Prior Learning Assessment and Recognition Information Sheet

ICP 1156—PERSONAL AND PROGRAM LEADERSHIP

# What is the Instructor Certification Program?

The Instructor Certification Program (ICP) is designed to enrich the depth of instructor knowledge and skill in the practice of teaching and learning at Lethbridge College. ICP courses allow instructors to collaborate with others across the college to learn from and share with each other. It is expected that instructors complete the ICP program within their first five years of instruction at the college.

# What is PLAR?

Occasionally, a new instructor has previous extended experience or knowledge in a specific area of the ICP. In this case, they are able to apply for Prior Learning Assessment and Recognition (PLAR). This means the instructor can provide evidence of learning and receive course credit without taking the course. Instructors must provide evidence that they have achieved 75-80% of a course’s outcomes.

# ICP 1156 Personal and Program Leadership: Course Description and Outcomes

Personal and Program Leadership will guide your exploration of an overarching question: how do you lead in your role as an instructor? The course provides an introduction to educational leadership and leadership culture in post-secondary education systems and examines educational leadership theory. Professional leadership at personal (micro), program (meso) and institutional (macro) levels will be explored. Topics include leadership styles, the culture of academia, roles and behaviours in the context of post-secondary institutions, and the implications of leading at Lethbridge College.

## Course Outcomes:

1. Identify the elements of educational leadership theory and explain how this theory can be applied to your role at Lethbridge College
2. Explain your role in shaping positive institutional culture through educational leadership.
3. Reflect on your own leadership capabilities and how they have been shaped through past experiences and viewpoints.
4. Articulate areas for leadership growth that support the evolution and innovation of teaching and learning practices.

# Acceptable ICP 1156 PLAR Artifacts

You will complete the Providing Evidence for PLAR sheet (attached below). Examples of what you might submit for PLAR for ICP 1156 are:

## Direct Documentation

Direct documentation usually takes the form of a course outline for a course where 75-80% of the course outcomes are similar to the associated ICP course (i.e., a course on learning theories or a more general education course where at least 75% of the course was about learning theories). Submit the Providing Evidence for PLAR sheet with the course outline and an unofficial transcript showing completion to [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

## Indirect Documentation

Indirect documentation can take many forms. Instructors submit an artifact(s) demonstrating their applicable competency and skill(s) along with a one-page reflection/explanation of how the artifact demonstrates their knowledge. While the submission does not need to be lengthy, it needs to clearly demonstrate achievement of 75-80 % the ICP course outcomes.

* A course outline for a course that included leadership in higher education for less than 75% of the course content and outcomes, plus an artifact and reflection that demonstrates further knowledge/skill.
* Participation in a committee, program review, project, etc. where the instructor had a leadership role in the group, demonstrated through an explanation of that role and work completed, the learning outcomes achieved by completing it, and the changes in individual teaching and learning that have taken place.
* A combination of three of the following along with an explanation of the role taken to create them, the learning outcomes achieved by completing them, and the changes in your teaching and learning that have taken place.
	+ Teaching philosophy statement or dossier
	+ Resume or CV with relevant leadership roles explained
	+ Description of your leadership style using educational leadership theory and an example at Lethbridge College
	+ Explanation of how you’ve met one or more of the “Leading” indicators of effective practice in the [Teaching Excellence Framework (TEF)](https://learninginnovation.ca/tef/)
	+ Example of meaningful integration of the [Student Core Competencies](https://learninginnovation.ca/student-cc/) at the “Leading” level into a course
* Instructors may have other artifacts or experiences they feel shows their achievement of the outcomes. They can reach out to PLAR@lethbridgecollege.ca and will be put in touch with the appropriate ICP facilitator to discuss if this experience aligns.

Providing Evidence for ICP 1156 PLAR

Instructor Name: Click or tap here to enter your name.

Which outcomes do you feel you have achieved in ICP 1156 (check all that apply)?

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| --- |
|[ ]  1. Identify the elements of educational leadership theory and explain how this theory can be applied to your role at Lethbridge College
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|[ ]  1. Explain your role in shaping positive institutional culture through educational leadership.
 |
|[ ]  1. Reflect on your own leadership capabilities and how they have been shaped through past experiences and viewpoints.
 |
|[ ]  1. Articulate areas for leadership growth that support the evolution and innovation of teaching and learning practices.
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**Step 1:** Instructors can provide one of the following types of documentation to achieve PLAR credit in an ICP course. Please check the type you are submitting and include this sheet in your submission.

[ ]  **Direct Documentation:** Direct documentation is usually a course outline for a course where 75-80% of the course outcomes are similar. Submit this sheet with the course outline to [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

[ ]  **Indirect Documentation:** Indirect documentation can take many forms. Instructors submit an artifact(s) demonstrating their applicable competency and skill(s) along with a one-page reflection/explanation of how the artifact demonstrates their knowledge. See the PLAR Information Sheet for the course you are PLARing for options. Submit this sheet with the artifact and reflection [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

**Step 2:** the ICP course facilitator will review the submission. If any clarity is required, they will reach out to the instructor for further details before signing off. After review, one of three things will happen.

1. **PLAR achieved:** The ICP facilitator and instructor sign [Prior Learning Assessment Application](https://lethbridgecollege.ca/document-centre/forms/registrars-office/prior-learning-assessment-application). The Educational Development Team saves all files in the CTLI SharePoint and sends the Prior Learning Assessment Application to the Registrar.
2. **Partial PLAR achieved:** the ICP facilitator reaches out to the instructor to discuss what can be done to achieve full PLAR. This will often mean completing one or more assessment activities. Once this happens, step A is complete.
3. **PLAR not achieved:** the instructor completes the ICP course for credit.