Douglas College

A.	Division:	**Education**	Effective Date:		**September 2008**

B.	Department / Program Area:	**Faculty of Child, Family and Community Studies/Classroom and Community Support**	Revision	**X**	New Course

If Revision, Section(s) Revised: **D, F, M, N,**

Date of Previous Revision: **21 July 2004**
Date of Current Revision: **April 2008**

C:	CCSD 2420	**D**: **Personal and Professional Leadership**	**E:** 3.0
	Subject and Course No.	Descriptive Title	Semester Credits

F: Calendar Description:

This capstone course is designed to deepen understanding and application of skills introduced throughout the previous three semesters. Students will have the opportunity to explore personal and professional leadership opportunities and challenges available in education and human service practice contexts.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Practice

Number of Contact Hours: (per week / semester for each descriptor)

60 hours

Number of Weeks per Semester:

Flexible delivery ranging from 2 to 15 weeks.

H: Course Prerequisites:

None

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite

None

K: Maximum Class Size:
30

L: PLEASE INDICATE: **Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University**

☐ Non-Credit

☐ College Credit Non-Transfer

X College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes
Upon successful completion of this course, the student will be able to:

1. **Evaluate one's leadership qualities and develop goals for future educational, work and community experiences**
   - **Using a variety of tools, examines personal, school and work experiences to identify style, strengths and needs and effect on others**
   - **Demonstrate strategies for managing personal and professional boundary challenges**
   - **Create a portfolio that emphasizes personal, education and work achievements to-date**
   - **Investigate a variety of employment settings and education programs**
   - **Evaluate the fit between self and future potential work and educational opportunities**
   - **Create a personal and professional development plan**
2. **Examine leadership types, styles and abilities across a variety of contexts**
   - **Investigate several leadership models**
   - **Describe leadership styles and skills in informal groups, entrepreneur/fee-for-service situations, multi-disciplinary teams and not-for-profit business contexts**
   - **Apply critical thinking strategies to leadership dilemmas**
3. **Analyze leadership opportunities and challenges in CCS fields of practice through thoughtful inquiry**
   - **Analyze historical influences on current and future practice**
   - **Investigate cultures of inquiry and major research traditions**
   - **Critically evaluate field related readings and research articles and consider their influence on practice**

N: Course Content:
The following global ideas guide the design and delivery of this course.

- **Self-awareness regarding one's personal style, values, effect on others, skills, and learning from experiences, are essential prerequisites for skilled leadership and participation in groups.**
- **Technical skill is necessary but insufficient in itself for competent practice. Technical proficiency must be balanced with a caring attitude, acceptance of a wide range of behaviour and cultures, and respect for the rights of others including their right to self-determination**
- **Effective group leaders know how, when and why a given skill is used, and they have the assertiveness to use it when appropriate.**
- **Leadership involves recognition of personal strengths, gifts and talents as well as deficit. Personal and professional development is essential for growth and advancement.**
- **Leaders follow trends and developments in their fields including reading scholarly research.**

O: Methods of Instruction

- **Lecture**
- **Group work**
- **Student presentations**
- **Guest speakers**
- **Audio-visual presentations**

P: Textbooks and Materials to be Purchased by Students

T.B.A.

Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.

- **Written research paper**
- **Group presentations**
- **Self assessment**
- **Classroom activity participation**
- **Other**

R: Prior Learning Assessment and Recognition.

This course is available for PLAR.

Course Designer(s) **Lori Woods/Wendy Parry**

Education Council / Curriculum Committee Representative

Dean**: Gary Tennant**

Registrar