CAMOSUN COLLEGE
ABORIGINAL EDUCATION AND COMMUNITY CONNECTIONS

SPECIAL INDIVIDUAL PROJECTS
IST 204-WINTER 2013
COURSE OUTLINE

INSTRUCTOR INFORMATION

a) Instructor - Dianne Biin

b) Contact information:
E-mail: biind@camosun.bc.ca
Phone: 370-3949, Alternative: 370-3299, (voice mail system available for both numbers)

c) Office - Ewing 272 (Thursday & Friday only)

d) Office Hours:
In-person – Thursdays 1:30-2:30pm by appointment only for the month of January
D2L/E-mail – responded to within a day

e) Class Location & Schedule

WT 225 (January 10 – February 7; April 4, 11); **10:30am – 1:20pm**

PLEASE NOTE: Once projects have started the week of February 11th, Thursdays and Fridays are reserved for meeting with students and project stakeholders
(February 14-15, 28; March 1, 7-8, 14-15, 21-22, 28)

CALENDAR DESCRIPTION AND INTENDED LEARNING OUTCOMES

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 with a partner or individually. Group projects are expected to be larger and more encompassing than individual projects.

Intended Learning Outcomes

1. Identify and research community needs.

2. Plan and implement small community based projects using cooperative and sustainable approaches.

3. Develop mutually beneficial relationships with and contribute to Indigenous community groups and organizations.

REQUIRED MATERIALS

No textbooks required; electronic resources (articles, video) posted to D2L.

COURSE CONTENT AND SCHEDULE

As this is a service-learning course, the first month will be spent reviewing project planning basics and developing your project. Lecture slides are available on D2L prior to the start of class. Class runs for 2.75 hours. We will take a scheduled ½ hour lunch break, so please bring your own lunch/snack.

We reconvene in class at the end of the term to debrief your projects and present your findings/processes.

Articles to be read throughout the course will be analyzed within the D2L discussion board.

January 10

Review course outline and introduce your project concept

Lecture / Discussion	Why a project and not a program? What is a project cycle? Gap analysis – desired future, changing the present (other analysis tools on D2L) Goal Setting – is it S.M.A.R.T.?
In-class activity	In pairs, brainstorm your project concept. What is the gap you are addressing? List 3 goals for your project, are they S.M.A.R.T.? As a group, add/refine project idea.
D2L Articles	*Project Managers Must Unleash Creativity.* *The Map to Success: Developing a Project Plan*

January 17

Class will take part in UVic Orientation Session in WT234. 1.5 hours. Details on D2L news.

Class check-in – communication status with project stakeholder. Do your goals fit with the stakeholder?

Lecture / Discussion	Virtual lecture – What are the 7 basic statements that define an organization/company?
In-class activity	WEB SEARCH - Can you identify the 7 basic statements of your project stakeholder? Share your organizations' statements with the class. NOTE: This exercise must occur prior to arrival in class <u>or</u> during the orientation session – Ewing112 computer lab is available from 11:00am – 12:50pm.
D2L article	*Voluntary Sector Leadership Competencies. Examples, Current Challenges, Complexities and Learning Outcomes.* NOTE: This is a 100 page document – <u>read pages 1-13</u>, then scan the rest of the document and <u>select 5 competencies</u> you would like to develop through your project.

D2L Dropbox assignment due before 11:30pm, January 18th. Comments posted by January 21st.

January 24

Check-in – status of project idea, what's missing? What is your project scope?

Guest speakers	Linda Bristol & Andrew Moore from T'souke First Nation T'souke Comprehensive Community Planning Process – Key Projects
Lecture	Building your Plan – Why, What, Who, Where, When, and How Workplan Development - Organizing your objectives and tasks to meet your goals

In-class activity	In working groups, take a project goal and develop a viable workplan with a timeframe. Each member has a role and responsibility in the project. Brainstorm the objectives and tasks and put in sequential order. Present your workplan in our next class.
D2L articles	*Chapter 7 – Goal Setting: How to Create an Action Plan and Achieve Your Goals* *5 Levels of Leadership*

January 31

Class check-in – areas missing within your project plan? Who signs off your plan?

Review project plan template, address any outstanding project planning questions

Lecture / Discussion	Risk management and communications *Video example – Urban Aboriginal Garden Project*
In class activity	Taking the workplan created last week, report on team tasks. Reflect on the exercise and identify any communication gaps. What are the risks that jeopardize this collaborative project?
D2L article	*Chapter 12 – Goal Setting: How to Create an Action Plan and Achieve Your Goals.*

Feb 7

Group Check in, final thoughts before project assignment due. Projects ideally commence the week of February 11th.

D2L article	*Best Practices in Aboriginal Community Development: A Literature Review & Wise Practices Approach.*

D2L dropbox assignment due before 11:30pm, February 8th. Comments posted by February 11th.

February 14-15, February 28-March1; March 7-8; March 14-15; March 21-22, March 28

1 hour appointments commence between instructor, student and project stakeholder. Bookings reflected within project workplan.

February 21-22

No appointments – reading break. No appointments on Good Friday (March 29th) as well.

April 4

Presentations begin. At least 5 presentations occur this day.

D2L Article	*Governance Best Practices Report (National Centre for First Nations Governance).*

April 11

Presentations conclude. Last class, debrief and final comments.

Presentation – D2L dropbox assignment due before 10:30am, April 11th.

Final Report & Product - D2L dropbox assignment due before 11:30pm, April 18th.

BASIS OF STUDENT ASSESSMENT

Grade Percentage Total	100%	Due Dates
Assignments *	**75%**	
Project Outline	10	January 18, 11:30pm dropbox
Mid-term - Project Outline & Workplan of special project	20	February 8, 11:30pm dropbox
Final (2 part)		
– Presentation of completed project	10	April 11, 10:30am dropbox
– Final report and copy of product	25	April 18, 11:30pm dropbox
Weekly Questions – Project Planning in our Communities	10	February 28, 1:30pm discussions closed
– 5 discussion posts on D2L		
Participation & Communication	**25%**	
Class attendance and participation **	10	
Project one-on-one appointments (3 hr commitment)	15	

* 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

Students must submit their assignments via D2L dropbox either as .pdf, docx, doc, ppt, pptx, or rtf. Assignment due dates are posted in D2L on the calendar and within the dropbox. Assignment details will be posted in D2L main course content and summarized in the dropbox description.

Having some difficulty narrowing the focus of your project idea? Here are some examples from previous semesters.

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

IMPORTANT NOTE: Due to our large class size this semester, it is highly encouraged students work in teams to complete their project and assignments.

The D2L Discussion board will be used throughout the course. In addition to the weekly questions (a graded assignment), there will be forums set up for articles and project logistics/check-in. I will respond within 24 hours to requests and questions.

When it comes to the appointment portion of the course, we will endeavour to fill in appointment times prior to starting your project. In the event of a meeting cancellation (which may occur), an alternate time and format will be selected. Meeting times should occur within your project at:
•   the beginning (finalize your project plan),
•   half-way through (status update), and
•   near the end (what are some challenges to overcome, what's needed to wrap-up the project).
Do not leave all of your meetings to either the end or beginning of your project. The schedule will need to be developed in tandem with your instructor and project stakeholder.

TIME COMMITMENT

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	60-70 hours (10-12 hours per week for 5-7 weeks)
assignments fulfillment	20 hours

COURSE GRADING SYSTEM

The following grading system used at Camosun College – the Standard Grading System (GPA) will be adhered to in this course.

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	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

SUCCEED THROUGHOUT THE COURSE:

Aboriginal Advisors

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.

Other Student Support Services

There are a variety of support services available for students to assist you throughout your learning. Information about the Disability Resource Centre, Counselling Services and Audio-Visual Services are available at http://www.camosun.ca/services/

ACADEMIC CONDUCT POLICY

There is a Standards of Academic Progress and Student Conduct Policy. It is the student's responsibility to become familiar with the content of these policies. Hard copies of the policies are available in each School Administration Office, Registration, and virtually on the College website at http://camosun.ca/learn/becoming/policies.html