



Application Information for Approval of Education Program

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General Information

This document is for post-secondary institutions applying for the approval of an education program on the College's [Education Programs List](#).

Programs will be reviewed individually. A separate application package is required for each program.

There are two parts to the application package.

Part 1: Application Form

Each post-secondary institution must fill out an application form. This form is a fillable PDF and is available on the College's [website](#).

This fillable PDF form has three sections:

1. Post-Secondary Institution and Education Program Contact Information
2. Acknowledgment and Declaration
3. Payment Information

Part 2: Program Portfolio

Each post-secondary institution must submit a Program Portfolio consisting of the following sections:

1. Post-Secondary Institution and Education Program Information
2. Program Admission Requirements
3. Program Curriculum –Theoretical Component
4. Program Curriculum – Practicum Component
5. Graduation Requirements
6. Partnership and Articulation Agreements
7. Student Conduct

Each section of the Program Portfolio contains two sub-sections:

- A narrative description that concisely addresses the points listed under each section. This description must also refer to examples and specific pages of supporting documentation, as appropriate.
- Supporting documentation that supports the narrative description. The College reserves the right to request additional information or documents if required.

Details of the Program Portfolio submission are provided starting on page five of this document.

Submission Instructions

- The application package, which includes Part 1 (Application Form) and Part 2 (Program Portfolio), must be submitted in hard copy format. Electronic copies or documents submitted by e-mail or fax are not accepted at this time.
- The application package should be organized in the following manner:

Part 1: Application Form

- This form must be completed, signed, printed, and accompanied by full payment.

Part 2: Program Portfolio

- Prepare the portfolio to match the sections in the order listed in the Table of Contents on page two.
- Separate each section of the application by tabs. Label each tab to match the table of contents.
- Create and submit a detailed table of contents to list all the contents of the application package and where they are located in the package. Make sure that supporting documents are in the correct sections and correspond to the matching narrative descriptions. The table of contents should list all supporting documents included in each section.

Important Notes:

- Incomplete application packages will be returned. If an application package is returned, the post-secondary institution will be required to restart the application process from the beginning.
- Applying post-secondary institutions should keep copies of all documents included in the application package for their own records.

Mailing Address

Application packages should be mailed or couriered to the following address:

College of Early Childhood Educators
438 University Avenue, Suite 1900
Toronto ON M5G 2K8
Attn: Approval of Education Programs

Receipt of an Application Package

The College will send an e-mail acknowledgement of receipt to the primary contact person listed on the Application Form.

The email only acknowledges the receipt of the application package; it does not indicate anything further regarding the status of the application package or eligibility for assessment.

Program Portfolio

Section 1: Institution and Education Program Information

Narrative Description: Provide two narrative descriptions, one for each sub-section (a and b) below. Each narrative description should include references to specific pages and paragraphs of supporting documentation, as appropriate.

a) Post-Secondary Institution Information

- Provide a brief overview of the institution's history, which includes the following information:
 - length of operation
 - type of educational institution
 - recognition status or accreditation by relevant authorities
 - authority to grant a diploma or degree for the program seeking approval

Supporting Documentation:

- Published materials or other documentation that support the above.

b) Education Program Information

- A summary of the program, which includes the following information:
 - program's history (e.g., how long it has been in existence and how it has evolved)
 - where the program is located within the post-secondary institution's organizational structure
 - program description including rationale for the program, intended student audience, and employment opportunities for graduates
 - program focus (e.g., how the course content is relevant to early childhood education; total program hours related to major)
 - program duration, full time-basis only (indicate the number of semesters)
 - method of study (full-time, part-time, continuing education)
 - delivery methods (in-class, online or distance learning, entirely online or hybrid/blended)
 - program recognition by other post-secondary institutions, employers, regulatory authorities and professional associations, where applicable
 - faculty and staff information
 - advisory committees that influence program development

Supporting Documentation:

- A program handbook or other published materials that include the information listed in sub-section b.
- A list of current faculty staff members (including number of full-time staff, part-time staff, sessional or casual staff members and their academic qualifications; additionally, indicate which faculty staff members are Registered Early Childhood Educators (RECEs)).
- A list of current advisory committee members and related documents such as the Terms of Reference.

Section 2: Program Admission Requirements

Narrative Description: Provide a description of the program's admission requirements, including the evaluation process of Prior Learning Assessment and Recognition (PLAR), if offered. In addition, provide a description of the program's residency requirements, if applicable. Program residency refers to the number of credit hours students must take in the program to graduate. Specify how many of these credit hours must be completed in class, if applicable.

The description should include references to specific pages and paragraphs of supporting documentation, as appropriate.

Supporting Documentation:

- Policies regarding admission requirements, which includes:
 - academic requirements or program eligibility criteria
 - non-academic requirements (e.g., related work experience or volunteer experience)
 - other requirements (e.g., health requirements, Vulnerable Sector Police Reference Check)
 - admission requirements for mature students
- Documentation regarding Prior Learning Assessment and Recognition (PLAR), which includes:
 - criteria for granting PLAR
 - number of credits that can be granted through PLAR
 - methods of assessment
- Policies regarding academic residency requirements
- Policies regarding Admission with Advanced Standing and Credit Transfer, which includes:
 - criteria for granting a credit or an exemption
 - criteria for granting block credits or advanced standing
 - criteria for transfer entry
- Statistical program data for the last five years, which includes:
 - total program enrollment data per academic year (indicate the number of full-time students, number of part-time students, number of students admitted through PLAR, and number of transfer students, etc.)

Section 3: Program Curriculum – Theoretical Component

Narrative Description: Provide a description of the program’s curriculum that includes the information listed below:

- program structure
- balance between discipline-specific learning (i.e., courses related to the field of study) and breadth of learning (i.e., courses that expose students to learning outside their discipline or vocational studies)
- how the program’s vocational learning outcomes align with the [Early Childhood Education Program Standard](#) approved by the Ontario Ministry of Advanced Education and Skills Development
- how the program meets the essential employability skills outlined in the [Early Childhood Education Program Standard](#) approved by the Ontario Ministry of Advanced Education and Skills Development
- how the delivery methods are appropriate and provide students with sufficient opportunities to achieve the program’s learning outcomes

The description should include references to specific pages and paragraphs of supporting documentation, as appropriate.

Supporting Documentation:

- Course calendar descriptions for all courses offered within the program.
- A complete list of the program’s courses by order of study to show how full-time students progress through the program. Lists should be presented in a table based on the sample provided on page nine. A table is required for *each* semester of study.

The table must include the following information:

- course name and course code
 - number of hours
 - number of credits
 - type of course (mandatory, elective)
 - prerequisites and co-requisites
 - delivery method (lecture, seminar, practical)
 - delivery format (in class, online, hybrid)
- a. List one course per line.
- b. Identify with an asterisk (*) all the courses considered general education courses.

Year 1, Semester 1							
No.	Course name and course code	No. of hours	No. of credits	Type of course (e.g., mandatory, elective)	Prerequisites and co-requisites	Delivery method (e.g., lecture, seminar, practical)	Delivery format (e.g., in-class, online, hybrid)

Total number of instructional hours:	
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Total number of practicum hours (<i>the minimum number of hours should be 476</i>):	
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Supporting Documentation (cont'd)

- Detailed course outlines for all theoretical courses required for graduation in the program organized in the following order:
 - course outlines for all mandatory courses offered within the program
 - course outlines for all elective courses offered within the program

- Course outlines must include the following information:
 - course name/title
 - course code
 - course description
 - course prerequisites, co-requisites and exclusions
 - course total number of hours
 - course objectives
 - student learning outcomes
 - required text and readings
 - required assignments
 - method of evaluation
 - course policies (e.g., grading, penalties and academic dishonesty, classroom attendance, etc.)

- Create a table based on the sample below to demonstrate how the program meets the vocational learning outcomes (VLO).

VLO No.	Vocational learning outcomes	Identify the courses that address each outcome (indicate the course names and codes)	Provide a rationale/ examples of how the identified courses meet the vocational learning outcome
1	Ability to 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.		
2	Ability to establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.		
3	Ability to 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.		
4	Ability to establish and maintain responsive relationships with individual children, groups of children and families.		
5	Ability to 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.		
6	Ability to prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.		
7	Ability to 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.		

VLO No.	Vocational learning outcomes	Identify the courses that address each outcome (indicate the course names and codes)	Provide a rationale/ examples of how the identified courses meet the vocational learning outcome
8	Ability to apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice.		
9	Ability to 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.		
10	Ability to 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.		

- Create a table based on the sample below to demonstrate how the program meets the essential employability skills (EES).

EES No.	Essential employability skills	Identify the courses that address each essential employability skill (indicate the course names and codes)	Provide a rationale/ examples of how the identified courses meet the essential employability skills
1	Communication		
2	Numeracy		
3	Critical thinking and problem solving		
4	Information management		
5	Interpersonal		
6	Personal		

Section 4: Program Curriculum – Practicum Component

Narrative Description: Provide a description of program’s practicum component and include the information listed below:

- place of the practicum in curriculum, whether elective or mandatory for successful program completion and graduation
- how theory is integrated into practice
- age groupings (i.e., infant/toddler (0-30 months), preschool (30 months – 6 years), school age (44 months -13 years) or mixed ages
- number of practicum hours with each age grouping
- types of practicum settings (e.g., licensed childcare centres, community child and family support centres, Full Day Early Learning Kindergarten programs, school, etc.)
- how practicum supervisors are selected
- how practicum settings are selected and monitored, evaluated (i.e., quality assurance mechanisms)
- how students are supervised by the institution during practicum
- scope of duties that students carry out during practicum
- methods of student evaluation.

The description should include references to specific pages and paragraphs of supporting documentation, as appropriate.

Supporting Documentation:

- Detailed course outlines for all practicum courses completed within the program.
- Practicum policies or guidelines, including the following information:
 - practicum requirements (including prerequisites)
 - the selection and evaluation of practicum settings
 - the selection and qualifications of practicum supervisors
 - the roles and responsibilities of faculty advisors, practicum supervisors, and students
 - student evaluation criteria

Section 5: Graduation Requirements

Narrative Description: Provide a description of program's graduation requirements. The description should include references to specific pages and paragraphs of supporting documentation, as appropriate.

Required Documentation:

- Policies regarding grading, academic standing and graduation, which includes the following information:
 - grading system and grading guidelines
 - passing grade for all courses
 - overall achievement for graduation from the program
 - time limits for program completion

- Statistical program data for the last five years, which includes:
 - attrition (withdrawal, academic dismissal, etc.)
 - Grade Point Average (GPA) for graduates of the program

Section 6: Partnerships and Articulation Agreements

Narrative Description: Provide a description of the pathways available to students to:

- transfer credits for equivalent course work or a completed credential from other programs offered by your institution
- transfer credits for equivalent course work or a completed credential from other post-secondary institutions
- pursue further education within your institution or other post-secondary institution(s)

The description should include references to specific pages and paragraphs of supporting documentation, as appropriate.

Supporting Documentation:

- Policies regarding transfer agreements and pathways between programs and between institutions, which includes the following information:
 - articulation agreement between programs (internal credit transfer)
 - articulation agreement between your institution and other post-secondary institutions

Section 7: Student Conduct

Narrative Description: Provide a description of policies regarding student conduct. The description should include references to specific pages and paragraphs of supporting documentation, as appropriate.

Supporting Documentation:

- Policies or guidelines regarding student conduct.

Appendix: Approval of Education Program Fee Schedule

Application Processing Fee

(to review and process application with respect to minimum requirements)

Type of Program	Fee Amount
Fee per application submitted	\$200

Assessment Fees

(i.e., assessment of a program with respect to assessment requirements)

Type of Program	Fee Amount
Undergraduate program – duration of two years and under in length	\$1,800
Undergraduate program – duration of more than two years in length	\$2,800
Graduate program	\$2,800

Other Fees

Type of Fee	Fee Amount
Submission of additional documentation in response to a notification issued by the College under the policy	\$275
Request for review of a decision (i.e., review by a panel of the Registration Committee)	\$1,300

Annual Fee

Type of Fee	Fee Amount
Annual fee per program approved (with or without conditions or restrictions)	\$350

Note: Fees are not refundable.