



Program Portfolio for Approval of Education Programs

Table of Contents

General Information	3
Submission Instructions	4
Program Portfolio	
Section 1: Post-Secondary institution and Education Program Information	5
Section 2: Faculty and Staff Information	6
Section 3: Program Admission Requirements	7
Section 4: Program Curriculum – Theoretical Component	9
Section 5: Program Curriculum – Practicum Component	14
Section 6: Graduation Requirements	15
Section 7: Partnerships and Articulation Agreements	16
Section 8: Student Conduct	16
Appendix: Approval of Education Programs Fee Schedule	17

General Information

Under the [Registration Regulation](#), the College can approve a post-secondary diploma or degree program for equivalency to the current standard used for the education requirement for registration. The current standard is a two-year diploma program in early childhood education from an Ontario College of Applied Arts and Technology.

This document is for post-secondary institutions applying for approval for an education program with the College. Programs currently approved by the College can be found 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

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

The 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

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

1. Post-Secondary Institution and Education Program Information
2. Faculty and Staff Information
3. Program Admission Requirements
4. Program Curriculum –Theoretical Component
5. Program Curriculum – Practicum Component
6. Graduation Requirement
7. Partnership and Articulation Agreements
8. 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.

Submission Instructions

- The application package, which includes Part 1 (Application Form) and Part 2 (Program Portfolio), must be submitted electronically.
- The application package should be organized in the following manner:

Part 1: Application Form

- This form must be completed, signed, and accompanied with full payment.
- If payment is being made by cheque, the payment should be mailed to the mailing address provided below.

Part 2: Program Portfolio

- Prepare the portfolio to match the sections in the order listed in the Table of Contents.
- Separate each section as individual electronic files with the file name corresponding to the application section.
- 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 your supporting documents are in the correct sections and corresponding to the matching narrative descriptions.

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.

Mailing Address

Payments made by cheque 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

Electronic Submissions

The College uses *Egnyte* for electronic document submissions. Please contact the College at education-programs@college-ece.ca to request a submission link.

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 e-mail 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
 - mission statement, core values and strategic priorities

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 (i.e., how the course content is relevant to early childhood education in Ontario; total program hours related to major)
 - program duration, full time-basis only (indicate the number of semesters)
 - method of study (e.g., 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/or professional associations, where applicable
 - advisory committee(s) that influence program development

Supporting Documentation:

- A program handbook or other published materials that includes the information required as listed in sub-section b.
- List of current advisory committee members and related documents such as the Terms of Reference.

Section 2: Faculty Staff Information

Narrative Description: Provide a description of faculty staff, including faculty staff members who are Registered Early Childhood Educators (RECEs). Faculty staff teaching in scope of practice, as defined in the [Early Childhood Educators Act, 2017](#), must be registered members in good standing with the College.

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

Supporting Documentation:

- A list of current faculty staff members, which includes:
 - number of full-time, part-time, sessional or casual staff members
 - academic qualifications for each faculty staff member
 - list of courses taught by each faculty staff member
 - registration number with the College, if applicable

Section 3: Program Admission Requirements

Narrative Description: Provide a description of program's admission requirements, including the evaluation process of Prior Learning Assessment and Recognition (PLAR), if offered. In addition, provide a description of 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 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 academic 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.).
 - insert your list into a table based on the sample provided below.

Enrollment Data

Year	Semester (Fall, Winter, Spring)	Total number of students	Number of of full-time students	Number of part-time students	Number of students admitted through PLAR	Number of transfer students	Number of international students

Section 4: 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 Training, Colleges and Universities
- how the program meets the essential employability skills outlined in the [Early Childhood Education Program Standard](#) approved by the Ontario Ministry of Training, Colleges and Universities
- 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 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 10. 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	Number of hours	Number 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:

Total number of practicum hours (*the minimum number of hours should be 476*):

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 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 create learning contexts to enable, build and maintain caring, responsive relationships* in partnerships with children*, families* and communities that value and respect social, cultural and linguistic diversity* including Indigenous* peoples' worldviews and Francophone identity.		
2	Ability to create, facilitate and reflect upon inquiry and play-based* early years and child care* programs and pedagogical* approaches to support children's* learning, holistic development* and well-being following children's* capabilities, interests, ideas and experiences.		
3	Ability to co-design and maintain inclusive* early learning environments* to value and support equitable, accessible and meaningful learning opportunities for all children*, their families* and communities in a range of early years and child care* settings.		
4	Ability to collaborate with children*, families*, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments* to support independence, reasonable risk-taking and healthy development and well-being.		
5	Ability to use observation strategies* to identify children's* strengths and challenges and to ascertain when children* and families* might benefit from additional support or community resources.		
6	Ability to use professional communication in interactions with children*, families*, colleagues, employers, the regulatory body*, government authorities and children's* service agencies to meet legal and ethical standards of the early years sector*.		

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
7	Ability to act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice* and reflect* upon their impact on one's own role in early years and child care* settings.		
8	Ability to identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.		
9	Ability to create and engage in partnerships with families*, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care* programs and services.		
10	Ability to engage in reflective practice* and continuous professional learning* in accordance with principles of lifelong learning, evidence-informed practices* in the early years sector* and requirements of the College of Early Childhood Educators.		
11	Where applicable: Ability to engage with Indigenous* children*, families* and communities to co-create, implement and evaluate Indigenous* early years and child care* and child and family programs and environments that are culturally* sensitive and culturally* relevant to the communities they serve.		

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

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 5: 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 your 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 6: 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 academic years, which includes:
 - attrition (withdrawal, academic dismissal, etc.)
 - Grade Point Average (GPA) for graduates of the program

Insert your list into tables based on the samples provided below.

Attrition Data

Academic Year	Withdrawals	Academic Suspension (failure to meet GPA requirements)	Academic Dismissals	Total attrition rate

Graduation Data

Academic Year	Semester (Fall, Winter, Spring)	Total number of graduates	Average Grade Point Average

Section 7: 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 8: Student Conduct

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

Supporting Documentation:

- Policies or guidelines regarding student conduct, including academic integrity.

Appendix:

Approval of Education Programs 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	\$2,300
Undergraduate program – duration of more than two years in length	\$3,300
Graduate program	\$3,300

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

Note: Fees are not refundable.



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