

Pathways for Early Childhood Leadership

ONCAT File 2016-17

15 June 2017

Participants and Contributors

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Yasaman Jalali – Kushki

List of participants and partner institutions

Partner Institutions

George Brown College

Fanshawe College

Sheridan College

Participants (focus groups and interviews)

Fanshawe College students

Sheridan College students

George Brown College students and alumni

Guidance Counsellors GTA

Parents of Youth entering the field

Mentor Network in London

Fanshawe Program Advisory Committee

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Executive summary

George Brown, Sheridan, and Fanshawe Colleges have worked together to create the Honours Bachelor of Early Childhood Leadership Program (ECL). Students in the Early Childhood Education (ECE) diploma are able to access face-to-face courses to bridge into the three institutions offering of the Honours Bachelor of Early Childhood Leadership Program (ECL). Students successfully completing a diploma with a GPA of 2.5 or higher are eligible to bridge into level 5 of the degree program, giving them the recognition of previous learning.

Fanshawe, George Brown, and Sheridan Colleges expanded opportunities for post-secondary collaboration by creating online bridging courses, therefore making bridging courses accessible to students graduating from one of the twenty-four colleges that offer ECE across the province. A comprehensive pathways framework and online bridging courses were created for student mobility to support the pursuit of multiple credentials.

The overall project purpose was to create a transparent and easy to understand pathway model for students to comprehend their pathways to achieve apprenticeship, diploma, and degree qualifications in this field including but limited to post graduate degrees and Teacher's College. The visual model will be communicated strategically through multiple platforms to reach the intended students and applicants across the province. In addition, the bridging courses were created into accessible, interactive, online courses to students and applicants.

Project Purpose and Goals

Market demand and the fact that the Child Development Practitioner Apprenticeship and the Early Childhood Education Program ONTransfer had already been prepared and approved for Colleges to sign on were motivating factors for this project.

This team has been heavily involved with creating pathways for our Early Childhood Educators to meet labour market demand. With the introduction of Full-Day Kindergarten, there has been a significant shift in the sector in recent years, and there is high labour demand within this sector. In response, a number of pathways have already been created with all of the colleges in this tri-college consortium. There are a variety of delivery models including a two year diploma, ten month Fast Track, weekend college, and Early Childhood Educator Apprenticeship (Child Development Practitioner). This team has created and implemented many new pathway opportunities for students and continues to work to streamline the pathways experiences to prepare students for this emerging career field. Therefore, this team was well equipped to undergo another project to strengthen the pathways and expand the eligibility of applicants across the province.

Currently, Early Childhood Educators with an ECE diploma are eligible to take four bridging courses for admission into the ECL program. The courses are offered at the three said Colleges. Students have indicated they would like to see the courses offered online to make them more accessible across the province.

In addition, many students and practitioners in the field are not aware of the many pathways available to them to advance their knowledge and credential in this ever changing field.

The online bridge course creates a seamless and accessible diploma-to-college degree transfer between 24 Ontario colleges from the ECE Program into the Early Childhood Leadership Degree programs at Fanshawe, George Brown and Sheridan Colleges. The project will include:

- Evaluation of current pathways and information gathering from key stakeholders
- Creation of a seamless pathways model for students in the Early Childhood Field
- Completion of market research to develop a clear communication strategy
- Implementation of a communication strategy across Ontario to communicate pathways
- Development of interactive, accessible online bridging courses (4 courses across the 3 institutions)

The overall project purpose was the development and implementation of strategies to enhance student mobility within the various ECE programs and the Honors Bachelor ECEL Degree Programs. This project was prioritized because of the labor market need.

Pathway Development

The pathway development was a collaborative process between participating institutions offering the Honors Bachelor Degree program. It was important to develop a clear and seamless pathways framework and increase accessibility to ECE graduates across the province into degree programs.

Unique to the Honours Bachelor of Early Childhood Leadership degree is the Tri-College consortium initiative. All 3 colleges, namely Fanshawe, George Brown and Sheridan, developed the ECL degrees in collaboration and have been lockstep in their curriculum development and delivery since the launch of these programs. There are regular annual meetings of the Tri-College consortium to ensure alignment with each other's programs as well as the PEQAB requirements. The three Colleges have developed a Memorandum of Agreement that strengthens and promotes academic mobility in the area of Early Childhood Leadership.

Methodology

Activity	Participants	Date	Outcomes
<ul style="list-style-type: none"> • Evaluation and Information Gathering • Hire Project Manager • Complete evaluation of current courses • Host working group to determine pathways model • Literature review to inform model development. 		April - September 2016	<ul style="list-style-type: none"> • Project manager hired • Draft Pathways Model • Collated feedback • Hiring of Course Creation Teams
<ul style="list-style-type: none"> • Met with Consortium Leaders of George Brown, Fanshawe and Sheridan to confirm work plan 	Maria (consultant), Sandra Fieber (Fanshawe), Patricia (George Brown), Cathy (Sheridan)	September 8, 2016	<ul style="list-style-type: none"> • Confirmed work plan • Brainstormed different pathways to research • Confirmed meeting with Centre of Excellence on Pathways at Fanshawe
<ul style="list-style-type: none"> • Met with Centre of Excellence on Pathways at Fanshawe 	Project Coordinator and Supervisor at Centre of Excellence, Sandra Fieber, and consultants	September 15, 2016	<ul style="list-style-type: none"> • Gathered high-level lessons learned when developing the communication pieces for pathways and which groups with whom to consult
<ul style="list-style-type: none"> • Follow-up meeting with Project Coordinator of Centre of Excellence 	Associate Consultant and Project Coordinator	September 27, 2016	<p>Key learnings from meeting</p> <ul style="list-style-type: none"> • Case studies are important to learning about pathways • Consultations with different target groups • Development of guiding principles was important to decision making process
<ul style="list-style-type: none"> • Researched different visuals to outline pathways and similar processes 	Consultants	October 2016	<ul style="list-style-type: none"> • Established wireframe of what infographic and PowerPoint would look like based on research
<ul style="list-style-type: none"> • Developed first draft of infographics and power points slides 	Consultants	October 2016	<ul style="list-style-type: none"> • First prototypes prepared for feedback
<ul style="list-style-type: none"> • Met with Consortium and present draft infographic with PowerPoint 	Consortium leaders and consultants	November 1, 2016	<ul style="list-style-type: none"> • Leaders provided feedback to improve draft Infographic, PowerPoint • Leaders also answered key questions to ensure information is complete in the materials

Activity	Participants	Date	Outcomes
			<ul style="list-style-type: none"> Confirmed contacts to coordinate focus groups at each college
<ul style="list-style-type: none"> Prepared and designed focus groups for students 	Consultants	January 2017	<ul style="list-style-type: none"> Enhance infographic and PowerPoint Design sessions with focused questions on how to improve communication materials
Feedback on Draft Pathways Model <ul style="list-style-type: none"> Finalization of Pathways Model Creation of 4 online bridging courses 	Curriculum experts, course designers, etc from each College	January – June 2017	<ul style="list-style-type: none"> Development of 4 online, interactive bridging courses Pathways Model
<ul style="list-style-type: none"> Conducted 4 focus groups with students: two at George Brown (one session included alumni), one at Sheridan and one at Fanshawe 	Students from all three schools and associate consultant	February 2017	<ul style="list-style-type: none"> Gathered key feedback on how each program works, benefits of the programs, and different information students need to know going into the field Also established the importance of having good information for parents
<ul style="list-style-type: none"> Reviewed and improved communication materials 	Consultant with graphic designer	March 2017	<ul style="list-style-type: none"> Communication materials clearer
<ul style="list-style-type: none"> Designed and conducted one focus group and four in-person interviews with parents who either work in early childhood education or have children entering post-secondary education with an interest in ECE 	Parents in London, ON and associate consultant	May 2017	<ul style="list-style-type: none"> Established key criteria parents are looking for when helping their son/daughter choose
<ul style="list-style-type: none"> Designed and conducted one focus group with guidance counsellors 	Guidance counsellors in GTA location of meeting: George Brown	June 2017	<ul style="list-style-type: none"> Gathered a better understanding of how high school students learn about different programs Learned more about the different assessment processes guidance counsellors use and the barriers they have when learning about different programs

Program Comparison and Analysis

This project was unique in that the three colleges offering the degree work as a consortium and the courses are aligned. Therefore, the major work was designing them to be delivered on line and affirming their alignment.

Implementation process and timelines

Unlike traditional Pathways projects, there is no approval required – the project received support from our respective institutions at the proposal stage of this project. There is a commitment to leverage the findings from this valuable project and therefore move forward with the following activities:

<p><i>Future Activities</i></p> <ul style="list-style-type: none"> • Solicit feedback from current high school students and early childhood educators who are working in the field • Develop evaluation framework for effectiveness of pathway materials • Creation of communication plan and Finalization of Pathways Model • Creation of Marketing Material • Delivery of online courses • Creation of website information for communication • Creation of social media strategy and implementation • Integration of material into ONTRANSFER database 		<p>Summer 2017</p> <p>September 2017</p> <p>Fall 2017</p> <p>Fall 2017</p> <p>Spring 2018</p> <p>Fall 2017</p> <p>Fall 2017</p>	
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Summary of Pathway create

Anyone with and ECE diploma will have access to online bridging courses which is a pathway into 3rd year of the ECEL degree offered by Fanshawe, George Brown and Sheridan. A pathways framework is designed to illustrate the pathways in Early Childhood Education.

Promising Practices and Lessons Learned

It became apparent that people (parents, students, guidance counsellors) are not familiar with the pathways available to individuals in the ECE sector. It was important to focus on transparency and making courses and information accessible to students interested in pathways.

Key Lessons

- a. Focus on the needs of the student, what is best for the student
- b. Determine target audience (parents, guidance counsellors, students)
- c. Make language accessible for target audience
- d. Ensure the right people are around the table to make decision on design of pathway
- e. Best way to explain pathways is through examples/case studies

It also became apparent that there is a significant interest and market for degree completion in the field of ECE. However, people are unaware of their pathway opportunities into the degree. Although outside of this project, there is a strong commitment to take the valuable learnings from this project and extend our reach and increase awareness of pathways available to those interested.

Going forward:

- On-going commitment to disseminate pathway framework through Internal Communications and Marketing departments
- Currently developing a communications plan to be shared provincially
- Develop an evaluation matrix to measure the effectiveness of the new pathway (# of students that use the pathway, academic and/or professional success of students, student perception, ease of use, feedback from students current pathways)
- Share learnings with other Colleges offering degrees so that they too may leverage the pathways framework to their community partners and students.

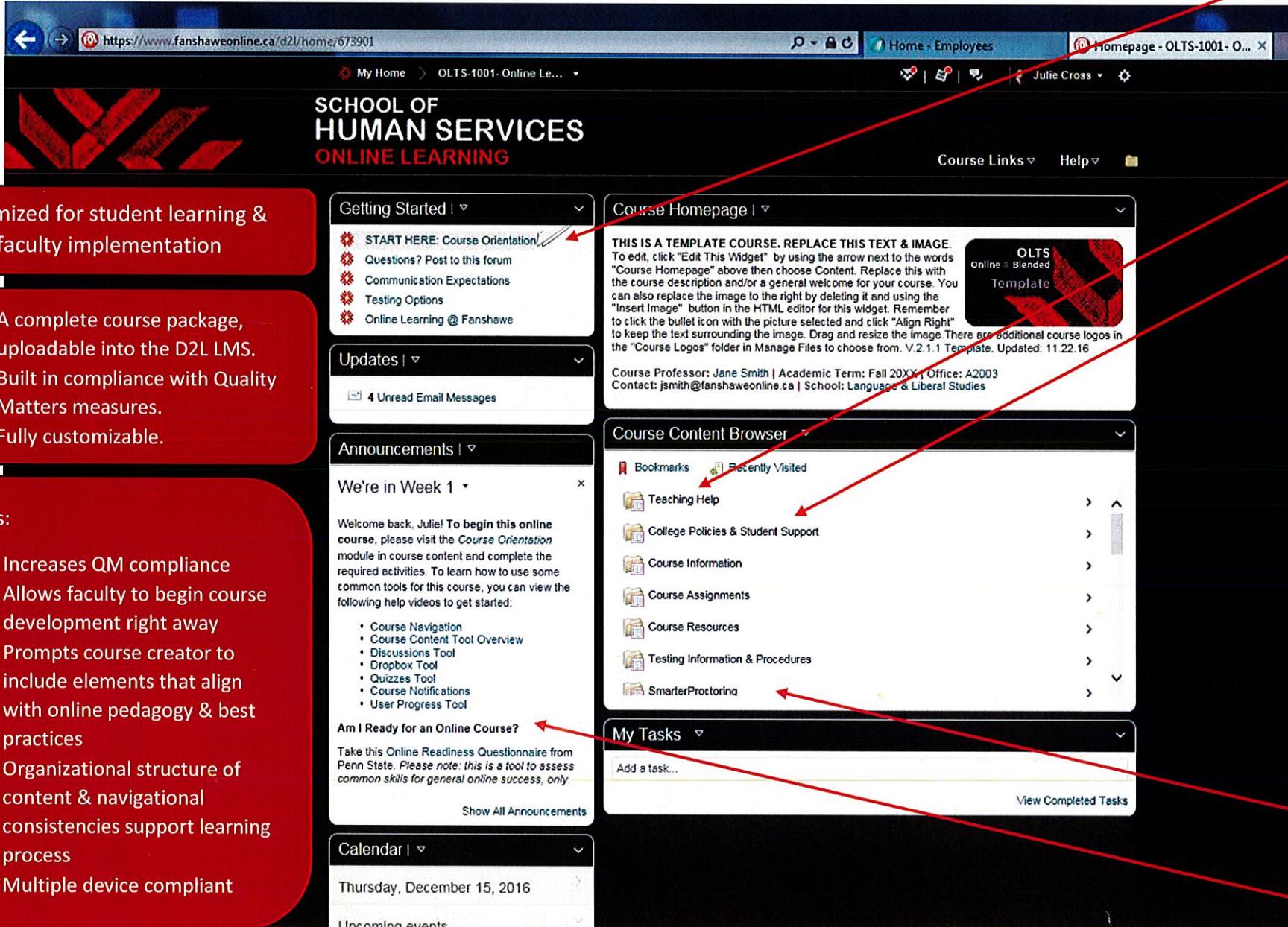
Appendices

1. Example of Online Course Template
2. Example of Project Template for redesigning Online Bridging Course
3. Power Point Presentation used with Stakeholders
4. Draft Pathways Framework
5. ONCAT Pathways Template

Appendix 1



Online Course Templates



Optimized for student learning & faculty implementation

- A complete course package, uploadable into the D2L LMS.
- Built in compliance with Quality Matters measures.
- Fully customizable.

- Benefits:
- Increases QM compliance
 - Allows faculty to begin course development right away
 - Prompts course creator to include elements that align with online pedagogy & best practices
 - Organizational structure of content & navigational consistencies support learning process
 - Multiple device compliant

Embedded Orientation for Students

Embedded Help & How To's for Faculty

Links to Policies & Supports

- Consistent "look & feel" across courses
- Students know what to expect
 - Faculty know what to include

Links to Online Proctored Testing

Embedded Online Readiness Tool for Students to Self-Assess

Included Resources: Screenshot Gallery

Course Orientation & Online Readiness Tools

Getting Started | ▾

- ✦ **START HERE: Course Orientation**
- ✦ Questions? Post to this forum
- ✦ Communication Expectations
- ✦ Testing Options
- ✦ Online Learning @ Fanshawe

Welcome back, Julie! **To begin this online course**, please visit the *Course Orientation* module in course content and complete the required activities. To learn how to use some common tools for this course, you can view the following help videos to get started:

- [Course Navigation](#)
- [Course Content Tool Overview](#)
- [Discussions Tool](#)
- [Dropbox Tool](#)
- [Quizzes Tool](#)
- [Course Notifications](#)
- [User Progress Tool](#)

Am I Ready for an Online Course?

Take this Online Readiness Questionnaire from Penn State. *Please note: this is a tool to assess common skills for general online success, only.*

[Show All Announcements](#)

Faculty Supports

Course Content Browser | ▾

Bookmarks Recently Visited

- Teaching Help
- College Policies & Student Support
- Course Information
- Course Assignments
- Course Resources
- Testing Information & Procedures
- SmarterProctoring

Teaching Help

- Teaching Tips
- Quality Matters
- Teaching Guides
- Universal Design for Learning (UDL)
- FOL Resources

Teaching Tips

- How to Use These Templates
- FOL Tips for Instruction
- Online Tools for Education
- Online Course Template Guide
- Communication Toolkit

College Policies & Student Support

- Academic Integrity Lesson
- College Policy Information for Students
- FanshaweOnline Information
- Software and HelpDesk Information
- Counselling Services
- Accessibility Services
- Testing Services
- The Learning Center

Student Supports





FANSHAWE Weekly Module Template: HTML Screenshot Gallery

Each Weekly Module provides a consistent framework for each lesson. The template is HTML, so all activities, instructions and resources can be hyperlinked.

The template includes:

- Weekly Welcome & Module Focus
- Module Learning Objectives & Instructions
- Reading Tasks

- Learning Tasks
- Reflection Tasks
- Assessment Tasks

- Checklists & Reminders
- Extra Resources & Links

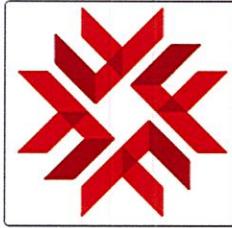
{COURSE NAME} ONLINE - WEEK ONE

"Tell me and I forget. Teach me and I remember. Involve me and I learn."
— Benjamin Franklin

Weekly Welcome and Module Focus

Welcome to week 1 of XXXX 1001: Online.

IMPORTANT TIP: as you add external files and images to these templates, it's important to practice efficient file naming conventions in the "Manage Files" area of FOL. When you add an image or a file directly to this template from your computer (such as through the insert image button above), you will be asked where you would like to save the file. Select "Choose Destination," then select the "WeeklyModules" folder and then the "ModuleImages" sub-folder.



FANSHAWE College Logo

Often if you use images from the web, the file titles are unclear. The image file used to the right was re-titled: "M1FANSHAWENORTHSTAR." If you look in the "ModuleImages" folder, you'll see the file located there. You'll know that that this image belongs to Module 1.

You could overwrite important information if you are copying to a course that already contains existing material or a previous version of this template, so learning how to name files and organize your material into folders will make it much easier to copy and/or reuse select material from one course to another and from term to term. Ask for help, if you're unsure, however, about the best way to organize files in your course.

DUMMY TEXT - REPLACE WITH YOUR OWN. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam pretium sapien lorem, ut posuere est malesuada lacinia. Fusce congue euismod ligula ac finibus. Ut augue sapien, gravida vehicula ipsum vel, aliquet tincidunt leo. Suspendisse nec est velit. Nulla quis nibh et sem sagittis sodales. Aenean eu egestas nulla, at condimentum neque. Nullam lobortis ligula sit amet lacinia laoreet.

Please Note: Weekly tasks should be completed in the recommended order listed below.

Module Learning Objectives and Instructions

Upon completion of this weekly module the learner will have demonstrated the ability to:

- define
- identify
- recall
- demonstrate
- discuss
- apply

1. Reading Tasks

Complete the recommended readings for this week:

- "[Fake Article Online](#)" from the following fake website
- Chapter 1 from your textbook (pgs. 1 – 13).

2. Learning Tasks

Read this week's [PowerPoint lecture](#) on fake topic. (MAC users: right-click and "save as" if you're having difficulty downloading PowerPoint files).

Post: your response [to the discussion](#) post on X

View:

Write:

Take:

3. Non-graded, Reflection, or Bonus Tasks

Reflect: Submit your reading reflection journal. Based on the readings this week, compose either a one paragraph summary or a bulleted list of the key points outlined in the articles. Reflect on the overall theme of the readings and how the concepts outline would impact your life and, by extension, others within a culture. Once completed, submit your assignment (in Word, Wordperfect, PDF, etc) to the appropriately labelled [dropbox](#).

4. Graded Assessments Tasks

Complete the [Reading Comprehension Quiz #X](#)

Checklist & Reminders

You will have a week to complete the above tasks. Please, don't leave everything to the last minute.

Reminders

- X
- X
- X

Extra Resources and Links

- Place external links and/or extra resources here to compliment the module learning, if applicable.

Appendix 2



ECL Bridging Program
Project Manager

Budget Allocation

Timelines

\$	\$	\$	\$	\$
Pre Re-Design Phase	Re-Design Phase	FOL Master Course Development Phase	Go Live Phase	Evaluation Phase
December 2016 – January 2017	January 2017 – February 2017	February 2017 – March 2017	March 2017	April 2017

Tasks

Pre Re-Design Phase

- Identify:** Faculty / Content Experts / Instructional Designer/ Data Entry Support (Project Manager)
- Create:** FOL Master Course Shells (FOL Admin) ✓
- Enrol:** identified personnel in FOL course shells (FOL Admin)
- Populate:** Shells with Blank Online Course Templates (ELearning Coordinator) ✓
- Review:** Course Templates with key personnel (ELearning Coordinator) ✓

Re-Design Phase

Training: Design Team (if required) Online Template use & file management (ODL Resource)

Review: Curriculum (Content Experts & Instructional Designer)

Determine: Equivalent Learning Experience (Content Experts & Instructional Designer)

- Learning activities & student/teacher/content interactions
- Narrative text
- Evaluation methods & tools

Develop: Module Content (Content Experts & Instructional Designer)

Ensure: Alignment of VLO's, content, activities, evaluations (Content Experts & Instructional Designer)

*(*ideally using course online templates during this phase)*

FOL Master Course Development Phase

Training: Data Entry Personnel (if required) Online Template use & file management (ODL Resource)

Collect: Material developed by Design Team (Data Entry Support)

Populate: FOL Master Course Modules (Data Entry Support)

*(*if templates were used during design phase, this will require less data entry, but still necessary to validate the work and assure consistency across modules/courses)*

Go Live Phase

Create: Semester Course Shells (FOL Admin)

Populate: Semester Course Shells (FOL Admin or ELearning Coordinator)

Enrol: Faculty & Key personnel in Semester Course Shells (FOL Admin)

Evaluation Phase

Audit: each course for QM compliance (ELearning Coordinator)

Appendix 3

Pathways in Early Childhood Education



Sheridan

What are Pathways?

Pathways are your roadmap to get you where you want to go

- ▶ **Grow your knowledge and opportunities:** progress from certificate to diploma, diploma to advanced diploma, and advanced diploma to degree program streams
- ▶ **Keep your credits:** maintain applicable credits when you transfer to different programs
- ▶ **Take your education with you:** take advantage of global partnerships, transfers and articulation agreements between institutions across Ontario, Canada and the world



Sheridan

Pathways in Early Childhood Education

Fanshawe, George Brown, and Sheridan are working together to make continued learning in Early Childhood Education as seamless and easy as possible.

- ▶ I already have my ECE Diploma, but I want to take more leadership roles at the child care centre I work at. What do I need to do to get there?
- ▶ I started a degree in sociology, but I realized early childhood education is my passion. Do I have to start from scratch?
- ▶ I don't have a high school diploma, but want to take ECE. What are my options?
- ▶ I have a diploma in a related field but would like to shift my focus to ECE. How can I most easily do this?



Sheridan

Pathways



Join us for Pathways Week!

January 30 – February 3, 2017
F-Hall, Fanshawe College

Explore opportunities to continue your path to success and make the most of your education with another diploma, degree or graduate certificate.

All week long you can check out your education pathways options and speak to representatives from different institutions from London, Canada and across the globe.

- ▶ 600+ external pathways
- ▶ 40+ institutions
- ▶ 7 countries
- ▶ **ONTransfer.ca** is a free resource to help you plan your post-secondary pathway in Ontario and shows you what transfer opportunities are available



Sheridan

Career Opportunities after your ECL HBA

Join us for Career Week!

January 30 – February 3, 2017
F-Hall, Fanshawe College

Explore different career options
depending on your certification,
diplomat or degree!

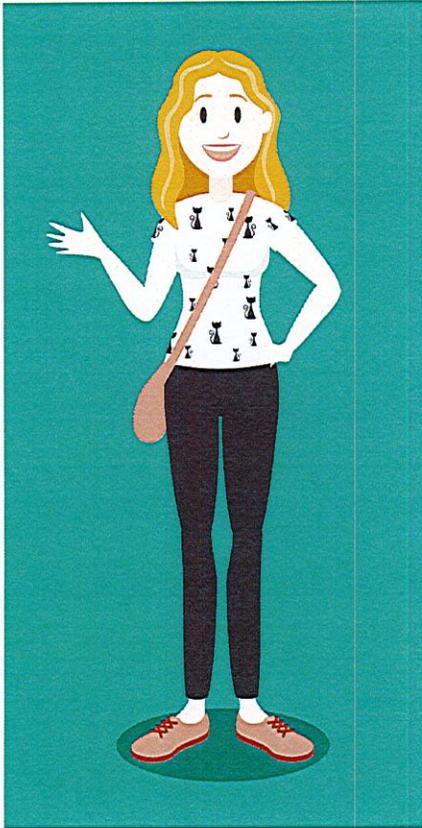
- ▶ Management positions at Child Centres
- ▶ Teaching
- ▶ Social Work
- ▶ Non-profits that focus on early childhood development
- ▶ Research that focuses on early childhood development
- ▶ Government work – social services, children's aid



Sheridan

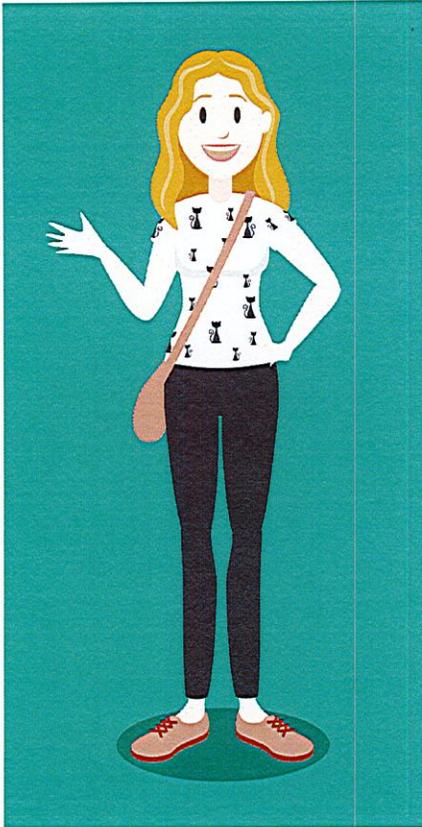
Case Studies





Case Study: Amanda

- ▶ Completed her Diploma in ECE at Sheridan
- ▶ Currently works as a daycare provider in Toronto
- ▶ One day wants to become a Manager of a childcare centre



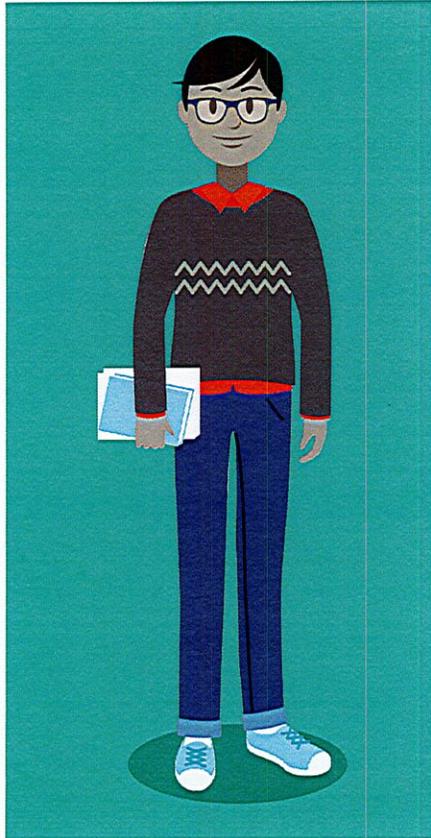
Case Study: Amanda

- ▶ Amanda can complete 4 online bridge courses while still working in Toronto
- ▶ She can then enter the 3rd year of the Early Childhood Leadership Honours Bachelor program
- ▶ After graduating, she will have the foundation and qualifications for the management position she wants



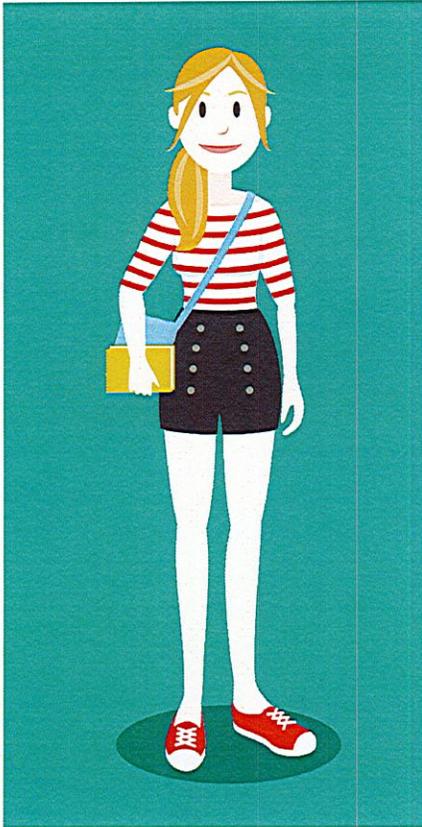
Case Study: Leroy

- ▶ Took one year in sociology at the University of Guelph
- ▶ Realized that early childhood education is his passion
- ▶ Wants to know what his options are so that he avoids starting from scratch



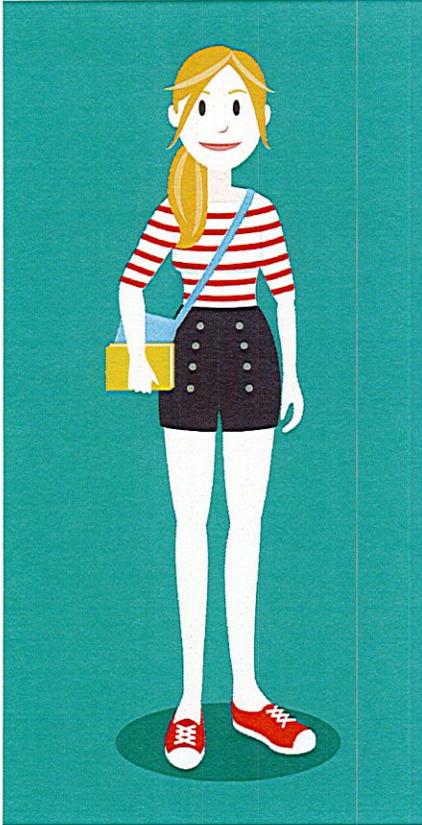
Case Study: Leroy

- ▶ Many of Leroy's credits are eligible for transfer to different programs and schools
- ▶ He can search online using ontransfer.ca and find out how many he can carry over into the ECE program options (e.g. diploma or honour's bachelors)
 - ▶ If he's interested in the diploma, we can contact one of the 24 Ontario colleges of his choice
 - ▶ If he's interested in the Honours Bachelor Early Childhood Leadership degree, he can contact Fanshawe, George Brown or Sheridan



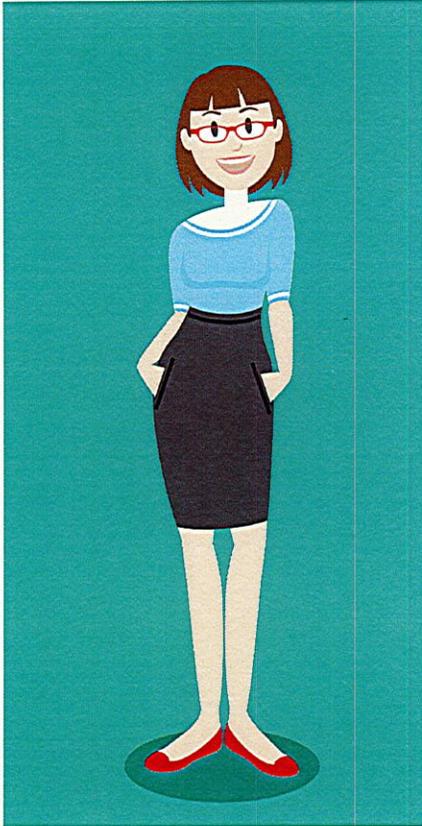
Case Study: Jessie

- ▶ Was recently laid off
- ▶ She wants to start a new career in early childhood education
- ▶ Does not have her high school diploma



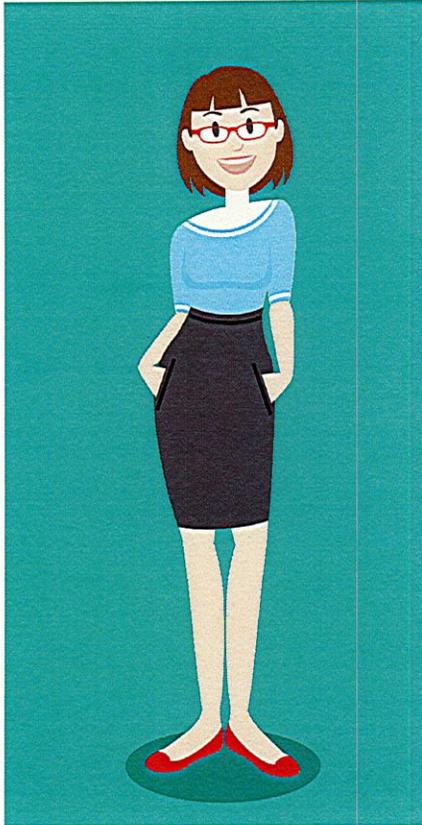
Case Study: Jessie

- ▶ Even though Jessie does not have her high school diploma, she can enter any ECE program after completing her GED (diploma of HBA)



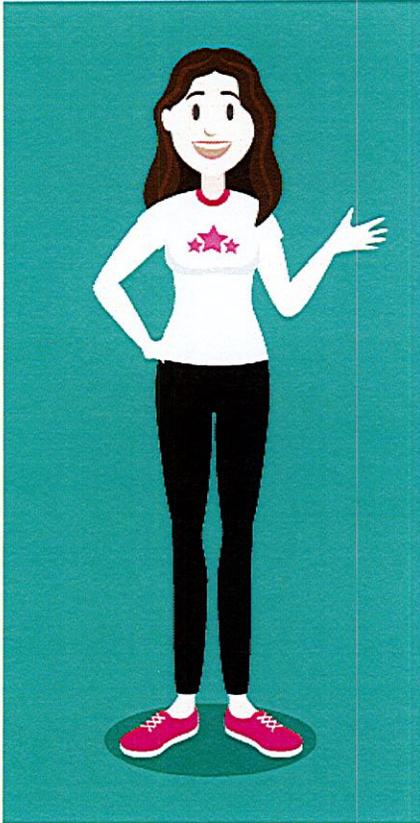
Case Study: Liliana

- ▶ Has her diploma in child and youth work
- ▶ Now wants her ECE Diploma
- ▶ What are her options?



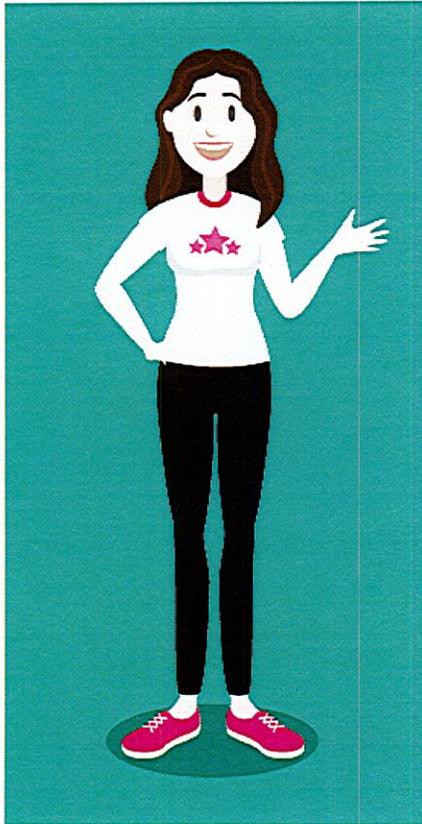
Case Study: Liliana

- ▶ Like Leroy, Liliana can search for her courses on ontransfer.ca and apply any relevant courses to her diploma in ECE
- ▶ This means she can complete her diploma in less time by applying her education from her previous diploma
- ▶ If she then wants to complete her HBA in ECL, she can take the four bridge courses and she will be well on her way and enter the third year of the program



Case Study: Nathalie

- ▶ Has been working at a childcare centre for the past fifteen years, straight out of high school with no diploma
- ▶ Would like to continue in this field but with new regulations, she needs her ECE diploma



Case Study: Nathalie

- ▶ Nathalie can ask her employer to sponsor her as a Child Development Practitioner apprentice
- ▶ This honours her work experience and gives her ECE credits for it
- ▶ She only needs to obtain three general elective courses to complete her ECE
- ▶ She will graduate with both her Child Development Practitioner apprenticeship and her ECE Diploma
- ▶ She can also choose to continue her pathway journey by taking bridge courses, and then completing her Honours Bachelor's in Early Childhood Leadership as well



Questions?



Sheridan

Learn More

Presenter Name

Presenter Email

Presenter Phone Number

ontransfer.ca



Sheridan



Sheridan

Appendix 4

Pathways in Early Childhood Education

The field of Early Childhood Education is changing and growing. This graph will help you learn about each unique path in this field and the differences and benefits of each.



Diploma in Early Childhood Education

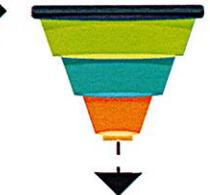
You will graduate with all the necessary skills to begin your career in early childhood education.

Bridging Courses (in class or online) **

- Four Bridge Courses:
1. Evidence-Based Practice in Early Childhood
 2. Introduction to Early Childhood Leadership
 3. Applied Research Methods
 4. Composition & Rhetoric

Bachelor's in Early Childhood Education Leadership

You will graduate with the necessary skills to move forward in various leadership roles within the field of early childhood education.



Future Options

- Employment
- Graduate Studies
- Teachers College
- Positions in Leadership
- Non-profits (eg: autism centres)
- Think-tanks

Cost *Average cost per course and fees subject to change



ECE Diploma



Bridging Courses



ECL BA



Time *Estimated time for full-time student



ECE Diploma
60 Weeks (2 years, full-time)



Bridging Courses
15 Weeks (1 Semester, full-time)



ECL BA
120 Weeks (4 years, full-time)



Added Value *Entry, frontline to mid-level positions



- ▶ Run programs for young children
- ▶ How to work with young children in an educational environment

- ▶ Theories of early childhood education & Human Development
- ▶ Work in nurseries, childcare centres, full-day kindergarten programs, or early years centres

- ▶ Curriculum Design & Management
- ▶ Critical Thinking
- ▶ Leadership in Early Childhood
- ▶ Work in research centres

*Mid-level & leadership positions with experience

👛 *Extra program costs including books, vaccines, first aid etc... are not included in tuition.

📖 **Minimum GPA required for bridging courses. Consult specific college for requirements.



Appendix 5

Pathway Template

PATHWAY DETAILS	
Title of Pathway: Use Official Program/Credential Titles	From: ECE Diploma To: Online Bridging Courses for Degree
Pathway Type: <i>Degree Completion, Certificate to Diploma, Diploma to Diploma, Degree to Diploma, etc.</i>	Diploma to Degree
List other postsecondary institution/s involved in the creation of the pathway:	Fanshawe College, George Brown College, Sheridan College
Pathway Implementation Date (Senate approval):	September 2017
Pathway Implementation Date (posting to the ONTransfer.ca website):	September 2017
Contact Procedure for Pathway Implementation:	Registrar's Office (unless otherwise stated at receiving institution) Each institution will designate contact procedure
Eligibility for the Pathway (student eligibility for the pathway):	Successful completion of ECE diploma from sending institutions curriculum
Applicant must have graduated from the program at the sending institution:	As noted above
Minimum program GPA or % required to be eligible for this pathway:	2.5 or minimum C+
Minimum GPA or % required in specific courses	Minimum cumulative GPA of 2.5 for Core Courses
Total number of transfer credits / full courses to be granted at receiving institution (please express as a numerical proportion, i.e. 90 of 120)	Students who graduate from an ECE diploma will have the ability to access Bridging courses "online" to enter into the 3 rd year degree at Fanshawe College, George Brown College, and Sheridan College.
Transfer Credits Granted (please describe pathway clearly and succinctly):	As above

<p>Total number of program courses that must be completed at the receiving institution in order to graduate (please express as a numerical proportion, i.e. 90 of 120):</p>	<p>One Bridging courses are completed, the remaining courses are the courses in Year 3 and Year 4 of the ECEL degree program.</p>
<p>Anticipated time to complete the credential if enrolled full-time:</p>	<p>Bridging courses 15 weeks. 2 academic years (Year 3 and Year 4)</p>
<p>List of eligible institutions and their programs</p>	<p>Algonquin College Cambrian College Canadore College Centennial College Collège Boréal Confederation College Conestoga College Durham College Fanshawe College Fleming College George Brown College Georgian College Humber College La Cité College Lambton College Loyalist College Mohawk College Niagara College Northern College Sault College Seneca College Sheridan College Sir Sandford Fleming College St. Clair College St. Lawrence College</p>