



# Program Portfolio for Approval of Education Programs

APRIL 2025

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# 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 and campus.

Any false or misleading statement, representation, or declaration in or in connection with this application portfolio may be cause for refusal.

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 (PSI) 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. Program Accommodations
7. Graduation Requirement
8. Partnerships, Articulation Agreements and Incentives
9. Student Conduct
10. Diversity, Inclusion and Equity
11. Disclosure of Information

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

In order to be assessed for program approval, an application package must be complete with two parts:

- Part 1 – Application form and payment of fee
- Part 2 – Program portfolio

The application package should be organized in the following manner:

## Part 1: Application form

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

## Part 2: Program Portfolio

To ensure your application is reviewed, it is crucial to adhere to the following format guidelines. Applications that have not been submitted in this manner will be considered **incomplete**. This may result in a delayed assessment.

### 1) Portfolio organization:

- Organize the portfolio to match the sections in the order listed in the table of contents.

### 2) File separation:

- Separate each section as an individual electronic file, with the file name corresponding to the application section.

### 3) Detailed table of contents:

- Create and submit a detailed table of contents listing all the contents of the application package and their locations within the package. Ensure that all supporting documents are placed in the correct sections and correspond to the matching narrative descriptions.

## Important Notes

- Any application portfolio that is not submitted in the manner outlined above will be deemed "incomplete". If an application package is deemed to be incomplete, the post-secondary institution will be required to restart the application process from the beginning (including fees).
- Applying post-secondary institutions should keep copies of all documents included in the application package.

## Electronic Submissions

The College uses *Egnyte* for electronic document submissions. The College will provide you with Egnyte links to folders for each section of the portfolio. These links will be shared once your form and fee has been approved and processed. The College will also share a separate document with detailed submissions instructions once your form and fee have been processed.

## Receipt of an Application Package

The College will email an acknowledgment of receipt to the primary contact person listed on the application form.

This email only confirms that the application package has been received; it does not provide any information about the status of the application or its 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:
  - type of educational institution
  - recognition status or accreditation by relevant authorities
  - length of operation
  - authority to grant a diploma or degree for the program seeking
  - mission statement, core values and strategic priorities
  - disclosure of information related to student concerns, complaints, litigation or other matters related to the post-secondary institution.

*Supporting Documentation:*

- Published materials or any other documentation that support the above

### b. Education Program Information

- A summary of the program, which includes the following information:
  - program's history
  - 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 directly relevant to early childhood education in Ontario; total program hours related to major)
  - program duration
  - study options (e.g., full-time, part-time, continuing education)
  - delivery methods (in-class, online (synchronous), online (asynchronous), or hybrid)
  - 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 the program's residency requirements, if applicable. Program residency refers to the number of credit hours students must take in the program to graduate. If applicable, please specify how many of these credit hours must be completed in class and how many credit hours can be granted via PLAR, credit transfer, or advanced standing.

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 (including language 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
  - International student admission and recruitment criteria and associated documents covering criteria, process, required documents, guarantees, etc.
- 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
- Projected student enrollment for the first academic year of the program, please provide figures for both international and domestic students.

*Note: This is only applicable to programs which:*

  - *have not been previously approved; or*
  - *have offered a version of this proposed program in partnership with a public institution, including career colleges*
- 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, number of students paying international fees and number of transfer students, etc.)

*Note: This is only applicable to programs which:*

  - *have been previously approved and are applying to renew their approval; or*
  - *have offered a version of this proposed program in partnership with a public institution including career colleges*

Please insert your list into a table based on the sample provided below

**Projected Enrollment Data**

Year	Projected total number of students	Projected number of domestic students	Projected number of international students

**Statistical Program Data**

Year	Semester (Fall, Winter, Spring, Summer)	Total number of students	Number of full-time students	Number of part-time students	Number of students admitted who received PLAR credits	Number of transfer students	Number of students paying international fees

## 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 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 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)

*Note:*

- *List one course per line*
- *Identify general education courses with an asterisk \**

Please create or use the table below to showcase the program structure. Please include a chart for each year and semester of study.

### 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)

### Year 1, Semester 2

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)

<b>Total number of instructional hours:</b>	
<b>Total number of practicum hours:</b> <i>(the minimum number of hours should be no less than 500)</i>	

#### 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 (specify types, descriptions, and weighting)
  - methods of evaluation (including assignment weights)?
  - course policies (e.g., grading, penalties and academic dishonesty, classroom attendance, etc.)

Please create or use the table below to demonstrate how the program meets the vocational learning outcomes (VLOs).

## 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.		

Please use or create a table based on the sample below to demonstrate how the program meets the essential employability skills (EESs).

### 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 the 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 kindergarten programs, school, etc.)
- How practicum supervisors are selected
- How practicum settings are selected and monitored, evaluated (i.e., quality assurance mechanisms)
- How are students supported in finding their practicum settings (if applicable)
- 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: Program Accommodations

*Narrative Description:* Provide a description of the types of accommodations the program may provide to students and include information listed below.

- What accommodations may be provided to students for classroom learning
- What accommodations would be provided to students for practicum experiences

*Please note that you must discuss both classroom (theory) learning and practicum experiences.*

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

*Supporting Documentation:*

- Policies regarding student accommodation at the institution level
- Any policies or guidelines specific to the proposed program related to student accommodations
- Examples of student accommodations letters and action plans

## Section 7: Graduation Requirements

*Narrative Description:* Provide a description of the 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 grades 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 (e.g. withdrawal, academic dismissal, etc.)
  - Grade Point Average (GPA) for graduates of the program

*Note: This is only applicable to programs which:*

  - *have been previously approved and are applying to renew their approval; or*
  - *have offered a version of this proposed program in partnership with a public institution including career colleges*

Please use or create tables based on the sample below to provide statistical program data.

### 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, Summer)	Total number of graduates	Average Grade Point Average (GPA)

## Section 8: Partnerships, Articulation Agreements and Incentives

A) In this section you must disclose and provide detailed information on any partnerships (current and planned) that your organization has which may impact the proposed ECE program.

Please provide the following narrative descriptions.

### *Narrative Description (i): All Institutional Partnerships*

Provide a comprehensive list of all the partnerships your institution has with other organizations (current and planned) that impact all programs across your institution, including the proposed ECE program. Provide a short description of each partnership (2-3 sentences) and contact information of each partner.

This should include, but are not limited to:

- Collaborative efforts with other post-secondary institutes (PSIs) or Indigenous Institutes (II) (if any)
- Community organization involvement and how these partnerships enhance the ECE program
- Specific roles and contributions of each partner organization in supporting program delivery, student internships, or resource sharing

### *Narrative Description (ii): Partnerships for the ECE Program*

Provide a comprehensive list of all partnerships (current and planned) that will directly involve the proposed Early Childhood Education (ECE) program. Provide a detailed description of each partnership (paragraph? 100 words) and the contact information of each partner.

This should include, but are not limited to:

- Collaborative efforts with other PSIs and IIs (if any)
- Community organization involvement and how these partnerships enhance the ECE program
- Specific roles and contributions of each partner organization in supporting program delivery, student internships, or resource sharing

### *Supporting Documents:*

For all descriptions as mentioned above, include references to specific pages and paragraphs of supporting documentation where these partnerships and their impacts are detailed.

- Memorandums of Understanding (MOUs), partnership agreements or other documentation which outlines the roles and responsibilities of each party.
- Documentation of joint initiatives, projects, or programs developed in collaboration with partner organizations
- Reports or evaluations demonstrating the impact of these partnerships on the ECE program

B) Disclosure of relationships or incentive programs (e.g., immigration consultants, recruitment organizations, international colleges) across all programs at your post-secondary institution.

*Narrative Description:* Provide a detailed account of all relationships or incentive programs related to all programs at your organization in addition to partnerships that will affect the proposed ECE program. This should include but are not limited to:

- Partnerships with immigration consultants, recruitment organizations, and international colleges
- The nature and scope of these relationships, including any incentives offered to students (e.g., in scholarships, streamlined admission processes)
- How these relationships and/or programs support the recruitment, admission, and success of students in the ECE program

Include references to specific pages and paragraphs of supporting documentation where these partnerships and programs are described.

*Supporting Documents:*

- Agreements or contracts with international colleges, recruitment organizations, and immigration consultants
- Documentation outlining the incentives provided to all parties and students through these partnerships
- Marketing materials or brochures that highlight these partnerships and the benefits they offer
- Records of communications or promotional activities undertaken in collaboration with these partners
- Policies and or other documentation describing supports for international students

### C) Transfer credits

*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 9: Student Conduct

*Narrative Description:* Provide a description of policies and/or guidelines 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:*

- All policies and or guidelines regarding student conduct, including academic integrity, artificial intelligence, and student information.

## Section 10: Diversity, Inclusion and Equity

*Narrative Description:* Provide a description of your institution's commitment to support diversity, inclusion and equity. The description should include references to specific pages and paragraphs of supporting documentation, as appropriate.

*Supporting Documentation:*

- List of any ongoing commitments related to quality (e.g. institutional objectives set out through strategic planning, statement on Anti-Racism, etc).
- List of institutional support for diversity, inclusion, and equity. (e.g. Office of Diversity, Inclusion and Equity)
- Any policies related to diversity, inclusions and equity
- Demonstration of equity-based initiatives (for students, faculty and the broader community)
- Evidence of diversity, inclusion, and equity throughout program content and program of operations (e.g. recruitment and hiring practices)
- List of any ongoing actions and commitments towards Truth and Reconciliation.

## Section 11: Disclosure of Information

*Narrative Description:* As part of the College's review of organizational character, the College conducts background research and may contact third parties (e.g., MCU, partners) to verify information. To ensure transparency, please disclose any issues or concerns that the College may uncover during this process. This includes, but is not limited to, media coverage, MCU concerns, student complaints, or any other matters of interest. Additionally, provide a clear explanation of the active actions your institution is taking to address these concerns. The description should include references to specific pages and paragraphs of supporting documentation, as appropriate.

*Note: For Career Colleges, information in this application package and review process will be shared with the Ministry of Colleges and Universities, upon receipt of an application.*

*Supporting Documents:*

- Media articles or reports addressing organizational concerns
- Any official responses to identified concerns
- Action plans outlining steps taken to resolve issues
- Documentation of student complaints and resolutions
- Correspondence with regulatory bodies, including MCU or other partners
- Institutional policies or protocols addressing identified risks or concerns

# 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: All fees are non-refundable



College of Early Childhood Educators

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If you require an accessible format or communications support, please contact us at 1 888 961-8558 / [communications@college-ece.ca](mailto:communications@college-ece.ca).

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