as possible. Some of the students who came in directly from undergrad without any work experience seemed a little overwhelmed at times with so much to digest in a short 11 months. My recommendation would be to encourage students to work for a couple of years first in order to gain greater benefit from graduate studies.
<p>The courses were generally useful and appropriate teaching methods were applied. However, the MRP process was an absolute, pardon my directness but a mess!</p> <p>I had to contact over 15 Professors in the summer. I ended up with a supervisor from a different field (child & youth work). I had Professors consistently give me compliments on my academic writing but there were so few Professors that were available during the summer. I found that it was much easier for those who had done the undergrad program and that those who came from the outside and had to make new connections, struggled a great deal. Because my supervisor was not in my program and I had never taken her course I did not know her well enough. It turns out that my experience was a nightmare, she became so distanced from my MRP that she did not even bother to look at my data. Towards the end, after the oral exam I had another Professor step in and help me. Turns out my supervisor wanted to quit on me and was allowed to 2 days</p>

<p>before my MRP was due but when I wanted to find a different supervisor months before the deadline I was told that it would not be possible. This matter was addressed after I graduated and I addressed it because other faculty members urge me to do so.</p> <p>The timeline for the MRP is so tight that there has to be a more efficient way of handling situations and more assistance for students with these kinds of issues</p>
<p>Two half courses on research methods and statistics taught by competent staff are essential to build the necessary foundations for conducting research for the MRP.</p> <p>More opportunities to present work and collaborate with faculty.</p> <p>I would have appreciated more options - they were limited in my year.</p>
<p>I would recommend changing some of the 'core courses' as I found them to be a little more dull and unenthusiastic than the electives. Most students should come in with a background and an understanding of the field so courses such as 'theoretical frameworks' and 'curriculum studies' may not be as beneficial as they seem.</p>
<p>Overall I had an amazing experience in the MAECS program</p>
<p>Further support for post graduation, would benefit the program greatly. More awareness of programs or jobs that require a MA in Early Childhood Studies would benefit the graduates of this program. Underemployment is very discouraging. More information sessions and contact with possible employers would be very helpful. Research job opportunities for graduates of the program would be a great transition for many people.</p>
<p>More courses available during the terms, there seemed to be a limited amount of choices.</p>
<p>More support for more intensive MRP/thesis research - maybe even more time to execute the studies, starting earlier?</p>
<p>I found the program and faculty focused primarily on full time students.</p> <p>Strengthening as sense of community among part time students</p> <p>Recognizing full time work commitments when scheduling meetings for part time students</p> <p>Availability of faculty support to complete an MRP within a reasonable timeframe</p> <p>Establish a process that allows students to address concerns regarding faculty without fear of repercussion</p>
<p>Encouraging students to follow through on the MRP option...on a tough day I look at my piece and feel a true sense of meaning and accomplishment in my life. I would like students to be further supported with finding employment following grad...this can be stressful!!! Thank you to everyone at Ryerson!</p>
<p>Provide less required courses and more elective courses.</p> <p>Provide wider selection of courses to choose from.</p> <p>Provide opportunities to network with other professionals.</p> <p>Provide opportunities to learn how to write grant proposal.</p>
<p>None. It's a great program for people focused in the early childhood educational sector.</p>
<p>I would suggest Professors make themselves available for discussions if students feel the need to carry on a discussion. I look upon the process of discussion as an important way to develop analytical abilities. In the Masters Program, the benefit of a small class size is to give students the opportunity to talk. When one develops the ability to talk and participate in a topic related discussion, growth begins to take place.</p>
<p>more support for students regarding quantitative research</p>
<p>I think it would be beneficial to send a quick survey to students who have been accepted into the program about the courses they would like to take. I was disappointed when I began the program and realized that half the courses I wanted to take were not available. However, I must say that a group of us wanted Risk and Resilience to be added and asked Mehru if she would add it. She did which was great for those who were not writing an MRP who could take it. I did not end up taking the course because I did an MRP.</p>
<p>Also, encourage the students who are doing an MRP to start ethics in the first semester. Waiting</p>

on ethics took some time which could have been spent on data collection - this backed some of us up.
Overall, this program was absolutely amazing. The teachers were all incredibly knowledgeable and approachable, especially my MRP supervisor. I truly felt like I learned a great deal from this program. The only suggestion I would make is to create a quantitative methodology class with focus on SPSS.
<ul style="list-style-type: none"> - I wish the program could be more transparent regarding which courses will be offered from year to year. Was disappointed with some courses that were/were not offered during my year. In particular, I think a course on social policy should be mandatory, or at least offered every year. - I think there is too much emphasis on school environments in the assignments and readings. I would love to see the program expand its focus beyond the education sector. - I felt frustrated and confused at times regarding what time of student this program is supposed to be designed for. The program purports to be interdisciplinary, yet the courses and perspectives shared by professors were really geared towards students with a strong ECE or child studies background. Students with a non ECE/child studies background seemed to flounder in the program, especially in terms of understanding how to use this degree to further their career opportunities. I think having a bit of practical experience in the field (even gained through ECE practicums) is important, and students from other backgrounds sometimes lacked the context to discuss issues and topics during class discussions.

Total response: 19/22

Q1. * Please indicate your convocation/graduation term	Q4. first full-time job after graduating From Month/Year	Q6. Post-ECS graduate education When did you start your program?
Fall 2007	Apr 2007	-
Spring 2008	Aug 2009	Sep 2007
Spring 2008	May 2007	-
Fall 2008	Jun 2007	Sep 2007
Fall 2008	Aug 2009	-
Spring 2010	-	Sep 2013
Spring 2010	-	-
Fall 2010	Sep 2013	-
Fall 2010	-	Sep 2013
Fall 2010	Oct 2008	Sep 2011
Fall 2010	Jul 2013	-
Fall 2010	-	Sep 2009
Fall 2010	-	Nov 2011
Spring 2011	Apr 2011	-
Fall 2012	Sep 2013	-
Fall 2012	Jan 2011	Sep 2012
Fall 2012	Sep 2011	Sep 2010
Fall 2012	-	-
Fall 2013	Sep 2009	Sep 2008
Fall 2013	Oct 2009	Sep 2007
Fall 2013	Jan 2008	-
Fall 2013	May 2008	-

Total response: 22/22

Q1. * Please indicate your convocation/graduation term	Q3. * What is your current status?
Fall 2007	employed
Spring 2008	employed
Spring 2008	employed
Fall 2008	employed
Fall 2008	employed
Spring 2010	employed
Spring 2010	employed
Fall 2010	employed
Fall 2010	employed
Fall 2010	employed
Fall 2010	not employed
Fall 2010	not employed
Fall 2010	not employed
Spring 2011	employed
Fall 2012	employed
Fall 2012	employed
Fall 2012	employed
Fall 2012	employed
Fall 2012	employed
Fall 2013	a student
Fall 2013	employed
Fall 2013	employed
Fall 2013	a student

Total response: 22/22

Appendix IX: Faculty CVs

(see ZIP file *ECS_Appendix_IX_Faculty CVs*)

Program Affiliate	Home Unit	Faculty
Albanese, Patrizia	Sociology	FCS
Berman, Rachel	School of Early Childhood Studies	FCS
Binder, Marni	School of Early Childhood Studies	FCS
Corson, Patricia	School of Early Childhood Studies	FCS
Guruge, Sepali	Daphne Cockwell School of Nursing	FCS
Hare, Francis	Child & Youth	FCS
Kilbride, Kenise Murphy	School of Early Childhood Studies	FCS
Langford, Rachel	School of Early Childhood Studies	FCS
Lavallee, Lynn	School of Social Work	FCS
Nolan, Jason	School of Early Childhood Studies	FCS
Panitch, Melanie	Disability Studies	FCS
Parada, Henry	School of Social Work	FCS
Patel, Sejal	School of Early Childhood Studies	FCS
Peets, Kathleen	School of Early Childhood Studies	FCS
Rinkoff, Robert	School of Early Childhood Studies	FCS
Snow, Kim	Child & Youth	FCS
Tyyskä, Vappu	Sociology	Arts
Underwood, Kathryn	School of Early Childhood Studies	FCS
Valeo, Angela	School of Early Childhood Studies	FCS

Requested and missing CVs

Ali, Mehrunnisa (School of ECS)
Bal, Alexandra (the RTA School of Media)
Boudreau, Jean-Paul (Psychology)
Bernhard, Judith (School of ECS) – on leave
Chumak-Horbatsch, Roma (School of ECS)
Di Santo, Aurelia (School of ECS)
Frankel, Elaine (School of ECS)
Koller, Donna (School of ECS)
Roberts-Fiati, Gloria (School of ECS)
Ross, Arthur L. (emeritus, School of ECS)
Simpson, Hyacinth (English)

Appendix X: Admission Criteria

Grade Points	Letter Grade	Cmte Value
4.33	A+	37 to 40
4.00	A	32 to 36
3.67	A-	25 to 31
3.33	B+	18 to 24
3.00	B	11 to 17

Weighted Value	Criteria	What to consider
40	GPA	last 2 years of undergraduate studies; use the 'GPA Point Values'
20	References	quality of letters; quality of referees; letters academic or professional
20	Statement of Intent	reasons for choosing the program; thoughts on planning/research issues; how previous educational/professional experience prepared the candidate for the program; career objectives etc)
20	Curriculum Vitae	any highlights: education, work experience, technical skills, awards and publications, experience in the field/number of years; nature and type of experience; contributions
yes / no	Research Methodology	has applicant completed a research methodology course?
optional but recommended input	Comments	Reviewer comments are optional, but helpful in the overall assessment of the candidate. Comments are helpful to break any ties in ranking, etc.
yes / no / waitlist	Admissions	Overall recommendation of candidate? Admit or not Admit?

Appendix XI: Library Resources

Collections Snapshot

Source: OCUL statistics – 2010-2011 data

Local Collections

Number of Volumes	634,423
E-monograph Titles	91,432
Volumes added	46,576
Cartographic materials	33,065
Audio materials	3,573
Film and videos	9,049
Current serials – print	1,434
E-serials titles	32,707

Expenditures

Print Monographs	\$743,030
Electronic monographs	\$98,769
Serials	\$396,913
Electronic resources	\$2,628,549

Teaching and Learning Snapshot

#liaison librarians	20
# reference transactions	66,538
# class sessions	380
# students participating in total	14,562

External Rankings

Source: Maclean's University Rankings - 2013

Libraries	Rank	Measure
% library budget spend on holdings	8 / 15	35.7
% of university budget spent on library	15 / 15	3.4%
# volumes per student	15 / 15	50

Source: CARL Statistics 10/11 ii

University expenditure on library support

	Total library Expenditure	% university budget
Ryerson	\$12,257,461	3.16%
Provincial average	\$23,845,295	4.51%

Library Services and Spaces

Spaces for learning and research iii

# Study spaces	840
# Accessible workstations	12
# Study room capacity	250
# Graduate study spaces	66
Turnstile count (sample day)	10,806
Writing Centre	√

Enrolment FTE Activity (all counts per FTE)

Source: CARL – 2010/2011 data iv

FTE as reported to CARL: 22,550

Provincial averages in brackets

Inputs

Ratio students / librarian	759.2 (714.1)
Ratio students / library personnel	104.3 (180.1)
Total Library budget/FTE	\$12,257,461 / \$544
Total acquisitions budget/FTE	\$3,895,359 / \$180
Total staffing budget/FTE	\$7,371,748 / \$327
# study spaces/FTE	.01

Outputs

Turnstile counts/FTE***	11,715 / .52
# participants in library instruction/FTE	14,562 / .65
# reference questions/FTE	66,538 / 2.95
# reserve loans/FTE	96,904 / 4.30
# interlibrary loans borrowing/FTE	9,797 / .43
# interlibrary loan lending/FTE*	4,589 / .21
# books circulated annually/FTE	315,652 / 14.00
# e-serials/FTE	32,707 / 1.45
# full text downloads/FTE (scholarportal)*	2,276,914 / 105

* figures from 09/10 – 10/11 not available
Technology Services

Scanners	6
Photocopiers	11
Computers / laptops for loan	475
Viewing / borrowing equipment	Laptops, headphones, DVD players, closed captioning upon request
Specialized software available in Geospatial Map and Data	ArcGIS (ESRI), ArcMap, AutoDesk, MapInfo Professional 11.5,

Math Assistance Centre	√	Centre	PCI Geomatics, SPSS, Beyond 20/20
		Convenient & Accessible Services	
		Hours of service	8am-12am (M-F); 10am-12am (Sat/Sun)
		Wireless	√
		24/7 access via proxy	√
		Single sign on	√
		Mobile Web APPs	√
		Online communication via Chat, Blogs, facebook, twitter	
		Ereserves	√
		Self-check-out	√
		AODA compliant	√
		Integrated one- card	√

Collections Snapshot**Source: OCUL statistics – 2010-2011 data^v****Local Collections**

Number of Volumes	634,423
E-monograph Titles	91,432
Volumes added	46,576
Cartographic materials	33,065
Audio materials	3,573
Film and videos	9,049
Current serials – print	1,434
E-serials titles	32,707

Expenditures

Print Monographs	\$743,030
Electronic monographs	\$98,769
Serials	\$396,913
Electronic resources	\$2,628,549

Teaching and Learning Snapshot

#liaison librarians	20
# reference transactions	66,538
# class sessions	380
# students participating in total	14,562

External Rankings**Source: Maclean's University Rankings - 2013**

Libraries	Rank	Measure
% library budget spend on holdings	8 / 15	35.7
% of university budget spent on library	15 / 15	3.4%
# volumes per student	15 / 15	50

Source: CARL Statistics 10/11^{vi}**University expenditure on library support**

	Total library Expenditure	% university budget
Ryerson	\$12,257,461	3.16%
Provincial average	\$23,845,295	4.51%

Library Services and Spaces**Spaces for learning and research**

vii

# Study spaces	840
# Accessible workstations	12
# Study room capacity	250
# Graduate study spaces	66
Turnstile count (sample day)	10,806
Writing Centre	√
Math Assistance Centre	√

Enrolment FTE Activity (all counts per FTE)**Source: CARL – 2010/2011 data^{viii}****FTE as reported to CARL: 22,550****Provincial averages in brackets****Inputs**

Ratio students / librarian	759.2 (714.1)
Ratio students / library personnel	104.3 (180.1)
Total Library budget/FTE	\$12,257,461 / \$544
Total acquisitions budget/FTE	\$3,895,359 / \$180
Total staffing budget/FTE	\$7,371,748 / \$327
# study spaces/FTE	.01

Outputs

Turnstile counts/FTE***	11,715 / .52
# participants in library instruction/FTE	14,562 / .65
# reference questions/FTE	66,538 / 2.95
# reserve loans/FTE	96,904 / 4.30
# interlibrary loans borrowing/FTE	9,797 / .43
# interlibrary loan lending/FTE*	4,589 / .21
# books circulated annually/FTE	315,652 / 14.00
# e-serials/FTE	32,707 / 1.45
# full text downloads/FTE (scholarsportal)*	2,276,914 / 105

* figures from 09/10 – 10/11 not available

Technology Services

Scanners	6
Photocopiers	11
Computers / laptops for loan	475
Viewing / borrowing equipment	Laptops, headphones, DVD players, closed captioning upon request
Specialized software available in Geospatial Map and Data Centre	ArcGIS (ESRI), ArcMap, AutoDesk, MapInfo Professional 11.5, PCI Geomatics, SPSS, Beyond 20/20

Convenient & Accessible Services

	Hours of service	8am-12am (M-F); 10am-12am (Sat/Sun)
	Wireless	√
	24/7 access via proxy	√
	Single sign on	√
	Mobile Web APPs	√
	Online communication via Chat, Blogs, facebook, twitter	
	Ereserves	√
	Self-check-out	√
	AODA compliant	√
	Integrated one- card	√

Appendix XII: Faculty Focus Group

The focus group with the faculty helped generated a wide-ranging discussion, highlighting the following themes:

- Members of the faculty strongly and repeatedly commented on the learning opportunities created for *them* by the graduate program. These included opportunities to read recent literature in preparation for teaching a graduate level course; reading students' papers and MRPs in their areas of interest; helping students design research projects and then supervising their MRPs or acting as second readers. In cases where faculty members had co-supervised students with colleagues from their own schools, or from other departments or universities, the learning opportunity was further enhanced.
- Contributing to and witnessing the graduate students' intellectual growth in such a short period was a very rewarding experience for most faculty members. Many of them commented on the satisfaction they derived from facilitating the students' transition to new jobs, higher-level positions, and doctoral programs. Unlike most classes at the undergraduate level, faculty worked with the graduate students in small groups (except in the required classes). They were therefore able to notice shifts in the students' perspectives, more nuanced and sophisticated understandings, and increase in tolerance for ambiguity.
- Several faculty members had also published with their graduate students, and stated that the number of their publications had increased as a result of this collaboration.
- The graduate program afforded opportunities for faculty to hire research assistants who had better research skills than undergraduate students, were stronger writers, and were familiar with key ideas in the field of early childhood studies. As a result, faculty had much better access to research assistants who could support their research endeavours.
- Faculty members benefitted from supervising MRPs by learning about recent academic literature and research design. However, MRP supervision within the short timeframe was very time intensive, particularly when with the many students who found the process challenging. Moreover, there was uneven distribution of responsibility in this area.
- Some support was available for faculty. The LTO resources on supervising graduate students were useful, as are relevant sessions at the teaching conference. The greatest source of support for most faculty members were colleagues and the PD. Co-supervision, where strengths and weaknesses of colleagues could be balanced out, and MRP second readers were particularly useful.

- Incoming students had an interest in equity, justice, diversity and inclusion that fitted well with the program goals. It was very exciting and satisfying for faculty to see the tremendous intellectual and personal growth in students during their time in the program. In particular, MRPs provided a space for students to engage with and struggle over the ideas and concepts that they had learned through the year. Students also benefitted greatly from RA experience that allowed them to carry out 'real' research.
- Students were very dedicated, but they came with a wide range of academic skills, particularly writing when they start the program. The short timeframe of the program was a challenge for many students. Some students also found it difficult to speak up if they had a different opinion than the majority. It was suggested that incoming students could be surveyed about exactly what research methods they've studied, and a 'catch-up course/component' provided if necessary.
- Based on anecdotal evidence, faculty members believed that many students were getting jobs in their chosen areas after they finished the program. They would like to be able to measure the impact of Ryerson MA graduates as they pass on their theoretical and policy knowledge to local Early Childhood Educators, by teaching in community colleges and ECE programs. They were particularly excited that a lot of graduates saw themselves as teachers/ researchers, bridging the traditional divide.
- In terms of future directions, it would be good to broaden the options for courses. Prospective graduate students are likely to want a program with specific foci, such as health or immigration. Ultimately it would be good to have a PhD program. However, adding more course options/program foci would lead to more students, which would require more teaching and supervision, which would require more professors.

References

see www.esdc.gc.ca/eng/child_family/childhood/

http://www.td.com/documents/PDF/economics/special/di1112_EarlyChildhoodEducationpr.pdf

see Ontario Early Years Policy Framework, 2013; Statistics Canada, 2012

ⁱ <http://www.ocul.on.ca/node/397> recent year may not be online; obtain from local office charged with data collection.

ⁱⁱ <http://www.cou.on.ca/statistics/cofo-uo> - Use Static reports for institution level and Financial Report Highlights for provincial data (divided 21 institutions) – **OR** CARL Stats

ⁱⁱⁱ Numbers must be obtained locally; may not be possible to match to other categories' reporting year unless data maintained on an annual basis.

^{iv} <http://www.cou.on.ca/Statistics/CUDO.aspx> Select link to home institution. It is important to use CUDO data for benchmarking purposes and data integrity. Use most current year available, or the year that matches the CARL stats being used.

^v <http://www.ocul.on.ca/node/397> recent year may not be online; obtain from local office charged with data collection.

^{vi} <http://www.cou.on.ca/statistics/cofo-uo> - Use Static reports for institution level and Financial Report Highlights for provincial data (divided 21 institutions) – **OR** CARL Stats

^{vii} Numbers must be obtained locally; may not be possible to match to other categories' reporting year unless data maintained on an annual basis.

^{viii} <http://www.cou.on.ca/Statistics/CUDO.aspx> Select link to home institution. It is important to use CUDO data for benchmarking purposes and data integrity. Use most current year available, or the year that matches the CARL stats being used.