

Early Childhood Education

Faculty of Education, Community, and
Human Development

Dean's Summary

Submitted by:

Dr. Allyson Jule, Dean, Faculty of Education, Community, and
Human Development

Accepted by:

Senate in March 2026

Academic Planning and Priorities Committee in February 2026

MEMORANDUM

Academic Planning and Priorities Committee

TO: James Mandigo, Chair, Senate

FROM: Tracy Ryder Glass, Chair, Academic Planning and Priorities Committee

DATE: February 26, 2026

RE: Early Childhood Education certificate Program Review

The Early Childhood Education certificate program within the Faculty of Education, Community, and Human Development underwent a program review in 2025. The Academic Planning and Priorities Committee reviewed all of the documentation related to the program review and accepted them at its February 25, 2026 meeting and recommend to Senate for acceptance.

An overview of the program review highlighted the program as a source of strength for the area. Despite the departure of two individuals, the Early Childhood Education program was successfully integrated into the School of Education, supported by a new hire and other key contributors. This integration aligned well with the timing of recent provincial governance changes. The relocation of the cohort to Mission has demonstrated strong initial interest and community engagement. The exploration of multiple campus cohorts was identified as a potential option to support program presence in Chilliwack.

The action plan recognizes key tasks include reviewing and revising course syllabi, program learning outcomes, and official course outlines; providing instructor professional development on inclusive and culturally responsive practice; and enhancing LibGuides and learning resources. Student success and equity are further supported through improved access to accessibility services, flexible delivery options, workload balancing, transparent communication, and centralized digital hubs that connect students to academic, cultural, and community supports. The action plan notes a strong and visible commitment to EDI and Indigenization.

The APPC recognized this great review and thanked everyone for their hard work.

Attachments:

- Memo to APPC
- Action Plan and Dean's Summary

Program Review: Action Plan
UFV Early Childhood Education Program

Curriculum and Assurance of Learning

Goal 1: Review and improve course content related to inclusive practice across the ECE Certificate program.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

A strong, responsive curriculum that fosters a sense of belonging and inclusion is the foundation of quality Early Childhood Education (ECE). Ensuring that the ECE curriculum aligns with current research, the [BC Early Learning Framework](#), and professional standards related to inclusive practice will help prepare future early childhood educators to meet the needs of children, families, communities and the early childhood field. Students in the ECE Certificate program provided feedback that more content on inclusive practices was needed in each course as they are encountering many children with diverse learning abilities and needs during their practicum placements. Reviewing and improving course content related to inclusive practice in all ECE program courses will ensure students are well prepared to engage in inclusive practice as early childhood educators.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Review and provide feedback on inclusive practices for instructors' course syllabi.	Instructors will meet with the Program Chair to reflect on how to improve or increase content on inclusion in their courses	Fall 2026	Program Chair
Coordinate professional development sessions, including community of practice, on inclusive practices for ECE instructors to strengthen curriculum consistency and support for diverse learners.	Create a professional development plan for ECE instructors related to inclusion for 2026-27	Fall 2026	Program Chair
Establish, pilot, and evaluate a coordinated, program-wide timeline of guest speakers and field experiences across ECE Certificate courses, including clearly identified activities that address diversity and inclusive practice.	Prepare a schedule of guest speakers and field trips for 2026-27 school year	Fall 2026	Program Chair / Instructors
Enhance the current ECE LibGuide to prioritize diversity, equity, and inclusion resources.	Initiate a review process to determine the scope and implementation of course-specific LibGuides for each ECE Certificate course. School Coordinator can send an update to alumni when revisions are complete.	2026-2027	Education Librarian/Instructors/School Coordinator
Conduct a comprehensive review and revision of the ECE Program Learning Outcomes and official course outlines to incorporate	Revised program learning outcomes and official course outlines reflecting current and promising approaches to inclusive practice in early childhood education	Start in 2026 for Fall 2027 Calendar	Program Chair Academic Advisor to act as a consultative resource for Calendar changes.

inclusive practices and support for diverse learner needs. Communicate and document these updates across the ECE program webpage, Student Handbook, and UFV Academic Calendar to ensure consistent information for students, faculty, and stakeholders.			School Coordinator to update program webpage and student materials (e.g., ECE Student Handbook).
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Goal 2: Develop a standardized one-year post-graduation survey.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

Implementing a post-graduation survey will allow the ECE program to assess graduate perspectives on preparedness for the ECE workforce, including confidence in core competencies, applicability of course content, and perceived gaps in training.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Create and implement a post-graduate survey that will provide graduate perspectives on preparedness for the ECE workforce, confidence in core competencies, applicability of course content, and perceived gaps in training.	ECE program stakeholders meet to determine key content of the survey	Fall 2026	Director / Program Chair / Instructors
	School Coordinator develops the survey	Winter 2027	School Coordinator
	Implementation of post-graduate survey	Fall 2027	School Coordinator
Establish a process for analyzing and summarizing graduate feedback annually, with results shared at ECE meetings and incorporated into the program’s ongoing quality improvement and curriculum review cycle.	Stakeholders meet to develop survey review process	Winter 2027	Program Chair / Instructors

Goal 3: Expand student exposure to and connections with community organizations, support services and professionals that support children, families and early childhood education practice.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

Having professionals as guest speakers from community agencies or having field trips to these community support services will give students greater access to community supports, further training opportunities and knowledge to incorporate into their professional practice. This will also allow for more collaboration between UFV, and community organizations related to the ECE field, in turn benefiting student recruitment and community awareness of the ECE program at UFV. Respondents expressed a desire to learn more about community resources and referrals such as the Child Development Centre.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Continue to invite ECE professionals from local childcare centres, non-profits, and other community organizations to participate in courses, panels, and workshops, providing students with real-world perspectives and applied knowledge.		Ongoing	Instructors
Establish, pilot, and evaluate a coordinated, program-wide timeline of guest speakers and field experiences across ECE Certificate courses, including guest speakers from: Childcare Resource and Referral, Supported Child Development, Infant Development Program, Therapies etc. Also consider alumni panels.	Creation of a pilot schedule of guest speakers and field trips across the ECE Certificate program for the 2026-27 school year	Spring 2026	Program Chair / Instructors
Explore integrating structured field-based learning experiences into the curriculum, such as applied projects or service-learning initiatives. Consult with UFV CECE regarding experiential education if needed. See also Goal 4 Below.		Summer 2026	Program Chair / Instructors

<p>Explore formal collaborations with community organizations for joint initiatives or professional development projects that align with program learning outcomes and enhance the ECE workforce pipeline. Consult with UFV CECE regarding experiential education if needed.</p>		<p>Winter 2026</p>	<p>Program Chair / Instructors</p>
<p>Explore offering credit to practicum site supervisors to further their education at UFV to assist with practicum mentorship recruitment.</p>		<p>Fall 2027</p>	<p>Program Chair / Director</p>
<p>Deepen ECE student connections with ECE-BC.</p>	<p>Ensure ECEBC representatives are included in the Pilot Schedule of guest speakers for 2026-27</p> <p>Add an email to all ECE students with information about ECEBC Student Membership and the UFV Student Experience Fund (SEF) in the ECE Annual Communication Timeline. When eligible, students can apply to SEF to cover the ECEBC Student Membership fee to build a relationship with the professional organization early in the program. They can also include in their SEF application any costs related to ECEBC workshops, annual conference, etc. they plan to pursue.</p> <p>Propose to ECEBC the creation of a Student Campus Representative program, in which an ECE student would receive a waived ECEBC Student Membership fee in exchange for serving as a campus representative to promote ECEBC and its opportunities. This increases student engagement with their professional association early in their career pathway and increases opportunities for student voice within the profession.</p>	<p>Winter 2026</p> <p>Fall 2026</p> <p>Fall 2025 (completed)</p>	<p>Program Chair / Instructors</p> <p>School Coordinator</p> <p>Academic Advisor (BCCAT Committee representative)</p>

Establish, maintain, and review a centralized digital student hub in Brightspace for all ECE students and instructors, featuring curated links to community resources for early childhood educators and regular updates on new or expanded supports.	Create a BrightSpace shell with links to community agencies and organizations and share with students.	Fall 2026	School Coordinator
Enhance the current ECE LibGuide to include ECE labour market information (e.g., WorkBC Career Profile), ECEBC, ECE Registry, and community supports and resources.	Review and revise the current LibGuide.	2026-27	Education Librarian / Instructors
Initiate a review process to determine the scope and implementation of course-specific LibGuides for each ECE Certificate course.	Hold initial meetings with course instructors.	2026-27	Education Librarian / Instructors

Goal 4: Develop or deepen connections with one or more childcare centres in the community to act as “lab schools” or exemplars of best practice.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

Deepening relationships with models of promising practice in the community would enable students to see best practices in action and have a safe space to ask questions and learn (evolution of practices). The panel identified a need for increased opportunities for students to observe in childcare centres whose pedagogical philosophies closely align with those of UFV’s Early Childhood Education Certificate program. This alignment would further enrich the practicum experience and reinforce program values in applied settings. This would also deepen and facilitate connections with a range of professionals, connecting students to practitioners, professional narratives, and applied examples.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Continue to deepen partnership with À:lmèlhàwtxw Early Education Centre.	Meet with key staff to discuss ongoing collaboration and opportunities to further support students through hands-on learning experiences	Winter / Fall 2026	Program Chair
Identify 1-2 other childcare programs that could act as models of promising practices in the field and reach out to discuss collaboration.	Meet with key staff to discuss ongoing collaboration and opportunities to further support students through hands-on learning experiences	Winter / Fall 2026	Program Chair

Student Achievement

Goal 5: To ensure the program has the appropriate expertise and resources to support student achievement and to explore a one-year certificate and paid practicums.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

This goal ensures the program is supported by the appropriate expertise and resources needed to promote student achievement and high-quality learning experiences. Exploring a one-year certificate pathway and paid practicum opportunities responds to student, workforce, and community needs while reducing financial barriers to participation.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
<p>For UFV to offer a full time, one year program so that students may receive student loans. Currently students cannot access student loans due to the part time nature of the program. This creates undue financial stress and barrier to many students or potential students. Students would also be able to join the professional ECE workforce quicker if the program was offered in a one-year full time format.</p>	<p>Conduct an analysis to assess the academic, operational, and financial implications of offering the ECE Certificate program in a full-time, one-year format in addition to the part-time, two-year format. This will include maintaining all required learning outcomes while reviewing student demand, curriculum sequencing, faculty capacity, practicum placement and other applied experiences availability, and regulatory requirements.</p>	<p>Winter 2026</p>	<p>Director</p>
<p>The ability for students to apply or be placed on paid practicums to offset costs for students. There should be specific criteria and an application process for students who wish to complete a paid workplace practicum such as the student must have been employed at the centre for a certain time, have completed their employment probation and be supervised by a qualified sponsor teacher. The student's workplace should also sign an agreement stating that they are aware of the students request and support the student to complete a paid workplace practicum (i.e. site</p>	<p>After consultation with the School of Education's ECE team, we do not support the implementation of a paid workplace practicum. While we recognize students' financial pressures, introducing a paid model creates dual-role conflicts that could compromise the integrity and objectivity of supervision and assessment. It also raises concerns related to licensing and ratio compliance, the potential for students to be used to meet staffing needs rather than learning outcomes, and uncertainties around insurance and liability coverage. For these reasons, the program will continue with its current practicum structure while exploring alternative, non-conflicting approaches to support students' financial stability and retention without compromising the educational purpose of the practicum. One such approach includes exploring the development of a one-year, full-time ECE</p>		

agrees that student with wear dual hats-student and employee and they will provide time for the student to meet with the college practicum supervisor)	certificate option, which would make the program eligible for student loans.		
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Goal 6: To ensure that students have access to accessibility supports and that admission requirements are supportive to the success of all students.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

This goal ensures that all students have equitable access to accessibility supports that promote academic success and well-being. Admission requirements that are inclusive and responsive help remove unnecessary barriers and create pathways for diverse learners to thrive. Together, these practices support student persistence, achievement, and successful program completion.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
More access to an Accessibility Advisor and student support services. This recommendation was put forth as many spoke about the challenges in accessing university services since the program operates during the evenings and/or on weekends and is not on the main Chilliwack campus, where most services are based. If these services are easily accessible on each campus and at least one evening per week that will ensure that students who require support can access it in a way that is convenient for them and does not create more hardships (i.e. taking time off work, transportation etc.)	Note: All cohorts for the ECE Certificate program will be at the Mission campus from Fall 2026 intake onwards. The last cohort in Chilliwack will complete their program in April 2026.	Fall 2025 (Completed and ongoing)	Director
	Request that the Library extend evening hours on days when ECE courses are scheduled to better support student access to resources and study spaces.	Fall 2025 (Completed and ongoing)	Director
	Academic Advisors at the Mission campus will maintain drop-in availability before ECE classes, in addition to their regular scheduled appointments, providing flexible and timely support to help students with course planning and program navigation.	Fall 2026	Academic Advisors
	Integrate detailed information about UFV's Centre for Accessibility Services (CAS) and other student support services into the ECE digital student hub, Welcome Package, Student Handbook, and Annual Communication Timeline. Highlight flexible access options, including virtual appointments, lunch-hour sessions, and schedule reminders about CAS near registration periods along with timely updates about other student services to support student engagement, accessibility, and success.	Fall 2026	School Coordinator

	<p>Incorporate a CAS presentation and a student support services panel or mini-fair into the ECE/IEA student orientation to increase students' knowledge of and access to academic and accessibility resources, fostering a more inclusive and supportive learning environment.</p> <p>Assess and coordinate with UFV student services to provide targeted on-site support at the Mission campus during high-demand periods (e.g., CAS prior to first-year course registration) to improve student access, engagement, and readiness.</p> <p>Invite CAS visits to ECE classrooms throughout the academic year to provide tailored information and answer student questions. Possibility to do these visits jointly with concurrent IEA classes.</p>	<p>Winter 2026</p> <p>Winter 2026</p>	<p>Program Chair with School Coordinator to support event planning</p> <p>Program Chair with School Coordinator to support re: facility space</p> <p>Instructors</p>
<p>Several participants recommended the introduction of a new program requirement mandating that all applicants possess prior experience working with or interacting with children—such as a minimum number of volunteer or paid hours in a childcare or similar setting. It was noted that this type of prerequisite is commonly implemented by other post-secondary institutions and could serve to enhance the overall quality of student applications. Additionally, participants suggested that such a requirement may contribute to improved student retention by ensuring applicants have a realistic understanding of the demands and responsibilities associated with the ECE field.</p>	<p>Note: This recommendation was addressed with recent changes to the Fall 2025 Academic Calendar. The ECE Certificate program now includes “Suitability to work with young children, demonstrated through submission of program preparation documents” which includes a questionnaire and resume. An Academic Advisor also developed a Tips to Prepare for UFV's ECE Program for prospective students and shared it with the Future Students Office, Admissions, UFV International, University Upgrading and Preparation, and other Academic Advisors.</p> <p>Evaluate the impact of Fall 2025 Academic Calendar admission changes on program readiness for Fall 2026 applicants. Update admission requirements, assessment rubrics, and application documents as needed to ensure that the admissions process continues to align with program outcomes.</p> <p>Note: Following consultations with ECE faculty, Academic Advisors, and the School Coordinator in Fall 2025, the School of Education has decided not to require a minimum number of work or volunteer hours for admission. This</p>	<p>Summer 2026</p>	<p>Program Chair / Director</p>

	decision reflects considerations of equity and student demand. Instead, applicants are assessed using a rubric that evaluates program preparation variables, including relevant work and volunteer experiences, allowing for a holistic review of readiness for the ECE program.		
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Goal 7: To ensure that sufficient effort being made to close equity gaps including timely and successful program completion by exploring hybrid learning models and examining the workload expectations between year one and year two.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

This goal focuses on addressing equity gaps by removing structural barriers that can affect student persistence and program completion. Exploring hybrid learning models increases flexibility and accessibility, particularly for students balancing academic, work, and family responsibilities. Examining workload expectations between year one and year two supports a more balanced and sustainable learning experience.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Participants suggested that a hybrid model of learning would make that program more accessible to students who may struggle with transportation needs. A combination of online learning with in-person learning is recommended so that students do not lose the hands-on learning opportunities that an in-person approach offers. Theory classes may be better suited for an online learning platform versus curriculum development-based classes.	Currently students can be accommodated to attend ECE classes online and have the option to take CMNS in an online or hybrid format.	Ongoing	Director
	Continue to advocate for a UFV-funded shuttle bus between the Abbotsford and Mission campuses.	Winter 2026	Director
	Explore hybrid learning opportunities for the ECE Diploma, enabling students to engage in both in-person and online learning while maintaining program outcomes.	Winter 2027	Program Chair
	Explore with instructors if there is a need for professional development on effective hybrid teaching practices with the UFV Teaching and Learning Centre. (Some will have online teaching experience from the pandemic or other teaching roles.)	Fall 2027- Winter 2028	Program Chair

	<p>Explore conducting a hybrid delivery model pilot for the ECE Diploma, monitor student outcomes and satisfaction to evaluate the effectiveness of the hybrid approach and make data-informed adjustments.</p> <p>If a hybrid delivery model is implemented, update all relevant program materials, including the program webpage, Academic Calendar copy, Official Course Outlines, Welcome package, Student Handbook, etc. to clearly communicate required technical specifications, available computer lab resources, access to technical support, and information about the UFV Student Laptop Loan Program. In addition, incorporate an overview of hybrid learning expectation, tools, and supports into the ECE Diploma program orientation.</p>	2027-2028	<p>Program Chair with Academic Advisor acting as a consultative resource for Calendar changes. School Coordinator support for website changes, student materials, and planning orientation. Instructors to make changes to syllabi.</p>
<p>Participants found that there was a significant increase in course workload between first year and second year. A workload balance between the years and coordination between instructors on when assignments are due would remove this hardship and allow students to maintain a work-life balance and practice self-care skills to avoid burnout.</p>	<p>Explore moving one to two secondary year courses to the first year.</p> <p>Facilitate a curriculum workload audit through the sharing of syllabi among instructors, to identify peak workload periods and any imbalances. Use this data to adjust sequencing of assignments, assessments, and deadlines to promote equitable workload distribution and support student well-being throughout the program.</p> <p>Develop a dedicated ECE faculty hub in Brightspace or MS Teams with a program calendar and request instructors coordinate major assignment dates at the start of each semester to prevent deadline clustering.</p> <p>Explore incorporating two student service presentations into the ECE/IEA student orientation: one on time management skills delivered by Academic Success Centre Learning Strategists, and one on self-care strategies delivered by Counsellors, to support student preparedness and well-being.</p> <p>Integrate structured check-ins and self-care planning activities into courses. Provide students with tools and guidance</p>	<p>Winter 2026</p> <p>Winter 2026</p> <p>Fall 2026</p> <p>Fall 2026</p> <p>Fall 2026</p>	<p>Program Chair / Instructors</p> <p>Program Chair / Instructors</p> <p>Program Chair / Instructors, with School Coordinator supporting by developing the hub and program calendar</p> <p>Program Chair with School Coordinator to support event planning</p> <p>Program Chair / Instructors</p>

	on managing increased responsibility, setting boundaries, and recognizing the signs of occupational fatigue as part of professional practice development.		
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Governance and Resources

Goal 8: To ensure the program is governed and operated with clear leadership while maintaining sufficient and appropriate resources by providing access to university services and connecting students with professional growth opportunities.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

This goal ensures the program is guided by clear leadership that supports effective coordination and accountability. Providing students with access to university services and professional growth opportunities helps create a well-resourced and supportive learning environment. Sufficient and appropriate resources enable students to succeed academically while developing professionally.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
<p>Students expressed a desire for greater access to university services during their time on campus. Currently, many services—including the library, cafés, and other student amenities—are either closed during scheduled class times or unavailable on the specific campuses where ECE courses are held. Enhancing the availability of these services would support students in feeling more connected to the broader university community. Additionally, it was recommended that students be provided with access to a wider range of videos and learning resources related to the Early Childhood Education field to enrich their academic experience.</p>	<p>Note: All cohorts for the ECE Certificate program will be at the Mission campus from Fall 2026 intake onwards. The last cohort in Chilliwack will complete their program in April 2026.</p>		
	<p>Continue assessing existing ECE Library resources, adding relevant new materials, and supporting faculty in integrating updated resources into course delivery to support student learning, curriculum alignment and program priorities.</p>	<p>Fall 2025 (Ongoing)</p>	<p>Education Librarian / Instructors</p>
	<p>Request that the Library extend evening hours on days when ECE courses are scheduled to better support student access to resources and study spaces.</p>	<p>Fall 2025 (Completed)</p>	<p>Director</p>
	<p>Academic Advisors at the Mission campus will maintain drop-in availability before ECE classes, in addition to their regular scheduled appointments, providing flexible and timely support to help students with course planning and program navigation.</p>	<p>Fall 2025 (Completed)</p>	<p>Academic Advisors</p>
	<p>Integrate detailed information about UFV student support services into the ECE digital student hub, Welcome Package, Student Handbook, Annual Communication Timeline, etc. Highlight flexible access options, including virtual appointments, lunch-hour sessions, and</p>	<p>Fall 2026</p>	<p>School Coordinator</p>

	<p>schedule reminders about CAS near registration periods along with timely updates about other student services to support student engagement, accessibility, and success.</p> <p>Incorporate presentations and a student support services mini-fair or panel into the ECE/IEA student orientation to increase students' knowledge of and access to academic and accessibility resources, fostering a more inclusive and supportive learning environment. Also invite Student Union Society.</p> <p>Assess and coordinate with UFV student services to provide targeted on-site support at the Mission campus during high-demand periods (e.g., CAS prior to first-year course registration) to improve student access, engagement, and readiness.</p> <p>Invite CAS visits to ECE classrooms throughout the academic year to provide tailored information and answer student questions.</p> <p>Enhance the current ECE LibGuide to include ECE-related multimedia for learning resources, such as videos, podcasts, MOOCs, etc. Initiate a review process to determine the scope and implementation of course-specific LibGuides for each ECE Certificate course.</p>	<p>Fall 2026</p> <p>Winter 2026</p> <p>Winter 2026</p> <p>2026-2027</p>	<p>Program Chair with School Coordinator to support event planning</p> <p>Program Chair with School Coordinator to support facility planning</p> <p>Instructors</p> <p>Education Librarian / Instructors</p>
<p>To ensure that students are well connected to the various opportunities for professional growth and support it is recommended that UFV offer access to Community of Practice's for ECE students, whether with the CYC degree program, within the ECE department or by connecting students with ECEBC's peer mentoring groups. ECEBC has expressed that the organization would like more of a presence in the Fraser Valley and this connection would support future collaboration.</p>	<p>Note: In 2025, a Academic Advisor added information about ECEBC to the ECE Program, Tips to Prepare for UFV's ECE Program (under 3. Build Your Personal Learning Network), and Graduation and Certification (under Begin Your Job Search) webpages and the ECE Student Handbook and Practicum Handbook.</p> <p>Add an email to all ECE students with information about ECEBC Student Membership and the UFV Student Experience Fund (SEF) in the ECE Annual Communication Timeline. When eligible, students can apply to SEF to cover the ECEBC Student Membership fee to build a relationship with the professional organization early in the program. They</p>	<p>Fall 2026</p>	<p>School Coordinator</p>

	can also include in their SEF application any costs related to ECEBC workshops, annual conference, etc. they plan to pursue.		
	Propose to ECEBC the creation of a Student Campus Representative program, in which an ECE student would receive a waived ECEBC Student Membership fee in exchange for serving as a campus representative to promote ECEBC and its opportunities. This increases student engagement with their professional association early in their career pathway and increases opportunities for student voice within the profession.	Fall 2025 (Completed)	Academic Advisor (BCCAT ECE Articulation Committee Representative)
	Establish, pilot, and evaluate a coordinated, program-wide timeline of guest speakers and field experiences across ECE Certificate courses, including guest speakers from ECEBC.	2026-2027	Program Chair / Instructors
	Establish, maintain, and review a centralized digital student hub in Brightspace for all ECE students and instructors, featuring links to ECEBC.	2027-2028	School Coordinator
	Enhance the current ECE LibGuide to include ECEBC. Initiate a review process to determine the scope and implementation of course-specific LibGuides for each ECE Certificate course.	2027-2028	Education Librarian
	Explore the development of an ECE Ethics and Professional Practice course to focus on ethical decision-making, code of conduct, risk management, legal requirements and guidelines for practice, professional conduct, and social responsibility, with strong connections to ECEBC throughout the course.	2027-2028	Program Chair / Director
	Explore offering professional development sessions or credit to practicum site supervisors and other forms of mentorship to further their education at UFV.	2026-2027	Program Chair / Director

Goal 9: To strengthen faculty connections and foster meaningful community partnerships that enhance collaboration, professional learning, and opportunities for students.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

This goal emphasizes the importance of strong faculty connections and collaborative relationships with community partners. By fostering these networks, the program encourages the sharing of expertise, best practices, and resources, enhancing professional learning for faculty. Strengthened community partnerships also provide students with enriched learning opportunities, real-world experiences, and broader support networks.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
<p>It was noted that faculty members are often dispersed across campuses and may work in isolation, leading to limited opportunities for collaboration and mutual support. There is a need to develop more intentional strategies or structures to foster connection, communication, and professional collaboration among faculty within the ECE program.</p>	<p>Schedule professional development, program updates, student trends, and shared challenges as part of monthly meetings. Include structured time for discussion, idea-sharing, and collective problem-solving to reduce isolation and strengthen team cohesion.</p>	<p>Winter 2026</p>	<p>Program Chair</p>
	<p>Develop a dedicated ECE faculty hub in Brightspace or MS Teams where instructors can share syllabi, resources, announcements, teaching strategies, and discussion threads. This space can also house common documents, meeting notes, and program calendars to support ongoing communication and transparency.</p>	<p>Summer 2026</p>	<p>Program Chair / School Coordinator</p>
	<p>Explore introducing a peer-to-peer or mentoring initiative that pairs new or sessional faculty with experienced instructors to support instructional consistency, collaboration, classroom observation, and reflective practice.</p>	<p>Fall 2026</p>	<p>Program Chair</p>

Planning and Sustainability

Goal 10: To promote open communication and transparency among faculty, ensuring that decisions, policies, and program developments are shared clearly and collaboratively.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

This goal emphasizes the importance of clear, consistent, and transparent communication among faculty members. Open communication fosters trust, collaboration, and shared understanding, ensuring that all faculty are informed and engaged in program decisions. Transparency in policies and processes supports accountability and aligns faculty efforts with program priorities.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Participants highlighted the need for improved communication and transparency regarding changes within the program, including staffing transitions. It was recommended that, when a staff member departs, appropriate measures be taken to ensure continuity—such as forwarding emails to the relevant contact person—so that students and stakeholders continue to receive timely and accurate information. Clear communication around such changes would support a smoother experience for both students and faculty.	Develop and implement a standardized procedure for notifying students, faculty, and relevant stakeholders of employee departures, transitions, or role changes. This protocol could include email notifications, website updates, and internal memos to ensure timely dissemination of information.	Winter 2026	Director / Program Chair / School Coordinator
	Develop a Faculty Handbook and dedicated ECE faculty hub in Brightspace or MS Teams with procedure on absences (e.g., email autoreplies to include a forwarding email address).	Fall 2026	Program Chair / School Coordinator
	Update Annual Communication Timeline and schedule regular program updates as announcement in the digital student hub for students, and program meetings and faculty hub for employees, to inform of program updates. Include contact information for interim or new employees to facilitate clear and direct communication.	Fall 2026	School Coordinator

Planning and Sustainability

Goal 11: Explore development of additional academic pathways within the ECE program, including the introduction of a diploma option, post-basic training opportunities, and the creation of a degree program that offers a distinct perspective from those currently available.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

Expanding ECE program offerings would provide greater flexibility and advancement opportunities for students while addressing the evolving needs of the early childhood education sector. This is supported by the discussions being had at the BCCAT ECE Articulation Committee meetings and through conversations with representatives currently in the ECE field stating that employers are looking to hire students who have their post basic certifications.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Explore feasibility to reinstate the UFV ECE Diploma program, including faculty and facility capacity and resource requirements to determine viability.	Initial meeting to discuss feasibility, potential timeline and determine long range goals. If the ECE Diploma program is reinstated, make changes of revisions to Calendar copy and website. Develop a program webpage, program learning outcomes, prospective student webpages, admissions documents, Student Handbook, Welcome Package, Annual Communication Timeline, student hub etc.	Winter 2026 Summer 2026	Director / Program Chair Program Chair. Academic Advisor to act as a consultative resource for revisions to Calendar copy. School Coordinator supporting website changes, budget, and development of student materials.
Explore developing articulation opportunities with BCCAT and other post-secondary institutions to create clear pathways for students wishing to transition from certificate to diploma or degree programs.	Initial meeting with BCCAT	Ongoing	Academic Advisor (BCCAT ECE Articulation Committee Representative) with support from Program Chair

Goal 12: Develop and implement targeted advertising efforts to highlight the unique strengths and features of the UFV ECE program.

Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal.

Participants recommended the development of ECE-specific recruitment strategies and materials to better represent the program and attract prospective students. Suggestions included hosting dedicated ECE information sessions and inviting program alumni to share their experiences with new or prospective students. These initiatives could help provide clearer insight into the program and the profession, while also fostering a sense of community and continuity within the department.

This goal ensures the program actively attracts a diverse and qualified student population, supporting both academic excellence and inclusivity. By aligning recruitment strategies with community needs, the program can better serve underrepresented and marginalized groups. Effective recruitment also strengthens the program’s reputation and sustainability by maintaining robust enrollment and engagement.

Emphasizing what sets the UFV ECE program apart—such as community partnerships, Indigenous engagement, nature-based learning and applied learning opportunities—could help attract a broader and more diverse pool of applicants.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
<p>Explore creation of a dedicated Marketing and Recruiting Coordinator position within the School of Education to strengthen program visibility, attract prospective students, and ensure consistent, high-quality promotion of all School of Education programs, including the ECE program.</p>	<p>Key responsibilities will include (a) developing and maintaining program-specific marketing materials and online presence (e.g., social media, recorded information sessions, etc.), and annual communication timeline to engage prospective students, alumni, and the wider community; (b) planning, organizing, and attending on-and-off-campus recruitment events such as high school visits (i.e., dual credit), high school guidance counsellors on-campus, open houses, program-specific information sessions, workshops, alumni panels, guest speakers, career fairs, November Career Month activities, National Child Day activities, community events, etc.; (c) addressing prospective student inquiries; (d) coordinating with faculty and current students to showcase program experiences, practicum opportunities, and student projects; (e) tracking and reporting data on recruitment metrics, event attendance, and engagement levels to inform future marketing strategies, and prepare reports for program leadership to guide outreach initiatives; and (f) create alumni and community opportunities such as lunch and learn webinars.</p>	<p>2027-2028</p>	<p>Director / School Coordinator</p>
<p>Create and maintain program-specific brochures and digital materials (including dual credit) that reflect the commitments, values, and unique strengths of the ECE program. Include accessibility features such as QR Codes on printed materials.</p>	<p>Initial planning and strategy meeting to discuss and determine the unique strengths and perspectives to be highlighted</p> <p>Propose new draft of 1-2 marketing materials that incorporate and reflect these strengths and perspectives</p>	<p>Spring 2026</p> <p>Fall 2026</p>	<p>Program Chair / Instructors / School Coordinator</p> <p>School Coordinator</p>

Dean's Summary Statement

The School of Education's ECE team has done a lot in a short period of time and with key Type B faculty members away and/or recently retired. I applaud the efforts here in both the review itself as well as the consideration of the recommendations. The Action Plan is solid and well considered. The ECE program has needed some updates and much effort has gone into creating a more meaningful program in light of changes at the provincial level regarding Early Years Education in BC. The details here with particular attention paid to who will lead some of the necessary changes will help move the program forward in powerful ways. The program is dedicated to excellence and to community. The commitment to the Indigenous community is also very strong. The Dean's Office will continue to do whatever helps support this program going forward. I applaud the team effort that has gone into this review!

Action Plan reviewed and approved by:

Information verified by:

Department Head: Jonathan Ferris Date: December 3, 2025

Dean: Dr. Allyson Jule Date: December 3, 2025