

**SUBMISSION OF THE COLLEGE OF EARLY CHILDHOOD  
EDUCATORS REGARDING THE EARLY LEARNING ADVISOR'S  
ADVICE TO THE PREMIER ON FULL-DAY LEARNING FOR FOUR  
AND FIVE YEAR OLDS**

**MADE BY:**

**COLLEGE OF EARLY CHILDHOOD EDUCATORS**

**DATE: SEPTEMBER 5, 2008**

**SUBMISSION OF**  
**THE COLLEGE OF EARLY CHILDHOOD EDUCATORS**  
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**TO THE PREMIER ON FULL-DAY LEARNING**  
**FOR FOUR AND FIVE YEAR OLDS**

Introduction

The College of Early Childhood Educators (College) is the regulatory body which will regulate the practice of early childhood education in Ontario. The College has been established by the *Early Childhood Educators Act, 2007* (ECE Act). A transitional Council has been appointed by the Minister of Children and Youth Services and is currently in the process of establishing the structure and processes for the registration of members and the election of Council members to the first elected and appointed Council. A number of the provisions of the ECE Act were brought into force on May 17, 2007, while the remainder await proclamation.

The primary duty of the College, in carrying out its objects, is to serve and protect the public interest. The objects of the College include:

- to regulate the practice of early childhood education and to govern its members;
- to develop, establish and maintain qualifications for membership in the College;
- to issue certificates of registration to members of the College;
- to establish and enforce professional standards and ethical standards that are applicable to members of the College and that demonstrate a respect for diversity and a sensitivity to the multicultural character of the Province; and
- to receive and investigate complaints against members of the College and to deal with issues of discipline, professional misconduct, incompetency and incapacity.

### Practice of Early Childhood Education

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

- the delivery of programs to pre-school children and school aged children, including children with special needs;
- the assessment of the programs and of the progress of children in the programs;
- communication with the parents or persons with legal custody of the children in the programs in order to improve the development of the children; and
- such other services or activities as may be prescribed by the regulations.<sup>1</sup>

Early childhood educators work in a variety of settings including, but not limited to: infant, toddler and preschool (including child care and nursery school) programs; before- and after-school programs; kindergarten and primary grade classrooms; special education and intervention programs; Ontario Early Years Centres; Head Start programs; family supports; home child care programs; parent/child/caregiver drop-in programs; paediatric playrooms and health care settings.

The duties and responsibilities of an early childhood educator include:

- assessing children's developmental needs and stages in all developmental domains;
- designing curriculum to address children's identified needs, stages of development and interests;
- planning programs and environments for play and activities that help children make developmental progress;
- maintaining healthy emotional and social learning contexts for children; and

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<sup>1</sup> Section 2 of the ECE Act, which will come into force on proclamation.

- reporting to parents and supervisors on children's developmental progress within healthy, safe, nurturing, and challenging play environments.

#### Distinct Body of Professional Knowledge of Early Childhood Education

- (a) Unique characteristics of learning and development during early childhood

Early childhood education developed as a profession in part to ensure that full day, group-based learning environments for young children are aligned with young children's developmental needs. The distinct body of professional knowledge in early childhood education reflects the unique characteristics of learning and development during early childhood. Early childhood educators understand how these characteristics influence development and learning, especially from birth to age six. Unique characteristics of early childhood include a greater level of plasticity, more rapid rate of development, different ways of relating to knowledge, and a greater need for socially nurturing bonds. Professional practices of early childhood education are based on scientifically derived theories and findings for how to best meet children's developmental needs, including by working across all developmental domains (social-emotional, cognitive, and physical) and through developmentally appropriate practices that respect the primary role of a child's caregivers and family in supporting early childhood development. Developmentally appropriate practices are both age appropriate and individually appropriate. This means that practices must be aligned with how young children actually learn (age appropriate) and must meet the developmental needs of each individual child in any given program (individually appropriate).

- (b) Educational programs for young children

Development in early childhood differs from development in middle and late childhood. As a result, early childhood educators specialize in applying best practices for how to meet the developmental needs of young children across educational settings. This specialized knowledge is derived from scientific findings on young children's learning and development and is based on observations of young children's learning across settings. The educational program which results is based on features necessary for the program to be suitable for both the age and developmental level of the children in the program and setting of the program itself. The educational programs are designed at all levels to meet children's developmental needs, including how curriculum is organized and presented, and basic pedagogical approaches

practiced by the early childhood educator. These practices are tightly integrated across all aspects of programming, including the environment, materials, activities, and the practice of inclusive, developmentally appropriate and family-centred approaches.

### Education and Training of Early Childhood Educators

Early childhood educators become qualified to practise early childhood education through successful completion of recognized post secondary programs offered by universities and colleges. Ontario Colleges of Applied Arts and Technology offer 2-year diplomas in early childhood education. There are also degree programs offered at universities, such as the Bachelor of Arts in Early Childhood Education at Ryerson University.

The preparation of the early childhood educator through these post secondary programs includes foundations in developmental psychology, in children's health and nutrition, and in the holistic understanding of human development across all developmental domains. Early childhood educators are trained to teach through play, using a variety of concrete and age appropriate learning materials of immediate interest to the young child, and are trained to provide inclusive education and care in the context of the child's family and community. This includes training to develop routines and transitions that support children's learning, and developing an understanding and awareness of how the entire learning environment influences optimal development and learning. Early childhood educators learn to make provisions for outdoor play, provide time and place for quiet reflection, and ensure that each child is provided adequate rest periods for their developmental level. The training of early childhood educators is based on the findings that young children learn through play, as active participants in their own learning, through repeated exposure to new concepts across many contexts, within meaning-based and socially contextualized experiences, and are especially dependent on primary caregivers for safety and optimal health.

Early childhood educators are trained to understand early language and literacy development, foundational mathematics concepts, inquiry-based approaches to scientific learning, core concepts of the visual and performing arts, and other foundational concepts in the transmission of culturally valued knowledge. Early childhood educators are taught how to use concrete instructional materials and activities, such as puppets, math manipulatives, hands-on art projects, scientific experiments, materials for observation, building materials, imaginative play supplies, music, dance, storytelling, and modeling of print conventions in order to teach core concepts within the cognitive domain and across subject areas. Connections between

subject areas are made explicit through guided play, directed observation, and open ended conversation. By learning how to integrate the early education and care functions of early childhood education, early childhood educators are able to provide rich and nurturing learning experiences across all developmental domains.

Based on the distinct body of knowledge of early childhood education and the education and training of early childhood educators, the College believes that early childhood educators are well qualified and uniquely positioned to deliver quality, play-based learning to four and five year old children.

#### Registration of Members under the ECE Act

One of the objects of the College is to register members of the College based on the qualifications for membership. The registration regulation made under the ECE Act sets out the requirements for registration of members, both during the transitional period and thereafter.<sup>2</sup> During the transitional period, in order for a certificate of registration to be issued by the Registrar, an applicant must meet one of the following educational and training requirements:

- (a) possess a diploma from a program in early childhood education offered by an Ontario College of Applied Arts and Technology;
- (b) successfully complete a post secondary program in early childhood education at a Canadian institution which is equivalent to that described in subparagraph (a) and which has been approved by the College<sup>3</sup>;
- (c) possess a degree from a Canadian university, whose major course content, both academic and practical, is relevant to early childhood education and which has been approved by the College<sup>4</sup>; or
- (d) possess a letter of equivalency certificate or a recognition of equivalency certificate issued by the Association of Early Childhood Educators Ontario or the Association francophone à l'éducation des services à l'enfance de l'Ontario.

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<sup>2</sup> Three other regulations have been made under the ECE Act: transitional period, designation of geographic areas and professional misconduct.

<sup>3</sup> The regulation also permits a program referred to in subparagraph (b) to be approved through an assessment process approved by the College.

<sup>4</sup> The regulation also permits a degree referred to in subparagraph (c) to be approved through an assessment process approved by the College.

The College has approved a number of programs in early childhood education offered by Canadian post secondary institutions, including degrees from Canadian universities. Attached is a copy of the list of post secondary programs offered in Ontario and other provinces which are currently approved by the College.

After the end of the transitional period, an applicant will be required to meet one of the above educational and training requirements (subject to a 5 year restriction regarding paragraph (d)), or the following requirement:

- (e) possess a diploma or degree from a post secondary institution or a combination of a diploma or degree from a post secondary institution and experience which is equivalent to that described in paragraph (a) and demonstrated by the successful completion of a prior learning assessment process approved by the College.<sup>5</sup>

There are other requirements for registration set out in the registration regulation, such as the requirement for an applicant to disclose findings and proceedings regarding past conduct (for example, findings of guilt in relation to a criminal offence or any other offence relevant to the applicant's suitability to practise the profession). In order for an applicant to be registered, the Registrar must believe, based on the applicant's past and present conduct, that the applicant will practise the profession with decency, integrity and honesty in accordance with the law.

These registration requirements and the registration process set out in the ECE Act will serve to assure the public that early childhood education programs are planned and delivered by qualified professionals. The public of Ontario, including parents and children, will be assured that individuals who use the title "early childhood educator" or "registered early childhood educator" are qualified professionals.

#### The College's Role in Protecting the Public

Members of the College will be accountable to meet professional and ethical standards approved by the College. These professional and ethical standards will be delineated in a Code of Ethics and Standards of Practice for members of the College. The professional misconduct regulation made under the ECE Act enumerates conduct that is defined as professional misconduct, and includes:

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<sup>5</sup> There is also provision under the registration regulation for the College to set or approve an examination or other means to assess a person's competence. The sections of the registration regulation that relate to registration after the transitional period will be in force when section 25 of the ECE Act is proclaimed.

- Failing to maintain the standards of the profession;
- Contravening a law, if the contravention is relevant to the member's suitability to hold a certificate of registration; and
- Contravening a law, if the contravention has caused or may cause a child who is under the member's professional supervision to be put at or remain at risk.<sup>6</sup>

Once the remaining provisions of the ECE Act are brought into force, there will be a process for complaints and mandatory reports to be filed with the College. Under the ECE Act, a Complaints Committee will be established, whose responsibility it will be to consider and investigate complaints regarding the conduct or actions of members of the College. Matters may be referred to the Discipline Committee for a hearing to determine any allegation of professional misconduct or incompetence on the part of a member of the College and to impose sanctions if a member is found guilty of professional misconduct.

There will also be a public register providing information to the public about the members of the College, including:

- their name and class of certificate of registration;
- any terms, conditions and limitations imposed on a member's certificate of registration;
- any notation of revocation, cancellation or suspension of a member's certificate of registration; and
- information directed to be added to the register by a committee of the College, such as the results of discipline or fitness to practise proceedings.

#### Scope of Practice and Title Protection

Under the ECE Act, no person will be permitted to engage in the practice of early childhood education unless that person is a member of the College, subject to certain exceptions. Under the ECE Act, only members of the College will be permitted to use the

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<sup>6</sup> The professional misconduct regulation is not yet in force. It will come into force when section 33(2) of the ECE Act is proclaimed.

protected title “early childhood educator” or “registered early childhood educator” or the French equivalents or any abbreviation of those titles to describe themselves or their profession.

These provisions will protect the public of Ontario, including parents and children, as they will serve to assure the public of Ontario that only qualified professionals practise the profession of early childhood education. They also will serve to ensure that the persons who use the title of "early childhood educator" or "registered early childhood educator" will be regulated in accordance with the ECE Act, the regulations and by-laws made under the ECE Act, including the Code of Ethics and Standards of Practice of the profession approved by the College.<sup>7</sup>

### Impact of Current Legislation

We appreciate that the legislative framework for full-day learning for four and five year olds is very complex. However, the following two legislative provisions, in our view, may be impediments to the continued role of early childhood educators in the planning and delivery of play-based learning and care programs for four and five year old children:

- Section 3(2)1 of the ECE Act provides an exception to the general rule that only those registered with the College may practise early childhood education, and allows teachers and teaching assistants, when employed in a school (as defined by s. 1(1) of the *Education Act*), to so practise.
- Section 262 of the *Education Act* requires all persons employed in elementary schools to teach (or to perform any duty for which membership in the Ontario College of Teachers is required under that Act) to be members of the Ontario College of Teachers, except as otherwise provided in or under that Act.<sup>8</sup>

We would be pleased to have the opportunity to engage in discussions regarding the legislative framework for full-day learning for four and five year olds.

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<sup>7</sup> Sections 2 to 5 of the ECE Act which relate to the scope of practice of early childhood education, the prohibition regarding persons who are not members engaging in the practice of early childhood education and the use of title are not yet in force. It is anticipated that they will be proclaimed in force at the end of the transitional period (February 2009).

<sup>8</sup> We note that Section 170.3 of the *Education Act*, titled “Teachers’ Assistants, etc.”, allows the Cabinet to make regulations governing duties and minimum qualifications of persons who are assigned to assist teachers or to complement instruction by teachers in elementary schools. We also note that currently teaching assistants are not regulated in the public interest.

### Conclusion

Early childhood education has a distinct body of professional knowledge which reflects the unique characteristics of learning and development during early childhood. Through their education and training, early childhood educators are well-qualified and uniquely positioned to deliver quality, play-based learning to four and five year old children. The College will protect the public, including children and parents of Ontario, through its registration of qualified professionals and its regulation of the practice of early childhood education, based on professional and ethical standards of practice. In order to protect the public, including children and parents of Ontario, the College believes that the delivery of a full-day program for four and five year olds should be done by qualified professionals who are regulated in the public interest and should recognize the particular qualifications of early childhood educators to deliver this program.

We would be pleased to elaborate on any of these comments. Thank you for the opportunity to make this submission.

# APPROVED POST SECONDARY PROGRAMS LIST

## ONTARIO PROGRAMS

Programs on the following list are currently approved by the College of Early Childhood Educators. (See notes 1 and 2 below.)

### ONTARIO

Educational Institution	Name and/or Description of Program	Program Date(s)
Institute of Child Study (University of Toronto)	Two-Year Certificate in Curriculum	
Mothercraft Institute for Early Development (Toronto) (formerly known as Canadian Mothercraft Society (Toronto))	Early Childhood Education Diploma	1978-
Nursery Education Association, Ontario	Three-part extension course in Preschool Education through the following institutions: Brock University, Guelph University, University of Toronto, Ryerson Institute of Technology, Western University, Queens University, McMaster University, Carleton/Ottawa Early Childhood Association, Existing Community Colleges in Ontario	1964-1972 (to and including 1972)

Educational Institution	Name and/or Description of Program	Program Date(s)
Ryerson University	Bachelor of Arts in Early Childhood Education (formerly known as Bachelor of Applied Arts in Early Childhood Education)	
University of Guelph	Bachelor of Applied Science (major in Child Studies, 4 year program)	
University of Waterloo	Bachelor of Arts in Psychology (specialty in Early Childhood Education)	1979-1990 (to and including 1990)

## CANADA (OUTSIDE OF ONTARIO) PROGRAMS

Programs on the following list are currently approved by the College of Early Childhood Educators. (See notes 1 and 2 below.)

### ALBERTA

Educational Institution	Name and/or Description of Program	Program Date(s)
Grande Prairie Regional College	Diploma in Early Childhood Education and Development	1971-
Grant MacEwan College (formerly known as Grant MacEwan Community College)	Diploma in Early Childhood Education and Development	1971-
Medicine Hat College	Diploma in Early Childhood Education	
Mount Royal College	Diploma in Early Childhood Education and Development	
Red Deer College	Diploma in Early Childhood Education and Development	1981-

Educational Institution	Name and/or Description of Program	Program Date(s)
University of Alberta	Bachelor of Education (specialization in Early Childhood Education)	
University of Calgary	Bachelor of Education (specialization in Early Childhood Education)	

### BRITISH COLUMBIA

Educational Institution	Name and/or Description of Program	Program Date(s)
Burnaby College	Early Childhood Education Certificate Level 1 and Level 2	
Camosun College	Early Childhood Education Certificate Level 1 and Level 2	1988-
Capilano College	Early Childhood Education Certificate Level 1 and Level 2	1988-
Cariboo College	Early Childhood Education Certificate Level 1 and Level 2	1988-
College of New Caledonia	Early Childhood Education Certificate Level 1 and Level 2	
College of the Rockies (formerly known as East Kootenay Community College)	Early Childhood Education Certificate Level 1 and Level 2	
Douglas College	Early Childhood Education Certificate Level 1 and Level 2	
Kwantlen University College (formerly known as Kwantlen College)	Early Childhood Education Certificate Level 1 and Level 2	1988-
Langara College	Early Childhood Education Certificate Level 1 and Level 2	
Langley College	Early Childhood Education Certificate Level 1 and Level 2	

**Notes:**

1. Programs List approved August 2008.
2. The College of Early Childhood Educators' approval of these programs is subject to change without notice.

New Summits University College	Early Childhood Education Certificate Level 1 and Level 2	1988-
North Island College (formerly known as North Island Community College)	Early Childhood Education Certificate Level 1 and Level 2	1988-
Northern Lights College	Early Childhood Education Certificate Level 1 and Level 2	1988-
Northwest Baptist Theological College	Early Childhood Education Certificate Level 1 and Level 2	1988-
Northwest Community College	Early Childhood Education Certificate Level 1 and Level 2	1988-
Okanagan College	Early Childhood Education Certificate Level 1 and Level 2	1988-
Pacific Rim EC Institute Inc.	Early Childhood Education Certificate Level 1 and Level 2	
Selkirk College	Early Childhood Education Certificate Level 1 and Level 2	1988-
University of the Fraser Valley (formerly known as University College of the Fraser Valley and as Fraser Valley College)	Early Childhood Education Certificate Level 1 and Level 2	1988-
Vancouver Community College (Langara)	Early Childhood Education Certificate Level 1 and Level 2	1988-
Vancouver Island University (formerly known as Malaspina University-College)	Early Childhood Education Certificate Level 1 and Level 2	1988-

Educational Institution	Name and/or Description of Program	Program Date(s)
University of Victoria	Bachelor of Arts in Child and Youth Care	

## MANITOBA

Educational Institution	Name and/or Description of Program	Program Date(s)
Assiniboine Community College	Diploma in Early Childhood Education (formerly known as Diploma of Child Care Services) [Note: program name change occurred in 1989]	
Collège Universitaire de Saint-Boniface, Ecole Technique et Professionnelle	Diplôme d'éducation en services de garde	
Collège Universitaire de Saint-Boniface, Ecole Technique et Professionnelle	Diplôme en Techniques D'Animation en Garderie	1989-
Keewatin Community College	Diploma in Early Childhood Education (formerly known as Diploma of Child Care Services) [Note: program name change occurred in 1989]	
Red River College	Diploma in Early Childhood Education	1975-

Educational Institution	Name and/or Description of Program	Program Date(s)
University of Manitoba	Bachelor of Education with 1 year Certificate in Early Childhood Education	1976-1987 (to and including 1987)
University of Manitoba	Bachelor of Human Ecology (major in Child Studies)	
University of Winnipeg	Bachelor of Arts in Developmental Studies [Note: this program is <u>only</u> approved to and including 1990] <sup>1</sup>	

## NEW BRUNSWICK

Educational Institution	Name and/or Description of Program	Program Date(s)
Université de Moncton	Certificat D'Enseignement Prescolaire	1973-
<b>Educational Institution</b>	<b>Name and/or Description of Program</b>	<b>Program Date(s)</b>
Université de Moncton	Baccalaureat en education préscolaire et élémentaire	1973-
University of New Brunswick	Bachelor of Education with Early Childhood Education major	1970-

## NEW FOUNDLAND

Educational Institution	Name and/or Description of Program	Program Date(s)
College of the North Atlantic (formerly known as the Westviking College of Applied Arts and Technology, formerly known as the Fisher Institute of Applied Arts and The Western College)	Diploma in Applied Arts in Early Childhood Education	1988-
Cabot Institute of Applied Arts and Technology	Diploma in Applied Arts in Early Childhood Education	1986-
<b>Educational Institution</b>	<b>Name and/or Description of Program</b>	<b>Program Date(s)</b>
Memorial University of Newfoundland	Masters Degree in either Curriculum and Development or Specialization in Early Childhood	

### Notes:

1. Programs List approved August 2008.
2. The College of Early Childhood Educators' approval of these programs is subject to change without notice.

### Footnote:

\* After 1990, this program was only granted Child Care Worker 1 status.

## NORTHWEST TERRITORIES

Educational Institution	Name and/or Description of Program	Program Date(s)
Arctic College	Diploma in Early Childhood Education	

## NOVA SCOTIA

Educational Institution	Name and/or Description of Program	Program Date(s)
Institute for Human Services Education (formerly known as the Institute for Early Childhood Education and Developmental Services, the Institute for Child Studies, the Nova Scotia Teachers College, and the Froebel Institute for Early Childhood Education)	Child Development Services Associate Certificate Level IV	1976-1990 (to and including 1990)
Institute for Human Services Education (formerly known as the Institute for Early Childhood Education and Developmental Services, the Institute for Child Studies, the Nova Scotia Teachers College, and the Froebel Institute for Early Childhood Education)	Diploma in Child Development Services	1991-

Educational Institution	Name and/or Description of Program	Program Date(s)
Mount St. Vincent University	Bachelor of Applied Arts in Child and Youth Study, since 1992 (formerly known as Bachelor of Child Study)	1978-

## PRINCE EDWARD ISLAND

Educational Institution	Name and/or Description of Program	Program Date(s)
Holland College	Early Childhood Education Diploma	

## QUEBEC

Educational Institution	Name and/or Description of Program	Program Date(s)
Cégep de Baie-Comeau	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Granby-Haute-Yamaska	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Joliette-de Lanaudière	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Jonquière	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de la Gaspésie et des Îles	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de La Pocatière	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de la Région de l'Amiante	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de l'Abitibi-Témiscamingue	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de l'Outaouais	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Matane	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Notre Dame de Foy	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Rimouski	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Rivière-du-Loup	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Sainte-Foy	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Saint-Felicien	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Saint-Jérôme	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Sept-Îles	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	

### Notes:

1. Programs List approved August 2008.

2. The College of Early Childhood Educators' approval of these programs is subject to change without notice.

Cégep de Shawinigan	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Sherbrooke	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Sorel-Tracy	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Valleyfield	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep de Vieux-Montréal	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep Édouard-Montpetit	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Cégep Saint-Jean-sur-Richelieu	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Collège La Flèche - Trois Rivières	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Collège Marie-Victorin	Certificat d'études collégiales en techniques d'éducation en services de garde; OU Diplôme d'études collégiales en techniques d'éducation en services de garde	
Heritage College	Diploma of College Studies (specialization in Early Childhood Care/Education)	1987-
Université Laval	Certificat en Éducation de la prime enfance	
Vanier College	Diploma of College Studies (specialization in Early Childhood Care/Education) (Techniques d'éducation en services de garde)	1976-

Educational Institution	Name and/or Description of Program	Program Date(s)
Concordia University	Bachelor of Arts (major in Child Studies)	
Concordia University	Bachelor of Arts (specialization in Early Childhood Education)	1971-
Concordia University	Graduate Diploma in Early Childhood Education	
Université de Montréal	B.Sc. Avec Majeur en éducation et mineur en éducation préscolaire et enseignement primaire	1987-
Université de Québec	B.Ed. au préscolaire et d'enseignement au primaire	
Université de Sherbrooke	B.A. en enseignement au préscolaire et au primaire	

## SASKATCHEWAN

Educational Institution	Name and/or Description of Program	Program Date(s)
Saskatchewan Institute of Applied Science and Technology (Kelsey and Woodland Campuses)	Diploma in Early Childhood Development	1987-

## YUKON

Educational Institution	Name and/or Description of Program	Program Date(s)
Yukon College	Diploma in Early Childhood Development	1989-

**Notes:**

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2. The College of Early Childhood Educators' approval of these programs is subject to change without notice.

