



Education Assistant Certificate and Diploma Program Advising Questionnaire

Please complete this form by answering all required questions and submitting it to admissions@nlc.bc.ca. The purpose of this form is to assist NLC in providing intake advising and program planning for applicants to the EA programs.

Name (Legal first and last):

Date of birth (dd/mm/yyyy):

Student Number:

1. Students in the EA programs are required to have a computer that meets the [minimum computer requirements](#) of NLC. Please confirm that you have reviewed the minimum requirements and will have access to an equivalent computer to support your studies.

☐ Yes, I will have a computer with webcam, microphone, word processing application and consistent internet access during course work/classes.

☐ No, I will need to acquire the appropriate computer equipment.

2. Do you live in one of Northern Lights College's catchment communities?

☐ Atlin ☐ Chetwynd ☐ Dawson Creek ☐ Dease Lake ☐ Fort Nelson
☐ Fort St. John ☐ Tumbler Ridge ☐ Outside catchment communities

If you live in a catchment community, are you interested in:

☐ some on campus courses (dependent on offerings and academic plan)

☐ online courses only

3. Are you currently employed by a School District?

School District #: _____ Location: _____

****Employees of the school districts covered by our current Memorandum of Agreement/Understanding are required to provide admissions@nlc.bc.ca a confirmation of employment letter from the district Human Resources Department.**

4. Which semester do you wish to begin your program?

- ☐ Fall (September to December)
- ☐ Winter (January to April)
- ☐ Spring (May to August)

5. The EA courses are scheduled on an annual offering basis. Each course requires approximately 3 to 6 hours of engagement per week during the Fall / Winter / Spring semesters and 5 to 9 hours of engagement per week during the Intersession or Summer condensed semesters.

What do you anticipate is an appropriate course load to balance school and your other life commitments?

- ☐ full time studies of 3 to 5 courses each semester
- or
- ☐ part time studies of up to 2 courses per semester

6. Is there a semester when you do not wish to take courses?

- ☐ Fall (September through December)
- ☐ Winter (January through April)
- ☐ Spring (May through August)
- ☐ Intersession (May through June)
- ☐ Summer (July through August)

7. Working as an Education Assistant to support a diverse group of students from age 5 – 18 years is a physically and emotionally demanding profession. Education Assistants must be prepared to provide a range of supports including, but not limited to, personal care with or for students, physically lifting and/or assisting with the transfer of students to/from wheelchairs, standing frames or other physical supports, guiding students experiencing challenging behaviors to keep them and others safe, being actively engaged with students indoors and outdoors, anticipating, critically assessing and reacting quickly in many classroom or playground situations.



Do you believe you will be able to meet the physical and mental wellness requirements of being in a K-12 school environment?

☐ Yes, I believe I meet the physical and mental wellness requirements.

☐ No, I anticipate some challenges. Please explain your anticipated challenges:

8. If you have successfully completed other relevant post-secondary course work at another institution that you hope to transfer to the NLC EA program, please list the Institutions attended, course names, number of credits, and year(s) completed. We will send information regarding the transfer credit process if applicable.

9. If you have been working in the field for more than 3 years and have taken other relevant course work or professional development that does not fit the transfer credit process and would like information regarding Prior Learning Assessment and Recognition (PLAR) or Recognized Prior Learning (RPL), please briefly describe your experiences and identify which EA courses you believe would connect to your prior learning.

10. Program Readiness Self-Assessment:

The following list reflects the values contained in Bendtro, Brokenleg & VanBockern's (2002) Circle of Courage model and those attributes and competences which are integral to success as an Education Assistant.



For each item on the list, choose the descriptor which best reflects your current level of competence. (This checklist will be used throughout the program as a tool for reflection on your professional growth).

Connected (The Spirit of Belonging)					
I....	N/A	Emerging	Developing	Demonstrating	Transforming
am personable and work well with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
am sensitive and responsive to the needs and personalities of those around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interact well with children and youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
am trustworthy, set boundaries, and maintain confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competent (The Spirit of Mastery)					
I....	N/A	Emerging	Developing	Demonstrating	Transforming
generate clear and well-organized writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have strong organization and time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
am good at creating learning experiences or materials (for example, as a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



coach, camp counsellor or workshop presenter)					
Caring (The Spirit of Generosity)					
I....	N/A	Emerging	Developing	Demonstrating	Transforming
am an active listener (that is, I attend closely to others, attempting to clearly understand their words and meaning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicate clearly with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
show a strong interest in children or youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autonomous (The Spirit of Autonomy)					
I....	N/A	Emerging	Developing	Demonstrating	Transforming
handle problems, challenges and unexpected situations well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work well independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
am overall suitable for the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Adapted from "PDP Reference Form Questions," by Simon Fraser University Faculty of Education (2016).

References



Brendtro, L. K., Brokenleg, M., & Van Bocken, S. (2002). *Reclaiming youth at risk: Our hope for the future* (2nd ed.). Solution Tree Press.

Simon Fraser University. (2016, November). *Faculty of Education PDP reference form questions*.

<http://www.sfu.ca/content/dam/sfu/education/educationresponsive/teachereducation/PDP/PDP%20Reference%20Form%20Questions.pdf>

University of Victoria. (2020). *Faculty of Education reference template*.

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