

Course Code:	LEAD-1559
Short Title:	Assessment: Applied Leadership
Long Title:	Assessment: Certificate in Applied Leadership (CAL)
Prerequisites:	LEAD-1100 (LEAD-100), LEAD-1101 (LEAD101), LEAD-1102 (LEAD102), LEAD-1103 (LEAD103), LEAD-1504 (LEAD104), CRES-1100/CRES-1101 (CCR100/101) and a minimum of 2 Credits of CAL Electives
Co-requisites:	None
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	LEAD199
Course First Offered:	May 2015

Credits:	0.0
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Course Description

The final assessment for the Certificate in Applied Leadership (CAL) is the development of a Leadership Portfolio. The Leadership Portfolio is an organized artifact demonstrating the learner's growth and achievement as a Leader; it is designed to foster reflective practitioners and provide tangible evidence of the integration of leadership skills, knowledge and values into the learner's personal and professional life. Once completed and evaluated by Centre Faculty, the portfolio can be further used in a professional capacity to showcase the learner's evolution as a leader.

The Leadership Portfolio may be developed over the duration of the program or as a culminating event upon completion of the program requirements.

The Learner must be registered in the Certificate in Applied Leadership and have already completed the required courses to register in LEAD1559.

Course Goals

The goal of this assessment is to showcase the learner's abilities and growth as a leader. Learners will reflect on their development to demonstrate integration and application of leadership skills in both workplace and personal settings.

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Assess their learning development over the course of the program and create a practice for ongoing self-reflection

2. Provide evidence of integration, and application of the leadership skills introduced throughout the program
3. Demonstrate progression as a leader over the duration of the program
4. Construct a presentation that can be used in a professional setting to showcase their development as leader
5. Build a leadership development plan for future learning and growth as a leader
6. Articulate personal commitment to continued growth

Course Topics/Content

N/A

Text & Resource Materials

Manuals and resources from Prerequisite courses

Equivalent JIBC Courses

None

Instructional Method(s)* <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Totals	

Note: Learners will complete the assessment on their own time outside of the classroom. While completing the assessment, learners will have access to the Program Manager to answer questions and provide additional guidance as needed.

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	100%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	
Total	100%

Comments on Evaluation

Evaluation will be based on the Leadership Portfolio which will be a culmination of work completed in the required and elective courses.

Course Grading Scheme*

JIBC1 (A to F) JIBC2 (MAS/NMA) JIBC3(CM/IN) JIBC4 (P/F)

Passing Grade: C

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

- ☒ **Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
 - ☒ **Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
 - ☒ **Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.
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