



CAMOSUN COLLEGE
Aboriginal Education and Community Connections
Special Individual Projects
IST 204-Winter 2012



COURSE OUTLINE

1. Instructor Information

- (a) Instructor: Todd Ormiston
- (b) Office hours:
Fridays 9:30-4:30pm by appointment only
Thursdays and Fridays are reserved for meeting with students/supervisors at work site
Office: Ewing 204
- (c) Class Location and Time: **Thursdays 10:30 am-1:20pm** WT 205-as defined below
- (d) Phone: 370-3122, Alternative: 370-3299, (24-hour voice mail message system for both numbers)
- (e) E-mail: ormiston@camosun.bc.ca. Or toddo@shaw.ca
tgood@uvic.ca

2. Calendar Description and Intended Learning Outcomes:

Calendar Description: Students will undertake assignments enabling them to develop leadership and community skills. Projects may include working with Indigenous communities and organizations, government ministries and departments, NGOs and other agencies.

The purpose of this course is to provide you with a “service learning” opportunity. As a leader or role model in the future, you will be expected to give back some of you time and expertise to the community you come from or the community(ies) you will eventually serve. In this course you will be expected to produce a printed, videotaped, or web-based product that benefits an existing Aboriginal organization or group. You may work individually or in groups of no more than 2. Group projects are expected to be larger and more encompassing than individual projects.

Intended Learning Outcomes

- 1. Identify community needs
- 2. Plan and develop small projects
- 3. Implement and carry out projects, including completion of reports and other follow-up
- 4. Develop mutually beneficial relationships with and contribute to Indigenous community groups and organizations.

3. Required Materials: none are required although handouts will be given out.

4. Course Content and Schedule

Class Schedule:

January 12(2.75 hours)

“Introduction to Project”

“Introduction to Consulting”

Leadership and community Service

Parameters of Project

Special Guests: Anjil Hunt & Carol Anne Hilton

Journal question: What stood out for you most in Anjil's and Carol Anne's discussion? What area of expertise might you engage with in the future and why?

January 19(2.75 hours)

Organization Constructs

To explore a type of environment that consultants and project managers work in, we will explore non-profit community organizations which are built upon 7 basic statements to provide services/products:

Gap / Situational Analysis – Organization Development & Adaptation

- SWOT – most common approach (strengths, weaknesses, opportunities, threats)
- STEEP – an alternative approach (sociological, technical, environmental, economic, political)
- Cultural Mapping – mapping tangible and intangible resources and building opportunities
- Gap Analysis - Actual performance to desired performance

Break

Class Exercise

Examine a Band Office or other Aboriginal organization and conduct a preliminary gap analysis. Use an organization's organization chart and mission statement to identify potential service gaps and suggest a way this organization can build a solution to meet this gap.

Break into 2 groups to brainstorm, analyze, and prepare a report back to the main group.

Report template and organization information will be provided.

Journal question: Take a project idea and do a quick STEEP analysis (bulleted lists). Have you thought of these factors before? Would you use an analysis tool to help you identify a project?

Further Reading: "Project Managers Must Unleash Creativity"

"Through the Lens of Complexity Theory: Concepts for Managing Change"

Special Guest: Dianne Biin

January 26 (2.75 hours)

Check-in

Project Management Basics

- Customer needs – solving a problem without knowing what is wrong....
- Core Competencies of a project manager
 - o Knowledge
 - o Experience
 - o Personal attitude
 - o Cultural awareness/sensitivity

Project Planning Matrix

- o Planning
- o Monitoring
- o Controlling
- o Managing

Break

Planning Your Project – Scope, Goals, Objectives, Tasks (Workplan)

- Goal Setting
 - o **S**pecific
 - o **M**easurable
 - o **A**greeable
 - o **R**ealistic

o Time Sensitive

Class Exercise

In groups of 2-4 people, take a project goal and develop a viable workplan within a specific timeframe and each team member has a role and responsibility in the project. Brainstorm the objectives and tasks and put in sequential order. Present your workplan back to the main group.

Journal question: Thinking back on projects/events you were involved with, did you see some of these elements in your experience?

Suggested Reading: “How to Plan a Project”
“Project Planning: A Step by Step Guide”
“The Map to Success: Developing a Project Plan”

Suggested Book: Phil Baguley. Teach Yourself. Project Management. 3rd Edition. 2008

February 2 (2.75 hours)

Check-in

- Finalize community placements
- Mid-term format handed out and parameters discussed (Small Project Plan)

Computer Lab 11:30 - 1:00 PM

Computer Lab Instructor: Kathy Evans

PowerPoint (templates, functions, design) refresher

Excel (formulas, multiple worksheet management)

If interested, we can also have a demonstration on the use of Gmail and Google Apps (web-based versions of PowerPoint, Excel and Word).

Journal question: Where there other applications you have used in the past that could also help with your project? Are there other types of applications you would like to explore to aid in time and project management?

Feb 9

Group Check in, final thoughts before placements

March 29

Presentations for those ready!

April 5

Scheduled class time 10:30 am –2:00 pm

“

Presentations

You (or your group) will be required to:

- 1 Identify the need for the project;
- 2 Do background research and consultation;
- 3 Create a proposal;
- 4 Interview relevant people about the project;
- 5 Collate research and interview material;
- 6 Produce a finished product;
- 7 Demonstrate that product in class;

- 8 Provide a copy of the product to the organization or group you worked with;
- 9 Provide the instructor with a copy of the product for grading.

Special Project Examples

- Writing a 35 year history (with photographs) of the Victoria Native Friendship Centre
- Guidelines for a First Nations students mentoring program in Greater Victoria School District
- Documenting guest speakers in First Nations and the Environment and installing on WEB-CT
- Archival research for local Band
- A “Practices and By-Laws” attachment to First Nations Student Association Constitution
- Fundraising initiative for a local non-profit organization
- Mapping of Cultural Uses of the Land
- Recording family histories

Class Materials & Format

To promote a green ethos, there are no required textbooks for this course and course materials (lecture slides, assignment templates, project management samples, articles) will be shared electronically through e-mail. If students have limited online accessibility, printed materials can be made available.

Classes for the month of January will be just under three hours in duration. The first half hour is check-in and review, followed by an hour long lecture and discussion. A fifteen minute break will help transition into the second part of the class - reserved for in-class exercises and exploring project management tools/ or guest appearances.

Students will meet with instructors/or placements up to 3 times during the semester: Students and the instructor/assistant will meet once with their placement at the beginning of their term to review student’s proposal. While in project placements, course and instructor access time will change. From February 10 to March 22, there will be no formal classes. Students however, must book 2 - one-hour appointments with the instructor, or his assistant, to check-in on their community project. It is required that students have a maximum of 2 one-on-one appointments while in project placement. Friday appointments are acceptable.

Note: There will be no seminar and appointments during reading break (February 18-19).

5. Basis of Student Assessment

Course Grading & Time Commitment

Grade Point Total	100	Due Date(s)
Assignments *	75%	
<ul style="list-style-type: none"> • Mid-term Project Outline & Workplan of special project 	20	February 9
<ul style="list-style-type: none"> • Final PowerPoint presentation of completed special project Special Project Report & Copy of Product (due same time as PowerPoint presentation) 	15 30	March 29 & April 5 April 5
<ul style="list-style-type: none"> • Journal Weekly entries kept in folder 	10	In binder
Attendance & Assistance	25%	
Class & Seminar attendance **	10	
Project one-on-one appointments (2 hr commitment) and one site visit by instructor (1 hr meeting)	15	

As this course is worth three (3) credits, students are required to commit approximately 105 hours to the course. These hours are accounted through:

- class time _____ 15 hours
- instructor appointments _____ 3 hours
- project placement _____ 70 hours (10-12 hours per week for 6-8 weeks)
- assignment fulfillment _____ 20 hours

* Late assignments are subject to a letter grade reduction per day. If a student cannot meet an assignment deadline due to illness, accident, or family affliction, he/she will be exempt from this policy by notifying the instructor and producing a doctor's note where it may apply.

** Each absence will consist of a grade reduction. Three (3) absences or more will result in a nil grade (0/10) and affects 10% of final grade. A student who is absent due to illness, accident, or family affliction will be exempt from this policy by producing a health practitioner's note when applicable.

Assignment Considerations

The instructor will share appropriate formats for the mid-term and final assignments with students and students can either hand-in or email assignments to the instructor. Assignments are due at 4:00 pm on due dates (email assignments can be sent as .pdf, .doc, .ppt or .rtf files) and completed in 12pt font with 1.5 spacing for ease of reading and grading.

The **final assignment** for this course has 4 main parts; hence it forms 55% of final grade:

- Part 1** – Project Summary and Outcomes (report format)
- Part 2** – 30 minute PowerPoint (slide) presentation in class
 - * Students can invite their community project supervisor to the presentation
- Part 3** – Copy of completed community project
- Part 4**- Journals

Note: students may work in teams to complete their project and assignments.

When it comes to journal entries, students are expected to keep these in your binders and YOU ALSO MUST HAND IN WITH FINAL PRODUCT. Entries begin after the first class and continue to March 29. While class sessions have specific journal questions, the weekly seminars are for students to focus his/her journal entry on what was interesting in the presentation and how could he/she use the information.

5. Course Grading System:

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4

65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Succeed Throughout the Course:

The Aboriginal Education and Community Connections office, located in Ewing 272, is a valuable resource for you. If you are having difficulty with course content, registration, course selection, funding issues or anything that would get in the way of you being successful in this program, there are Aboriginal advisors and support people there for you to talk with. Please stop by the office or call to make an appointment, at 370-3299.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html