



Justice Institute of British Columbia COURSE OUTLINE

Course Code:	ABLD110
Course Title:	Philosophy, Values and Ethics of Aboriginal Leadership
Prerequisite Courses:	Acceptance into the Certificate program
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Aboriginal Programs & Services
Previous Course Code & Title:	Same
Course First Offered:	March 2005

# of Credits:	3
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Course Description:

This course will provide an introduction to the philosophy, values and ethics of leadership in Aboriginal contexts. Learners will explore both traditional and contemporary Aboriginal philosophies of leadership, the moral qualities leaders need to bring to their practice, the ethical challenges that often arise for leaders, what it means to identify oneself as a leader, as well as the unique moral challenges within a multicultural setting. Learners will gain awareness into the impact of various aspects of morality can have on leadership; they will analyze ethical concepts and issues while formulating and presenting their own positions. Learners will discover how moral judgments made as a leader, may conflict with those made as a private citizen. How to balance the interests of constituents, individuals and the larger community will be explored.

Course Goal(s):

The goals of this course are to provide the learner with an opportunity to identify their philosophies of leadership, to refine their values and to identify the appropriate ethical behaviour expected of leaders.

Learning Outcomes:

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

- Define personal perspectives on leadership
- Identify and understand Indigenous leadership philosophy
- Analyze and evaluate leadership philosophy, ethics and values for cultural perspectives, bias, accuracy, completeness and fairness
- Define accountability and responsibility as it applies within Indigenous contexts
- Define ethics of service
- Identify "ethics" in a policy context
- Generate sound, ethical reasoning
- Explore models for quality service delivery
- Explain the variety of ethics and decision making models
- Explore how personal values impacts decision-making
- Recognize value-laden language



Course Topics/Content:

1. Indigenous Leadership

- Indigenous Identity, Resisting Colonization
- Indigenous Leadership Perspectives

2. Indigenous Philosophy

- Transcending Colonial Impacts & Strengthening
- Maintaining a Way of Life

3. Values & Ethics in Indigenous Leadership

- Rooted in the Values of our People
- Ethical Challenges in a Contemporary Context

Text and Resource Materials:

Required Texts:

Alfred, T. (2005). *Wasase: indigenous pathways of action and freedom*. Toronto, ON: Broadview Press.

The following will be provided online:

Mikkelsen, K (2006). *Indigenous Renewal: Time For Life Again*. DVD Series. Chemainus, BC: Lifting Children's Spirit Society. Note: The DVD will be mailed to students. DVD's are provided on loan and are to be returned following the course.

In addition, the course contains required and recommended readings for each of the course's Themes: (Indigenous Leadership, Indigenous Philosophy, Values & Ethics in Indigenous Leadership).

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Other (describe):						

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	42			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	42			

Comments on Delivery Methods:



Course Grading System:

X	Letter Grades		Percentage		Pass/Fail		Credit/No Credit
	Complete/Incomplete		Attendance Only		Not Applicable		

Passing Grade:	C
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Evaluation Activities and Weighting:

Final Exam	40%	Assignments	35%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	10%	Other	15%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

In order to receive an evaluation or grade, learners must participate in class, and complete the written assignments and exams.

Students who are unsuccessful in any formal evaluations may apply to the Program Coordinator for one opportunity to re-write it. Students must arrange to re-write the exam within 10 days of the original exam.

Other Course Guidelines, Procedures and Comments:

Late assignments will not be accepted for marking without prior permission of the lead faculty member. A student who misses assignments, quizzes, projects or exams, may, at the discretion of the lead faculty, complete the work missed.

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/programs-courses/jibc-calendar/student-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.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

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.

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.