



Education Assistant Program Quality Assurance Plan

Date submitted to SSCPR: September 2022

Date Self-Study Report approved by SSCPR: May 19, 2021

Date of External Review: November 25 & 26, 2021

SUMMARY

Summarize what the program has determined – through evidence – about program quality (e.g., strengths, challenges, opportunities for improvement, potential threats, etc.)

The Education Assistant (EDAS) program at Kwantlen Polytechnic University is an undergraduate certificate program designed to prepare education assistants to support children and youth with special needs in Kindergarten through Grade 12. Education assistants (EAs) work under the direction of school and district professional staff and provide support in skill development, academics, positive behaviour support, social/emotional development, and personal care.

EDAS is in the Faculty of Arts. There are one full-time and four part-time faculty as well as multiple instructors who fill contract positions including practicum supervision. The program runs four cohorts between September and May: two full-time (9-months in length), and two part-time (first and second year, cohorts run concurrently). The part-time program takes place on Surrey campus and online, while the full-time program is run on Langley campus. Included in the coursework are two four-week practicums, amounting to 240 hours. Students graduate with a 34-credit certificate required by local school districts and most independent schools to successfully acquire employment as an education assistant.

The External Review Team met with the KPU Faculty of Arts Associate Dean and the Education Assistant Program (EDAS) Chair, Library Liaison, Faculty Advisor, faculty members, current students and one alumnus. Additionally, they received written feedback from two alumni that were not able to attend the site visit. Alumni feedback represented both the full-time and part-time programs. Based on these meetings, the External Review Team found that the feedback was incredibly positive and supported the findings of the Self Study Report.

EDAS foci and goals for the next five years will be to establish foundational guiding principles (Vision Statement, Mission Statement and Goals); engage in a thorough and ongoing curriculum review to maintain currency in the field; establish and maintain a networking presence; expand and connect Indigenous understandings and ways of knowing into EDAS curriculum; and review admissions processes.



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QUALITY ASSURANCE GOALS

List the program's Quality Assurance Goals (broad statements about what the program intends to accomplish to ensure program quality). Identify the Recommendation(s) – drawn from the **Self-Study Report and External Review Report** – each Goal addresses. Provide a brief Rationale for each Goal (see the Quality Assurance Plan Guidelines for instructions). Add or remove rows as necessary.

GOAL 1: Develop an EDAS Mission/Values Statement and Guiding Program Structure to be included in an EDAS Program Handbook

RATIONALE FOR THIS GOAL: To respond to the evolving role of the EA and to the need to maintain program currency with a renewed vision statement, mission statement and goals (V/M/G) as well as supporting documents (e.g., EDAS Program Handbook) to clarify each of these for faculty, students and the KPU community where applicable.

Recommendation(s) this Goal Addresses	Report (page number)
1. Develop Program Vision Statement, Mission Statement and Goals <ul style="list-style-type: none"> • To update the EDAS Program's Vision and Mission Statements. • To reinstate a Professional Advisory Committee (PAC) which can assist with current issues, e.g., practicum placements, ensuring curriculum remains current. • To develop a plan for engaging alumni. • To explore expanding the program to Indigenous communities. 	SSR Pgs. 7, 8, 23/24, 26-28, 42, 43 ERT Pgs. 2, 4, 5 SSR Pg. 43
2. Develop EDAS Program Handbook <ul style="list-style-type: none"> • To develop a program handbook with outlines program policies and procedures. 	SSR ERT Pg. 14

GOAL 2: Engage in an In-depth Curriculum Review

RATIONALE FOR THIS GOAL: To respond to the evolving role of EAs in schools and ensure the EDAS graduates are well prepared. In addition, this goal addresses the need highlighted by the External Review Team that EDAS should review grading practices to ensure there are equitable practices across courses and instructors.

Recommendation(s) this Goal Addresses	Report (page number)
1. Complete a curriculum mapping of all course learning objectives (goal of reducing overlap between course content, and updating learning content) <ul style="list-style-type: none"> • Work with the Teaching and Learning Commons to develop learning outcomes that focus on current issues in education. 	ERT Pg. 6



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<p>2. Increase EDAS 1225 from 1.5- credits to 3-credits</p> <ul style="list-style-type: none"> • Explore opportunities for guest presentations or professional development with agencies such as SET-BC (Special Education Technology BC) to help support student understanding of technological tools used in the K-12 setting. • Implementing technological tools such as an iPad cart with software that is frequently used in the field. Faculty training may also be needed to learn to use and teach these tools • Concerns were expressed about opportunities for students to gain a deeper understanding of and have experiences with various technological examples. • Another suggestion is that the department consider implementing tools such as an iPad cart with software that is frequently used in the field. Faculty training may also be needed to learn to use and teach these tools. 	<p>ERT Pgs. 2, Pg. 6</p> <p>ERT Pg. 4</p> <p>ERT Pg. 6</p>
<p>3. Increase Practicum Advisor Time</p> <ul style="list-style-type: none"> • Connect with the Dean’s Office to investigate the possibility of adding more supervision support to EDAS practicums. • Discussion with Dean’s office (budget implications) 	<p>ERT Pg. 6</p> <p>SSCPR Pg. 2</p>
<p>4. Potential Course Development</p> <ul style="list-style-type: none"> • Explore crisis prevention intervention hiring requirements with school districts. If this is found to be a requirement and is impeding KPU EDAS graduates from being hired, a recommendation is that EDAS faculty receive training in CPI or an equivalent crisis intervention program (e.g., MANDT). It should be noted, crisis intervention program training is currently provided within school districts once graduates have been hired and therefore, it is important that for EDAS to consider the actual need for this recommendation to add this into the existing EDAS curriculum. • Any additional courses to the EDAS certificate need to be carefully considered as there are tuition, budgetary, and collective agreement implications. 	<p>ERT Pg. 4</p> <p>SSCPR Pg. 2</p>
<p>5. Review Grading Practices</p> <ul style="list-style-type: none"> • Work with the KPU Teaching and Learning Commons to assess rigour of current assessment tools to determine if they are assessing what is intended, and that they are culturally responsive. • Examine course assessments and criteria attributed to each letter grade • Work with the Teaching and Learning Commons to assess rigour of current assessment tools to determine if they are assessing what is intended, and that they are culturally responsive. • Examine competency-based criteria used in practicum for depth and breadth. • Compare grades and assessment types with other EA public postsecondary programs. 	<p>ERT Pg. 9</p>



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GOAL 3: Establish EDAS Networking Presence

RATIONALE FOR THIS GOAL: To promote further connections between EDAS and local school districts, independent schools, alumni as well as on-going outreach to promote EDAS and encourage increased admissions

Recommendation(s) this Goal Addresses	Report (page number)
1. Re-Establish PAC (post-COVID-19) <ul style="list-style-type: none"> • Facilitate integrated, ongoing Advisory Committee involvement with the program (e.g., annual meetings, ongoing consultation throughout the year, follow through on recommendations). 	SSR Pg. 22
2. Establish Ongoing Connections with EDAS Alumni <ul style="list-style-type: none"> • Explore enhancing alumni connections, possibly a Community of Practice and/or professional development opportunities for alumni. 	SSR Pg. 22
3. Promote Further Connections between EDAS and Local School Districts <ul style="list-style-type: none"> • Consider holding Advisory Committee meetings virtually to address travel time. 	SSR Pg. 22
4. On-going Outreach to Promote EDAS and Encourage Increased Admissions <ul style="list-style-type: none"> • Reach out to KPU Alumni Affairs to share alumni stories for the monthly newsletter. • Build connections with alumni with the goal of expanding opportunities for future practicum placement and mentorship. 	SSR Pg. 22 ETR Pg. 2
5. Potentially Provide Professional Development Opportunities to Practicing EAs (e.g., ProD sessions in schools; EDAS hosting a conference/workshop at KPU (online or in-person)) <ul style="list-style-type: none"> • Inviting PAC (Program Advisory Committee) members from local school districts may help build relationships and increase opportunities for local practicum placements. 	ETR Pg. 2



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GOAL 4: Expand and Connect Indigenous Understandings and Ways of Knowing into EDAS Curriculum

RATIONALE FOR THIS GOAL: To gain information and knowledge about indigenous history, ways of knowing, and ways of being.

Recommendation(s) this Goal Addresses	Report (page number)
<p>1. Include Indigenous content throughout coursework</p> <ul style="list-style-type: none">• Work with the Faculty of Arts Indigenous Consultant to Indigenize EDAS curriculum.• Work with the Teaching and Learning Commons to develop learning outcomes that focus on current issues in education.• Invite members from different groups to come and present to the students about their strengths and struggles (including the Squamish Nations cohort from North Vancouver)	ERT Pgs. 4, 5 SSCPR Pg. 1 SSR Pg. 67
<p>2. Faculty development to gain information and knowledge about Indigenous history, ways of knowing and ways of being</p>	ERT Pgs. 4, 5



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GOAL 5: Review Admissions Processes

- Review current practices (e.g., Info session modes of delivery, English language requirement, suitability)

RATIONALE FOR THIS GOAL: To gain a better understanding of and alignment between current admissions practices in relation to student suitability and competencies needed within the field.

Recommendation(s) this Goal Addresses	Report (page number)
1. To explore admission assessment (e.g., interview) as part of the admissions criteria <ul style="list-style-type: none">• Explore possibilities for assessing applicant’s job suitability for the profession (e.g., interview). This was addressed to a large degree by the interviews that were an entrance requirement. When that practice was suspended, the opportunity to assess and speak into suitability before the program ended.	SSR Pg. 9



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RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

List the Recommendations from the Self-Study and External Review this Plan does not address. Provide a brief rationale for why these Recommendations cannot be addressed. Add or remove rows as necessary.

<i>Recommendations</i>	<i>Report (page number)</i>	<i>Rationale</i>
It is suggested that the department explore transition data related to students' immediate versus delayed entry into the program to better understand the trends and patterns that exist within their program	ERT Pg. 9	Inaccurate statement as the EDAS department does not have delayed entry into the program. Admission is every September in to both the full-time and part-time programs.
it is suggested the department explore the impact on student workload across the program since reducing the number of credits.	ERT Pg. 10	Inaccurate statement as program total credit value has increased by .5 credits.
It is also recommended that with the growth of the program, the rationale for having only one full-time regularized faculty be reviewed.	ERT Pg. 11	Not within the scope of the department's purview.
The EDAS department should work with administration and facilities to upgrade furniture for the classrooms on the Langley campus and explore opportunities for dedicated classrooms on the Surrey campus.	ERT Pg. 8	Not within the scope of the department's purview.
Expand the availability of hardware to EDAS students, which could include iPads or tablet carts, to help students gain familiarity with the technology in general. Allow for incorporation of new software as needed.	ERT Pg. 8	Already available through KPU Library services.
The EDAS department might consider exploring the potential for greater library liaison collaboration, including: expanding offerings of in-person and online library skills workshops for students.	ERT Pg. 8	Already provided to the EDAS students.



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<i>Recommendations</i>	<i>Report (page number)</i>	<i>Rationale</i>
The EDAS department could engage in discussion around ways to promote student participation in the KPU 100 and other workshops offered by the Learning Centre.	ERT Pg. 14	Already provided to the EDAS students.
<p>If stable course offerings can be projected a year in advance, the department should consider mapping out the course progression pathway for full-time and part-time students on the program website.</p> <p>The EDAS Department and program advisors should consider coordinating to host online information sessions that specifically target EDAS students and alumni interested in furthering their education, for example teacher training.</p> <p>The EDAS Department might consider inviting academic advisors to speak to students nearing the end of their program to help promote laddering opportunities into Teacher Education and Bachelor of Arts programs before graduation.</p>	ERT Pg. 14	<p>Already provided to EDAS students.</p> <p>Already provided to EDAS students.</p> <p>Already provided to EDAS students.</p>
Consider connecting with English Department and Faculty Advising to determine which English courses could be recommended to incoming students to help build English oral and written skills before entering the EDAS program.	ERT Pg. 14	Not an appropriate recommendation for the current admissions structure of the EDAS program.
Consider adding a short course from an outside agency such as the Provincial Outreach Program for Autism and Related Disorders or adding more ASD content to existing course(s)	ERT Pg. 6	Due to budget considerations and KPU's Collective Agreement, this recommendation is not an option, as it will entail tuition implications for students and would require non-KPU faculty to instruct workshop content. This point has been explored previously with the Faculty of Arts Dean.



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QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

*Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five year. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.*

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: September 2022

STRATEGY 1: Complete an in-depth curriculum review.

GOAL(S) THIS STRATEGY SUPPORTS: 2, 4

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Review all course outlines and revise for currency in topics covered and Indigenous content	EDAS Faculty	09/22	06/24	
Explore increasing course credit value for EDAS 1225 from 1.5 to 3.0 credits	EDAS Faculty	09/22	06/24	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Faculty service time and financial support from the Dean's office
When are these resources required? Sept. 2022
What Faculty and/or Institutional support is required?



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STRATEGY 2: Review EDAS grading procedures.

GOAL(S) THIS STRATEGY SUPPORTS: 1, 2

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Meet with Teaching and Learning to review and develop assignment rubrics	EDAS Faculty	09/22	06/23	
Develop a rationale document to support excellent grades	EDAS Faculty	09/22	06/23	
Explore P/F competency-based grading across the program, which includes connecting with the Human Services Articulation group, and other specific programs throughout BC to explore transfer implications on transfer credit and the possibility of block credit transfer.	EDAS Faculty	09/22	06/24	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <i>Click here to enter text.</i>
When are these resources required? <i>Click here to enter text.</i>
What Faculty and/or Institutional support is required? TLC consultation time, Faculty service time



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STRATEGY 3: Update EDAS student information/handbook/policies and procedures/student success/admissions/orientation/practicum process.

GOAL(S) THIS STRATEGY SUPPORTS: 1

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Explore with the Dean's office the possibility of hiring someone or providing time release to write a student information handbook.	EDAS Faculty, Chair	09/22	09/24	
Update vision and mission statements and program goals.	EDAS Faculty	06/22	07/23	To be reviewed and revised at Faculty Retreat 2022-2023
Establish additional office hours or monthly check-in meetings (at the program level) with students to provide an opportunity for students to hear about and explore EDAS procedures which sometimes are overlooked. This is in addition to office hours provided within courses.	EDAS Faculty, Chair	09/22	Ongoing	Monthly, bimonthly or quarterly meetings were discussed as possibilities.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Financial support from the Dean's office
When are these resources required? September 2022
What Faculty and/or Institutional support is required? Recognition of importance of a student handbook and support, financial and otherwise, to pursue the strategy.



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STRATEGY 4: Networking with Districts, alumni (social media), Teaching and Learning Commons, Indigenous elders, and faculty. Keeping EDAS responsive to the larger educational and cultural community, to maintain connections and currency in needs and expectations of workplace (schools) and local community at large.

GOAL(S) THIS STRATEGY SUPPORTS: Goals 2, 3, and 4

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Provide a range of in-service opportunities to local schools/school districts targeting practicing education assistants.	EDAS Faculty	09/22	09/25	
Activate Program Advisory Committee with members drawn from selected school based and school board office personnel as well as representatives of alumni and Indigenous educational leaders.	EDAS Faculty	09/22	6/26	
Initiate online networking with EDAS alumni	EDAS Faculty	09/22	6/26	
Initiate meeting with the Deans office to discuss the current EDAS completion and transferability from other programs and the potential impact on EDAS enrollment numbers	EDAS Chair	01/23	08/24	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? <i>Click here to enter text.</i>
When are these resources required? <i>Click here to enter text.</i>
What Faculty and/or Institutional support is required? Dean's Office support for Program Advisory Committee.IT/Marketing support for EDAS alumni online platform. Program Assistant support for distributing information regarding in-service opportunities



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STRATEGY 5: Review Admissions Procedures

GOAL(S) THIS STRATEGY SUPPORTS: 5

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Review current admission requirements to ensure compliance to current practices within the field and post-secondary institutions	EDAS Faculty	09/22	06/23	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Faculty service time and financial support from the Dean's office
When are these resources required? Sept. 2022
What Faculty and/or Institutional support is required?

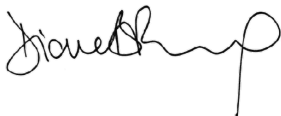
PLAN SUPPORTED BY:

Diane Purvey

 Provost's Name

Shelley Boyd

 Dean's Name



 Provost's Signature



 Dean's Signature

Jan 17, 2023

 Date

Jan 17, 2023

 Date