EARLY CHILDHOOD EDUCATION PROGRAMS

C100/C118/C130/C148/C160

STUDENT
INFORMATION
BROCHURE

2024-2025

Land Acknowledgment

The sacred land on which we gather today has been a site of human activity for fifteen thousand years.

As many of us are settlers on this land, it is our collective responsibility to pay respect and recognize that this land is the traditional territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River First Nations.

This territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy, the Ojibwe, and allied nations, to peaceably share and care for the resources around the Great Lakes.

In recognizing that this space occupies colonized First Nations territories, and out of respect for the rights of Indigenous people, it is our collective responsibility to recognize our colonial histories and the present-day implications of these histories; we are here because this land was occupied.

Today, the meeting place of Toronto (from the Haudenosaunee word Tkaronto) is still home to many indigenous people from across Turtle Island. We are grateful to have the opportunity to live on this territory and work in the community, and we recognize our responsibility to honour, protect and sustain this land.

Revised June 2024

The Early Childhood Education Program Student Handbook is an important source of policies and procedures for students in the ECE Program. Students are also governed by the policies and procedures outlined in the George Brown College Policy Manual and George Brown College Promotions Policies and Procedures (reproduced for students in The Source) and available on the George Brown College website.

In addition to the ECE Program handbook, field placement policies and procedures are outlined in the Field Placement Manual. The Field Manual outlines in detail expectations, assignments, curriculum responsibilities, and self-evaluation procedures for all students in the ECE Program.

ECE Program information is also on the web at www.georgebrown.ca/earlychildhood

Prepared by:

School of Early Childhood, George Brown College

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Contents

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Learning Community

Programs in The School of Early Childhood prepare students to work with young children, their families and other professionals in a variety of early childhood settings. Throughout the program students begin to develop the professional behaviour necessary for this role. Early Childhood Education students and faculty come together to form a community with a shared interest in children, early learning and development, education and care. The purpose of each class is learning. We support each other's learning. Within our learning community we show consideration and thoughtfulness for each other.

Behaviour that demonstrates a commitment to learning and emerging professionalism include:

- demonstrating respect for self, other students and faculty
- active engagement in class
- participating in class to support the learning of others
- attending and listening when others are talking
- recognizing that all learners are unique and require supportive learning environments
- preparing for class by completing the assigned readings and bringing the necessary
- materials to class
- attending classes and arriving on time

Behaviour that is incompatible with learning includes:

- disrespect for others
- conversations not related to course work
- use of technology (cell phones, computers etc.) not connected to the content of class
- use of inappropriate materials (papers, newspapers, magazines etc.) not connected to the content of class
- non-involvement in class activities
- lack of preparation for class
- creating disruptions and distractions for others
- arriving late and/ or leaving early
- returning late from breaks

Each of us benefits when community members work together to learn. We are all responsible to take action to promote learning.

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INTRODUCTION

In 2007 the Ontario government introduced the Early Childhood Educators Act which defines the practice of early childhood education:

The planning and delivery of inclusive play-based learning and care programs for children in order to promote the well-being and holistic development of children, and includes:

1) *The delivery of programs to pre-school children and school aged children, including children with special needs;*
2) *The assessment of the programs and of the progress of children in the programs;*
3) *Communication with the parents or persons with legal custody of the children in the programs in order to support the development of the children; and*
4) *Such other services or activities as may be prescribed by the regulations.*

EARLY LEARNING FOR EVERY CHILD TODAY (ELECT)

'Early Learning for Every Child Today: A Framework for Ontario's Early Childhood Settings describe how young children learn and develop and provide a guide for curriculum in Ontario's early childhood settings, including child care centres, regulated home child care, nursery schools, kindergarten, Ontario Early Years Centres, family resource programs, parenting centres, readiness centers, family literacy, child development programs in CAPC, Healthy Babies Healthy Children and early intervention services. It is intended to complement, not replace, the *Ontario Day Nurseries Act*, Ontario Early Years Centre guidelines and the *Kindergarten Program. Early Learning for Every Child Today* is prepared for use by early childhood practitioners - early childhood educators, parenting workers, kindergarten teachers, family support staff, early interventionists, home care visitors - and other caregivers who are working in early childhood settings. '*

The ELECT framework, with its five sections, is a practical document intended to guide practitioners in early childhood settings. As such, it will be referenced and integrated in core courses and field placements throughout the program.

*(Best Start Expert Panel on Early Learning. (2007). *Early Learning for Every Child Today: Framework for Ontario Early Childhood Settings.* Toronto, ON: Ontario Ministry of Children and Youth Services. PREFACE)

PROGRAM CORE VALUES

'Children deserve the best start in life':

The School of Early Childhood at George Brown College holds core values that are central to our practice and our relationships. These values influence all aspects of practice from our work with our students and each other, to our course content, to our goals for children in our early learning environments. These values reflect beliefs about our goals for children about what and how they should learn and what are the sources of curriculum. These beliefs are shown in the way we interact with our students as well as the way we create curriculum with young children.

They include:
- Every child's biology, culture & language, and experience make the child unique, recognizing the interaction of the social and biological influences on development and learning. Children's uniqueness is respected by adults in the early childhood setting.

- The role of the educator is multifaceted and reflects core values as they co-create and nurture the environments in which children and adults learn together. The educator responds to children and families' interests, and their needs, and their goals for children.

- Each child is responded to in the context of their own family and community. Children's learning and development are supported when there is respect and consideration for their culture & language, as well as their family and community context. Early Childhood Educators build reciprocal relationships with families to build and support family competence and confidence in providing their children with the best start in life.

- Responsiveness to each child's circle of relationships is necessary to promote optimal well being. Respectful relationships with children, colleagues, families, and communities are central to the Early Childhood Educator role. This includes interprofessional collaboration with others in support of child, family and community health.

- In play, the child constructs meaning, integrates all developmental areas, practices skills, takes on challenges, tries on roles, and is actively engaged. Play is pleasurable and self-selected, and play supports the co-construction of meaning in relationships with others. Early Childhood Educators recognize the integrative nature of children's play as it affects holistic learning, in all curriculum areas and all domains of development

- Play-based, emergent curriculum develops and evolves when adults explore children's everyday lives, supporting experiences that are socially and culturally meaningful and engage children's intellectual curiosity. Emergent curriculum is meaningful, and children see themselves in it. It is both planned and spontaneous, reflecting the rhythm of the child's day. Planning and implementing emergent curriculum are grounded in observation, cultural relevance, meaningful contexts and supports children's learning and development in a dynamic environment.

- Over the years, the field of early childhood education and care (ECEC) and our child-care centres have

become increasingly diverse. Despite this increase in linguistic, cultural, religious, and racial differences, there remains the need for more anti-racism, anti-bias, and anti-oppressive practices; we are committed to that work. Early childhood educators' work must be embedded in anti-racist, anti-bias, and anti-oppressive frameworks for us to meaningfully engage the children, families, and communities we serve. We must work to identify and eradicate forms of racism, ableism, heterosexism, sexism, ageism, classism, transphobia among other systems of inequities which may be unintentionally found in our practices and are often embedded within the informal and formal structures that surround us

- Many current structures of oppression, particularly those impacting the Indigenous, Black, and racialized families and communities, are rooted within centuries of European colonization of lands, resources, bodies, and minds. As early childhood educators, our task is to decolonize our practices while ensuring that we are resisting colonial legacies working alongside communities to aid in the restoration of identities, histories, and knowledges. Our pedagogies and practices must promote the revitalization of communities through cultural renewal, self-determination, and solidarity, while challenging worldviews founded within power, oppression, and conquest. Ultimately, our practices must promote liberation and brave spaces that transform the ECEC field.

- As an enactment of anti-racism, anti-oppressive and decolonization pedagogical practices, we must promote environmental justice to ensure that we are building sustainable communities through strong relationships with ECE practitioners, families, and students. By emphasizing our connection to and as part of nature, we will heighten the awareness that we have a shared responsibility to the natural world and to each other.

WHY CHOOSE GEORGE BROWN COLLEGE FOR YOUR ECE DIPLOMA PROGRAM?

At George Brown College, you are part of:

- one of the largest ECE programs in the country
- a college with more than 40 years of experience in ECE
- activities and resources at the Toronto Metropolitan University campus as well as the three large campuses at St. James, Casa Loma and Waterfront campus that offer:
  - ✓ a relaxed and informal atmosphere
  - ✓ an accessible location (College or Dundas Subway Stations), close to shops, restaurants, Eaton's Centre
  - ✓ computer facilities
  - ✓ disability counselor
  - ✓ personal counselling services

The Faculty:
- Full-time faculty with direct experience in working in early childhood programs. Faculty team models leadership in the Canadian early childhood sector and bring a rich array of skills to their teaching:
  - ✓ authors of current textbooks used in Canadian postsecondary ECE diploma and degree programs and of articles in academic and professional journals
  - ✓ members of board of directors of local, provincial and pan-Canadian early childhood organizations
  - ✓ policy analysts and researchers informing government policies
  - ✓ advocates on behalf of children, families and communities
  - ✓ speakers at conferences and workshops

Lab School Centres:
- George Brown College operates 12 full-time early childhood programs staffed by early childhood educators
- These centres enjoy an international reputation for high quality care, superb facilities in unique workplace and community settings

Employers:
- value the unique approach that balances theoretical study in early child development with blocks of practical field placement experiences.
- hire graduates in early childhood settings, including regulated child care programs, children's services agencies, nursery schools, Ontario Early Years centres, family resource programs, parenting centers, family literacy programs and early intervention services

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The graduate has reliably demonstrated the ability to:

- design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.
- establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
- select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.
- establish and maintain responsive relationships with individual children, groups of children and families.
- assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
- prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
- identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-• based practice guidelines, and interpret their impact on a variety of early learning environments.
- apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.
- advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.
- engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields.
- plan, implement and evaluate Indigenous early learning curriculum, programs and environments that promote children's, families and communities knowledge of and respect for Aboriginal peoples and their cultures.

ABOUT THE PROGRAM:

The program integrates theory and fieldwork. It is aimed to assist each student in developing their skills in caring for young children based on a sound philosophy of education and an understanding of children's growth and development. This enables the student to become competent in:

- planning for individual children's needs
- developing developmentally-appropriate programs
- developing appropriate educational practices that are bias free
- providing environments which are safe, healthy and stimulating
- evaluating the effectiveness of programs
- interacting with parents as partners in the care and education of young children
- knowledge of community resources for children and families

CAREER PROSPECTS AFTER THE 2 YEAR DIPLOMA PROGRAM:

- Child Care Centres (Infant, Toddler, Preschooler, School-Age Programs)
- Nursery Schools
- Family Resource Programs
- Integrated Settings
- Segregated Programs for Children with Special Needs
- Hospital Playrooms
- Kindergarten Assistants
- Hostels/Shelters
- Recreation Programs
- Family Home Child Care

CAREER PROSPECTS AFTER THE 4 YEAR DEGREE PROGRAM:

- Can apply to teacher's college & graduate programs
- Will have advanced job opportunities such as management positions

POLICIES REGARDING CLASSROOM EXPECTATIONS

An environment where the participants show respect for self and each other creates an environment that is safe for learning and sharing ideas. We can learn from each other's uniqueness. The faculty is committed to providing a rich educational experience for the students but this requires everyone's commitment and cooperation. In addition to the expectations listed below, refer to:

The Learning Community (p. 3).

Learning depends on establishing an atmosphere of trust and respect, including:

- listening respectfully to others
- maintaining confidentiality
- taking responsibility and commitment for learning by:
    - √ attending class regularly*
    - √ arriving on time, and staying until end of class (demonstrates responsibility, courtesy and respect taking breaks only during assigned times
    - √ following policies on food in classrooms
    - √ completing assigned reading before class
    - √ engaging in active participation and collaborative learning with peers
    - √ maintaining a clean and scent free environment
    - √ cell phones and other electronic devices turned off in classrooms using purchased course assigned text books; **photocopying of textbooks is a violation of Copyright Law. Photocopied sections of textbooks or entire textbooks will not be allowed in class.**

Professional Behaviour

One of the goals of the E.C.E. Program is to provide professional training. Please note that attendance, punctuality, as well as the other behavioural expectations listed above are considered prerequisites to entering field placement.

Attendance

*Attendance in classes is expected and attendance will be taken. Regular attendance and completion of term- work are essential to obtaining a satisfactory standing. The grading and promotions policy clearly states that students who do not attend class or who do not formally withdraw from the course or program will receive grades of "F". Dates for withdrawing from the Program or a course are set by the Registrar's Office. Students must formally withdraw within these dates in order to avoid receiving a grade of "F".

Punctuality

One of the goals of the E.C.E. Program is to provide professional training. As a working Early Childhood Educator, you will be expected to be punctual. This demonstrates responsibility, courtesy and respect for fellow co-workers in your field placement. Similarly, you are expected to arrive on time for scheduled classes. If an unforeseen circumstance arises and a student is late, they are expected to enter class quietly to avoid disrupting others.

Assignments

Students must **keep copies of every assignment submitted.**

1. In some courses, all work will need to be submitted in order to pass the course.(see individual course outlines for details)

2. Clear grammatical English must be used in all written work. Written work should be organized effectively and include appropriate content and references (Please refer to policy on plagiarism). Students have access to academic resources, the English Resource Lab and peer tutors to assist them in this area as well as virtual support (resources on the Brightspace hubs)

3. Assignments are expected to be submitted on the due date that has been assigned by the course professor. Students should refer to the course outline for specific assignment due dates. Students who have made prior arrangements with the course professor due to extenuating circumstances may submit an assignment at an agreed upon later date. Please note that while an extension is granted, marks may be deducted for late submission. If a student is notable to hand the assignment in to the professor in class, then the correct procedure is to hand the assignment into the document drop box at the General Office (room 597) ensuring that you sign it in. The assignment must include the following information: **student's 1st and 2nd legal name, class section, course title and professor's name**. Assignments without a professor's name will not be date stamped until the professor is determined.

TEST AND EXAM POLICY

In order to create a positive test environment, students are required to adhere to the following protocol:

• place cell phones in plastic bags provided and place under seat

• bring appropriate materials, place all coats, knapsacks, bags etc. at the front/side/back of the room
  unless instructed otherwise by the faculty

• language translation dictionaries or electronic devises are not permitted during tests

• arrive in the assigned room at least ten minutes before the scheduled test/assignment time

• extra time will **NOT** be given to students who arrive late for tests/assignments

• entrance to the test room is prohibited after the first student leaves; late students should contact individual faculty at the end of the class to discuss any **exceptional circumstances.** Faculty will review related documentation; past attendance/late records, past submission of course work etc. and make a final decision on any possible alternative arrangements.

Students with accommodations please refer to the booking process outlined by accessible learning services. Tests must be booked a minimum of 10 days in advance

Absence: Should an extenuating circumstance arise and students are unable to come to class to write the exam/test; the protocol is to call or email the faculty one hour prior to the test time. Please refer to the course outline to determine under what circumstances tests may be made up. Please note, that if absent from exam, students may be required to provide documentation to confirm the reason for absence (e.g. medical documentation) and negotiate the earliest day possible to write a make-up test.

DISCIPLINE IN ACADEMIC MATTERS

ACADEMIC INTEGRITY

Academic integrity is essential to the learning process and learner success at George Brown College.

The importance of academic integrity cannot be overstated; it ensures the credibility of our education system, promotes fair assessment, and prepares students for ethical professional practices. Use of unauthorized assistance in any form of academic work (e.g., assignments, written tests or assessments, portfolios, or any other assessment) is prohibited. Such assistance may include, but is not limited to, use of uncited materials created by others (including those generated by artificial intelligence), unauthorized use of technological tools or equipment, and materials sourced from commercial services. Faculty should communicate their expectations on the course section information supplement (topical outline) of their course outlines, with regard to what is and is not authorized use of technologies, such as generative Artificial Intelligence. To support these principles, we may request the use of various tools, including text matching software, to detect and prevent academic integrity violations.

By adhering to academic integrity standards, we foster a culture of trust and respect, which is fundamental to academic and professional success. George Brown College is dedicated to providing a fair and honest educational environment, where every member of the community can thrive.

USE OF GENERATIVE AI TOOLS

Review the course outline/assignment specifications closely to determine where you are permitted to use generative AI. It is your responsibility, as the learner, to be clear on when, where, and how the use of Generative AI is permitted. Generative AI sources are fallible and have been known to produce inaccurate, biased, unethical, and offensive information. In all submissions in which you use Generative AI, you must reference its usage. Failing to disclose the use of Generative AI is academic misconduct. In all other aspects of your work, the use of Generative AI will be considered a breach of academic integrity and George Brown College's Academic Integrity Policy will be applied. If you are uncertain if you have used GenAI and/or referenced it appropriately, please speak with your professor to discuss possible additional uses.

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PLAGIARISM AND CHEATING ARE NOT TOLERATED (as outlined in the College Policies)

Plagiarism is defined as:

- a direct quotation, paraphrasing or expressing an idea that was articulated by someone else from a text or paper without identification as to source
- submission of a work as one's own when it has been prepared by someone else, and contraction for assignments or submission of reports that are not the work of the student
- not giving credit for work that was done in collaboration
- the submission, without the knowledge and approval of the faculty to whom it is submitted, of any academic work for which credit has previously been obtained or is being sought in another course or program of study in the College or elsewhere
- engaging in any form of cheating, academic dishonesty or misconduct, fraud or misrepresentation nor herein otherwise described, in order to obtain academic credit or other academic advantage of any kind
- collaboration on an assignment, and submitted individually when independent work is required

Cheating is defined as:

- the use or possession of any unauthorized aid or aids
- use of unauthorized assistance in any academic examination or test or in connection with any other form of academic work (e.g. cheating during a test or an examination or theft of an examination)
- collaborating when faculty's instruction was to work independently.
- Using AI technology

Refer to the following link for full explanation and guidance:
http://www.gerorgebrown.ca/saffairs/stusucc/plagiarism/whatisitallabout.aspx

CONSEQUENCES FOR ACADEMIC DISHONESTY

The College is committed to academic integrity and will, without hesitation and without exception, penalize acts that demonstrate disregard for the standards governing honesty in academic performance. The *minimal* consequence for submitting a plagiarized, purchased, contracted, or in any manner inappropriately negotiated or falsified assignment, test, essay, project, or any evaluated material will be a grade of zero on that material.

If the College discovers that a student has knowingly provided illegal assistance to a fellow student in an examination or assignment, then that student will also receive a mandatory grade of zero on the examination or assignment in question.

Incidents of academic dishonesty will be considered a major infraction under the terms prescribed in the College Policy on Student Discipline. The College may apply the full range of options, including suspension or expulsion, according to the procedures outlined in that document.

Faculty members will inform students when collaboration and cooperation are part of the process of an assignment.

The ECE Program supports and cooperates in the enforcement of the policies of the College Learning Centres including the Internet Access Policy that states, "It is not acceptable to use College computer equipment to harass or interfere with other users of the Centre. Harassment includes, but is not limited to, displaying or printing sexually offensive material and displaying hate literature or symbols."

GEORGE BROWN COLLEGE EQUITY STATEMENT

George Brown College values the talents and contributions of its students, staff and community partners and seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Language or activities that are inconsistent with this philosophy violate the College Policy on discrimination and harassment and will not be tolerated. The commitment and cooperation of all students and staff are vital in maintaining this environment. Information and assistance are available through your Chair, Student Affairs, Student Association or the Human Rights Adviser.

DISCIPLINE IN NON-ACADEMIC MATTERS

Students are at all times responsible for their actions. Ignorance of rules or laws is not a defense against disciplinary action. Non-academic behaviours subject to disciplinary action include: dishonesty, willful misconduct, destruction of property, offenses against persons or things, failure to abide by the various regulations of the institution, or failure to respect the rights of others.

Students and their rights are protected by the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the College Policies on: Affirmative Action, Race and Ethnic Relations, Equity, Access to Student Records and Human Rights.

Discipline will generally be progressive in nature and can range from verbal warning to expulsion. Students may be required to compensate for damage or to perform remunerative services. (Copies of the "Policies & Procedures for Discipline in Non-Academic Matters") may be obtained from the Community Services Division General Offices.

USE OF TECHNOLOGY

Under the Criminal Code of Canada, it is a crime to communicate repeatedly with someone if your communication causes them fear for their own safety or the safety of others. It is also a crime to publish "defamatory libel" – writing something that is designed to insult a person or likely to injure a person's reputation by exposing him or her to hatred, contempt or ridicule. For more information, please see www.cyberbullying.ca   As stated above, students are responsible for their actions at all times and any form of "cyber bullying" will be considered for discipline based on College policy.

The use of cell phones, blackberries and laptops (when being used for reasons other than class work) may interfere with the learning environment of others in the class; you may be asked to shut down these devices.

SOCIAL MEDIA IN THE SCHOOL OF EARLY CHILDHOOD

In an effort to respect the privacy of families, colleagues, peers and faculty that we all work with, the School of Early Childhood is establishing a policy that relates to the use of social media.

The use of Facebook, Instagram, Twitter, Snapchat, Kik or any other public application is primarily intended for social purposes, and is not permitted by students or faculty as a place to share photographs of children in their field placements, educators or colleagues without prior permission and for professional purpose only.

In accordance with George Brown College's Acceptable Use of Technology Policy "students should be aware that information that they choose to share through social networking websites (such as Facebook) and other websites may be accessible to members of the public and potential employers. Students should not post personal information that may put themselves at risk" (2010, p. 4). Please review your personal websites and avoid personal pictures on these sites to manage your privacy settings to enable this when affiliated with George Brown College. You always have the option of setting up another profile for your personal use.

The School of Early Childhood has established Facebook groups to assist students with interacting with their peers, student leaders and faculty regarding program material. General discussions about child development, curriculum activities, assignments, deadlines, exams, extra curricular, textbooks, other resource sharing etc. are topics that are permitted as they are related to the ECE programs. The use of these groups is a privilege for students.

As stated in the College's Prevention of Discrimination and Harassment Policy:

"George Brown College is committed to fostering a climate in which the human rights of its students, employees, and contractors are respected and to provide educational opportunities to expand the knowledge (2005, p. 1). This means that "each member of the College community is responsible for helping to create an environment which is discrimination and harassment free as both work and learning can best be accomplished in an environment of understanding and mutual respect for the dignity and rights of each individual" (2005, p.1).

This should be a reminder no one is permitted to post inappropriate comments, videos or files that may be offensive to others. These expectations apply to all social media outlets. There are serious consequences for not following these rules. "When sharing information within the GBC learning community including virtual communities that are public and used by multiple George Brown members, the Code of Student Conduct and other relevant College Policies and Procedures may apply. It is expected that all communication between George Brown College community members will be professional, ethical and maintain a positive inclusive tone. Students in breach of relevant policies may be subject to sanctions (Acceptable Use of Technology Policy, 2010, p. 4). The College of ECE Code of Ethics stipulates that Early Childhood Educators interact with colleagues and other professionals in ways that demonstrate respect, trust and integrity. The School of Early Childhood continues to seek feedback from students on how we can further enhance your professional status.

For more information, please contact Shelly Mehta at smehta@georgebrown.ca or Rachel Brophy at rbrophy@georgebrown.ca

You can find further information regarding George Brown's Prevention of Discrimination and Harassment Policy, Acceptable Use of Technology Policy and other policies here: http://www.georgebrown.ca/about/policies/

COURSE WORK C100

Each semester is divided into alternating academic and field work blocks: eg. Semester 1: 7 weeks of theory classes, followed by 7 weeks of practical experience in a field placement approved by the Program. Based on results of an English test prior to orientation, students will be required to take either one or two English courses.

SEMESTER 1	SEMESTER 2
Foundations of ECE	Foundations of ECE (continued)
Health, Safety & Nutrition	Health, Safety & Nutrition (continued)
Interpersonal Communication	Interpersonal Communication (continued)
Infant & Child Development	Infant & Child Development (continued)
Applied Curriculum	Applied Curriculum (continued)
Professional Development Workshops	Observation, Planning & Evaluation
	Anti-Racism in the Early Years
Field Practice 1 & Integrated Seminar 1	Field Placement 2 & Integrated Seminar 2
Intro to College Communication or Communicating Across Contexts	Introduction to Sociology

Year 2

SEMESTER 3	SEMESTER 4
Curriculum Theory	Curriculum Theory (continued)
Inclusion in Early Childhood	Inclusion in Early Childhood (continued)
Working with Families	Working with Families (continued)
Policy, Advocacy & Legislation	Policy, Advocacy & Legislation (continued)
Social Policy in the Early Years	Current Issues
Creative Curriculum	
General Education Elective	General Education Elective
Field Practice 3 & Integrated Seminar 3	Field Practice 4 & Integrated Seminar 4
Professional Development Workshops	Professional Development Workshops

COURSE WORK C118

Each semester is divided into alternating academic and field work blocks: eg. Semester 1: 7 weeks of theory classes, followed by 7 weeks of practical experience in a field placement approved by the Program. Based on results of an English test prior to orientation, students will be required to take either one or two English courses.

SEMESTER 1	SEMESTER 2
Foundations of ECE	Foundations of ECE (continued)
Health, Safety & Nutrition	Health, Safety & Nutrition (continued)
Interpersonal Communication	Interpersonal Communication (continued)
Infant & Child Development	Infant & Child Development (continued)
Applied Curriculum	Applied Curriculum (continued)
Professional Development Workshops	Observation, Planning & Evaluation
Composition & Rhetoric	Anti-Racism in the Early Years
Field Practice 1 & Integrated Seminar 1	Field Placement 2 & Integrated Seminar 2
Introduction to Sociology	Introduction to psychology
Liberal Study Elective	Liberal Study Elective

Year 2

SEMESTER 3	SEMESTER 4
Curriculum Theory	Curriculum Theory (continued)
Inclusion in Early Childhood	Inclusion in Early Childhood (continued)
Working with Families	Working with Families (continued)
Policy, Advocacy & Legislation	Policy, Advocacy & Legislation (continued)
Social Policy in the Early Years	Current Issues
Creative Curriculum	
Field Practice 3 & Integrated Seminar 3	Field Practice 4 & Integrated Seminar 4
Professional Development Workshops	Professional Development Workshops
General Education Elective	Liberal Study Elective
Competent Learner	Language Development

COURSE WORK C148

Each semester is divided into alternating academic and field work blocks: eg. Semester 1: 7 weeks of theory classes, followed by 7 weeks of practical experience in a field placement approved by the Program. Based on results of an English test prior to orientation, students will be required to take either one or two English courses.

SEMESTER 1	SEMESTER 2
Foundations of ECE	Foundations of ECE (continued)
Health, Safety & Nutrition	Health, Safety & Nutrition (continued)
Interpersonal Communication	Interpersonal Communication (continued)
Infant & Child Development	Infant & Child Development (continued)
Applied Curriculum	Applied Curriculum (continued)
Professional Development Workshops	Observation, Planning & Evaluation
Composition & Rhetoric	Anti-Racism in the Early Years
Field Practice 1 & Integrated Seminar 1	Field Placement 2 & Integrated Seminar 2
Introduction to Sociology	Personal Wellness
Liberal Study Elective	Liberal Study Elective

Year 2

SEMESTER 3	SEMESTER 4
Curriculum Theory	Curriculum Theory (continued)
Inclusion in Early Childhood	Inclusion in Early Childhood (continued)
Working with Families	Working with Families (continued)
Policy, Advocacy & Legislation	Policy, Advocacy & Legislation (continued)
Social Policy in the Early Years	Current Issues
Creative Curriculum	
Field Practice 3 & Integrated Seminar 3	Field Practice 4 & Integrated Seminar 4
Human Development	
Professional Development Workshops	Professional Development Workshops
Competent Learner	Language Development

COURSE WORK C160

Each semester is divided into alternating academic and field work blocks: eg. Semester 1: 7 weeks of theory classes, followed by 7 weeks of practical experience in a field placement approved by the Program. Based on results of an English test prior to orientation, students will be required to take either one or two English courses.

SEMESTER 1	SEMESTER 2
Foundations of ECE	Foundations of ECE (continued)
Health, Safety & Nutrition	Health, Safety & Nutrition (continued)
Interpersonal Communication	Interpersonal Communication (continued)
Infant & Child Development	Infant & Child Development (continued)
Applied Curriculum	Applied Curriculum (continued)
Professional Development Workshops	Observation, Planning & Evaluation
	Anti-Racism in the Early Years
Field Practice 1 & Integrated Seminar 1	Field Placement 2 & Integrated Seminar 2
Intro to College Communication or Communicating Across Contexts	General Education Elective

Year 2

SEMESTER 3	SEMESTER 4
Curriculum Theory	Curriculum Theory (continued)
Inclusion in Early Childhood	Inclusion in Early Childhood (continued)
Working with Families	Working with Families (continued)
Policy, Advocacy & Legislation	Policy, Advocacy & Legislation (continued)
Social Policy in the Early Years	Current Issues
Creative Curriculum	
Introduction to Sociology	General Education Elective
Field Practice 3 & Integrated Seminar 3	Field Practice 4 & Integrated Seminar 4
Professional Development Workshops	Professional Development Workshops

GENERAL EDUCATION & LIBERAL STUDIES ELECTIVES

General Education Courses for C100/C130/C160 students:
Students will be required to complete four General Education Courses in total. These include 1 mandatory general education courses: Introduction to Sociology (semester two). In addition, students will choose 2 elective general education courses (one in semester three and one in semester four).

General Education/Liberal Studies Courses for C118 students:
Students will be required to take Sociology and Psychology and two elective Lower Level Liberal Studies courses, all at University level, in their first year. In the second year: in semester 3 they will take Competent Learner - Reflective Practitioner and choose a general education elective course (College level). In semester 4, they will take an elective Lower Level Liberal Studies course. **C118 students pay for 1 additional course per semester for the lower level liberal course and the Competent Learner course over and above their regular tuition.** If students fail or drop these courses they must take equivalent courses at a University level. College level courses will not be recognized as equivalent. **C118 students considering any course changes MUST see their coordinator. Students talking Lower Level Liberals courses at another institution must contact Ryerson to ensure that the course is not a professionally related course at Ryerson.**

General Education/Liberal Studies Courses for C148 students:
Students will be required to take a Liberal Study elective in semester 1, Personal Wellness in semester 2, Human Development in the Early Years in semester 3 and a Liberal Study elective in semester 4. **C148 students pay for 1 additional course per semester for the lower level liberal courses, Personal Wellness and Human Development in the Early Years over and above their regular tuition.** If students fail or drop these courses they must take equivalent courses at a University level. College level courses will not be recognized as equivalent. **C148 students considering any course changes MUST see their coordinator. Students talking Lower Level Liberals courses at another institution must contact the School of Liberal Studies to ensure courses meet the requirements.**

NOTE: Keep copies of all course outlines for future reference.

Applications for Transfer Credit (Exemption)s for General Education and Lower Level Liberal courses must be approved by the coordinator of the Liberal Studies Department. A minimum grade of C- is required for an Transfer Credit (Exemption) to be considered.

EARLY CHILDHOOD EDUCATION DIPLOMA PROGRAM STRUCTURE

C100

SEPTEMBER START

Year 1

SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY	MARCH & APRIL
Academic Block	Field Placement	Academic Block	Field Placement

Year 2

SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY	MARCH & APRIL
Field Placement	Academic Block	Field Placement	Academic Block

JANUARY START

Year 1

JANUARY & FEBRUARY	MARCH & APRIL	MAY & JUNE	JULY & AUGUST
Academic Block	Field Placement	Academic Block	Field Placement

Year 2

SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY	MARCH & APRIL
Field Placement	Academic Block	Field Placement	Academic Block

MAY START

Year 1

MAY & JUNE	JULY & AUGUST	SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER
Academic Block	Field Placement	Academic Block	Field Placement

Year 2

JANUARY & FEBRUARY	MARCH & APRIL	MAY & JUNE	JULY & AUGUST

Field Placement	Academic Block	Field Placement	Academic Block

C118
SEPTEMBER START

Year 1

SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY	MARCH & APRIL
Academic Block	Field Placement	Academic Block	Field Placement

Year 2

SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY	MARCH & APRIL
Academic Block	Field Placement	Academic Block	Field Placement

C130
SEPTEMBER START

PRIOR TO YEAR 2

AUGUST
ECE PRINCIPLES TO PRACTICE

Year 2

SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY	MARCH & APRIL
Academic Block	Field Placement	Academic Block	Field Placement

AFTER YEAR 2

MAY & JUNE

C148
SEPTEMBER START

Year 1

SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY	MARCH & APRIL
Academic Block	Field Placement	Academic Block	Field Placement

Year 2

SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY	MARCH & APRIL
Academic Block	Field Placement	Academic Block	Field Placement

C148

Year 1

JANUARY & FEBRUARY	MARCH & APRIL	MAY & JUNE	JULY & AUGUST
Academic Block	Field Placement	Academic Block	Field Placement

Year 2

SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY	MARCH & APRIL
Field Placement	Academic Block	Field Placement	Academic Block

C160
SEPTEMBER START

Year 1

SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER	JANUARY & FEBRUARY	MARCH & APRIL
Academic Block	Field Placement	Academic Block	Field Placement

Year 2

MAY & JUNE	JULY & AUGUST	SEPTEMBER & OCTOBER	NOVEMBER & DECEMBER
Academic Block	Field Placement	Academic Block	Field Placement

FIELD PLACEMENT EXPERIENCE

George Brown College's Field Placement Program is unique in Ontario. Students complete four extensive fieldwork experiences with infant/toddlers, preschool, and school age children during the two years of the program. These excellent field sites provide a range of opportunities for students to work:

- with children age three months to twelve years, some of who may have special needs
- with children's family members
- in licensed child care and nursery schools, early intervention programs, primary school classrooms, children's hospital settings, recreation programs, parenting centres and family resource programs.

Field placements prepare students to become qualified Early Childhood Educators. During placements ECE students work with young children and their families in a variety of early childhood settings.

Please see the ECE Field Placement Handbook for a full description of expectations and policies related to ECE field experiences.

PROMOTION POLICIES

Students will be expected to pass all courses, with a minimum GPA of 1.70 during their programs in order to receive the appropriate credentials.

Students who have failed one course in first year must take responsibility to register in Continuing Education (part-time evening studies in E.C.E.) and may be allowed to proceed to second year on probation.

Students who fail two academic courses (F grade) in any semester may not be allowed to proceed in the full time ECE Program. The E.C.E. promotions committee will make this decision. Students who are allowed to proceed in the Program will be on probation. Students who have failed courses may need to meet with the coordinator to review their performance.

Students who fail three (or more) courses cannot continue in the full time E.C.E. Program. However, these students may retake failed courses through the Continuing Education Program. These students should talk to the Coordinator of the Continuing Education Program about the process. Once failed courses have been retaken and passed, the student may proceed into the second year of the Full Time Program.

Students cannot proceed into second year, if they have not successfully completed a minimum of one first year field placement and College English (C100 & C160) or Composition and Rhetoric (C118 & C148). The students who fail two consecutive field placements will be withdrawn from the full time and part-time Program for one year.

PROBATION

Probationary students are defined (College Policy) as:

a. Students re-admitted to the program after failing.
b. Students transferring from another program after failing.

Students are on Probation if they fail one or two courses or obtain a Total Grade Point Average less than 1.70 (in Grading and Promotions Policies and Procedures - item 2.3).Probationary status is conferred by the Registrar rather than an Academic Division and may be held in addition to any conditions set by the Division.

Probation usually lasts for one semester and may be cleared by passing all courses and obtaining a minimum Student Grade Point Average. Students who do not clear probation will have "failed the program" and will be removed from the program.

A probationary contract that identifies goals may be drawn up and signed by the student. During a specified period of time the student will be expected to demonstrate significant and consistent improvement in the specific areas noted to warrant her/his continuation in the program.

STUDENT ADVISORY

Students who are in a failing position or who are having difficulties in a given course will be notified by the faculty. Notification of such difficulties or impending failure will be given to the student via the Advisory Letter (see Community Services Department Student Handbook). A copy of the Advisory Letter will be placed in the student file. At the end of each semester, student progress will be reviewed and promotion letters sent as necessary.

REDUCED LOAD

Students registered with Disability Services can negotiate for a reduced course load. Contact Disability Services and the Program Coordinator for such a request. The Disability Services Consultant can be reached by emailing letstalk@georgebrown.ca.

Curriculum is carefully designed so courses and fieldwork complement each other. Students who withdraw from courses so they have part time status or less may proceed into field placement only with permission of the Faculty.

PROGRAM WITHDRAWAL

Students must withdraw within ten days from the start of the Program to be eligible for a tuition refund from the college.

Course Withdrawal
Courses dropped after the date set by the registrar's office for withdrawal with academic penalty will be assigned an "F".

STUDENT RECORDS

The College and Program keep student records. To ensure that all records are accurate, students are advised to keep their own course records. This includes your transcripts, course outlines, course grades, quiz and assignment grades and all official communication from the College, the Program and the Faculty. This will assure that you are informed and able to track your movement through the Program. It is the student's responsibility to notify faculty of any errors or omissions. Students should monitor their grades through STU-VIEW and they should report any irregularities to the appropriate faculty.

Students who receive an Incomplete (INC) grade must complete course requirements within 60 days. After 60 days an INC grade will be changed to an "F".

Students who receive a Standing Deferred (SD) must complete the course work within 1 year. After 1 year a SD is changed to an "F".

MAKEUP COURSES

All courses (Field and Academic) must be completed by early May in order to graduate in that academic year. Students who complete the program requirements outside of their stream (for C105 students after semester 2 and for C100/C118 students after semester 4) must apply to graduate. Applications to graduate can be found in the ece office (room 597) and on the George Brown College website.

Fees for Courses Taken Outside the Regular Timetable
In addition to annual tuition, fees must be paid for field placements that are taken in May/June or July/August. All Courses taken through Continuing Education (evening studies) must be paid through the registrar's office.

ADVANCED STANDING POLICIES

COURSE TRANSFER CREDIT (EXEMPTIONS)

The student must submit documentation (official transcript, course outline etc.) within the first week of the semester on Stu View, through the Transfer Credit Page for evaluation of the request. NOTE: The student must have achieved a grade of "60%" or better in order to be eligible for Transfer Credit (Exemption).

Students who have applied for a Transfer Credit (Exemption) should continue to attend that class until they are officially notified of their Transfer Credit (Exemption).

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Students who have gained college-level learning outside the college system can benefit from Prior Learning Assessment and Recognition (PLAR). To be considered college-level, your learning should:

- include understanding of theory as well as practice
- be useful in a variety of situations and settings, not just in the particular place you acquired it
- meet the learning outcomes of a particular course or courses taught in Early Childhood Education.

In the Early Childhood Education Program you can apply for PLAR credit for any course and second field placement. Students must enroll for PLAR in the semester prior to when the course is offered. Students who apply for PLAR demonstrate their knowledge and skills in a variety of ways. Portfolios, demonstration, assignments and written examinations are among the methods used to assess students' eligibility for PLAR for academic courses or field placements. The cost of PLAR is set at the beginning of each academic year and is in addition to full-time fees.

SECOND YEAR DIRECT ENTRY STUDENTS

Students with a degree in humanities or social sciences and work experience in an early childhood program may apply to enter directly to the second year of the Early Childhood Education diploma program. A mandatory two-week course in the spring semester prior to starting year 2. Students are required to complete placement 3 in the spring semester following year 2.

Graduates of the George Brown College Early Childhood Assistant certificate program are eligible to enter the second year of the Early Childhood Education program with successful completion of all ECA certificate requirements.

Students who have a college community services diploma may also be eligible for direct entry into the second year.

EARLY CHILDHOOD EDUCATION AWARDS

Information regarding all college awards and bursaries is available at
http://www.georgebrown.ca/financialaid/06awards.aspx

Douglas E. Light Award
Two awards of $400 are given to two-second year students with the highest cumulative GPA at the end of first year.

Noel Young Award
The Noel Young award is granted to a second year student who has demonstrated a strong commitment to young children and families, to the community and to the field of early childhood development through advocacy. This award includes a $200.00 prize.

Marie Goulet Award of Excellence
The Marie Goulet Award of Excellence Award is granted to an Early Childhood Education student who exhibits commitment to children and families in the early year's sector, is self motivated, passionate aboutlearning and demonstrates above average abilities within their program, and exhibits behavioursboth in and out of class that are congruent with exemplary professional practice.

Martha Williams Award
The Martha Williams Awarded is granted to an Early Childhood Assistant student who is open to learning, committed to children and their families and dedicated to the field of early childhood development.

Rachel Langford Award
The Rachel Langford Award is granted to the Graduating Student whose performance includes the application of her or his unique learning abilities and self-determination producing a high level of academic achievement and a positive contribution to the learning community.

Honours Graduation
Honours are conferred upon those students who graduate with a two-year cumulative grade point average of 3.5 or higher. The "with honours" distinction will appear on transcripts and on the ECE Diploma.

Dean's Medal
The Deans' medal is awarded at convocation to the student who best exemplifies the qualities required in their profession. The Dean's Medal award includes a $100 prize.

ECE Program Policies

All ECE students at George Brown College are required to acknowledge that they are aware of

and understand the ECE Program Policies. A link will be emailed to you. All students are

required to complete this online. Policies and expectations are below

ECE Program Policies

I have read and accept the policies of George Brown College Early Childhood Education Program as outlined in the Student Handbook, specifically but not limited to the following;

I understand:

- I must make and keep a copy of all written work
- It is my responsibility to ensure the professor receives my assignment
- Plagiarism, cheating and inappropriate use of AI are not tolerated and will be dealt with severely (Academic Integrity Policy)
- The policy regarding missed tests and late arrival (Assessment of Student Learning Policy)
- Policy re: field placement absences, make up time, failure and withdrawal from the placement and from the Early Childhood Education Program
- I must follow current legislation as it relates to: The Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, The Child and Family Services Act and all George Brown Behavior Policies when attending both class and field placement (aligned with George Brown College's Code of Conduct outline in the College Policy)
- It is my responsibility to have the following completed; failure to do so may result in not being able to complete the field placement component of the program and therefore not graduate
  - A) Police Criminal Reference check
  - B) Medical form
  - C) Standard First Aid/CPR 'C' Certificate
  - D) Cleared Concise Summary Sheet
- Should an accident or injury occur during field placement; I am required to immediately inform the agency, the College faculty, and seek appropriate medical attention
- I must use my use my George Brown email when communicating with faculty and staff

Use of Technology:

I am aware that:

Under the Criminal Code of Canada, it is a crime to communicate repeatedly with someone if your communication causes them fear for their own safety or the safety of others. It is also a crime to publish "defamatory libel" – writing something that is designed to insult a person or likely to injure a person's reputation by exposing him or her to hatred, contempt or ridicule.

For more information, please see www.cyberbullying.ca As stated above, students are responsible for their actions at all times and any form of "cyber bullying" will be considered for discipline based on College policy.

The use of cell phones, iphones, blackberries, etc. (when being used for reasons other than class work) may distract others in the class; you will be required to turn them off. Laptops may only be used for class related work (eg taking notes) and faculty may require you to turn it off if this is not the case.

Classrooms are to remain food and scent free.