

COURSE CODE: BUAD 225

COURSE TITLE: Selected Topics: Designing Change Projects

Calendar Description

This course guides participants through the process of identifying and designing community-based projects using human-centred design (Design Thinking) principles. Project ideas are created that create social, environmental, and/or economic value in the community. Learners working in groups will understand how to identify needs in collaboration with communities, prototype solutions that address these challenges, and create evaluation metrics that would track measurable outcomes. Groups will present their project ideas and implementation recommendations to gain meaningful feedback for the future delivery of the project's solutions and/or future iterations of the project.

Prerequisite(s): Second year standing

Co-requisite(s): None

Prerequisite For: None

Substitutable Courses: None

Graduation Requirement: BBA Elective

Transfer Credit: N/A

Special Notes:

Credits: 3

Hours per Week: 3

Originally Developed:

EDCO Approval:

CHAIR'S APPROVAL: 

Learning Outcomes

Outcome	Upon completion of this course, students will be able to:
1	Identify pressing or compelling community challenges through stakeholder engagement.
2	Apply Design Thinking to co-define community-driven solutions that address social, environmental, and/or economic issues
3	Prototype and iterate on innovative solutions that respond to community challenges.
4	Develop project plans with measurable outcomes and relevant impact metrics that address a specific community issue.
5	Communicate project ideas and recommendations for implementation through presentations that engage stakeholders and invite constructive feedback.

Course Objectives

Objectives	This course will cover the following content: See the weekly course schedule and the Notes section
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Professors

Name	Phone Number	Office	Email
Robert Ryan (Course Captain)	250-859.6939 (cell)	C132	rryan@okanagan.bc.ca

Evaluation Procedure

Participation & engagement	20%
Weekly deliverables	40%
Capstone project (written + presentation)	40%
Total	100%

Generative AI

Students are permitted to use artificial intelligence tools, including generative AI tools such as ChatGPT or Bing Chat, to gather information, review concepts, or help produce assignments. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately (see How to cite ChatGPT (apa.org)). For further information regarding the use of AI tools, see 'Using Generative AI In This Course' posted on Moodle.

Notes:

Weekly Deliverables

Each week, the course includes in-class activities with deliverables as follows:

- Week 1: Stakeholder mapping exercise
- Week 2: Empathy Map or Community Needs Assessment Report
- Week 3: Clear & actionable problem statement "How Might We..." format
- Week 4: Facilitated ideation workshop with peer feedback
- Week 5: Low-fidelity prototype or process diagram
- Week 6: Mock user testing and feedback sessions - Stakeholder Feedback
- Week 7: Project Outcome Framework with Key Metrics
- Week 8: Comprehensive Project Plan Document
- Week 9: Monitoring & Evaluation (M&E) Plan
- Weeks 10, 11, 12: Project peer feedback (no deliverable these weeks)
- Week 13: Capstone project - This is a separate grade item for 40% of the course grade

Capstone project presentation

Week 12:

Capstone Project Presentation

- Participants present their community project designs
- Peer and instructor feedback sessions
- Reflection on the design journey

Week 13

Final Project Proposal + Presentation Pitch

Work-Integrated Learning

This course incorporates work-integrated learning (WIL) principles throughout its structure to boost experiential learning and foster professional skill development. Students will participate in project-based tasks that reflect real-world community development processes, such as stakeholder mapping, needs assessments, prototyping, and feedback loops. They will be encouraged to collaborate with local community organizations, nonprofits, or municipal groups whenever possible to identify authentic community challenges and co-create solution frameworks. External practitioners may be invited to provide feedback on student capstone projects, simulating real-world project reviews and increasing the professional relevance of the experience. Through these activities, students will gain valuable experience in community engagement, problem-solving, project planning, and presenting to diverse stakeholders – all crucial skills for future careers in community development, entrepreneurship, and public service.

Required Materials

Assembling Tomorrow, copyright © 2024 by The Board of Trustees of the Leland Stanford Junior University on behalf of Hasso Plattner Institute of Design. Published in the United States by Ten Speed Press, an imprint of Random House, a division of Penguin Random House LLC, New York.

The Layers of Design

<https://dschool.stanford.edu/tools/layers-of-design>

Map the Problem Space

<https://dschool.stanford.edu/innovate/tools>

IDEO U Design Thinking Resources

<https://www.ideo.com/pages/design-thinking-resources>

Strategyzer - business model canvas

<https://www.strategyzer.com/library/the-business-model-canvas>

Materials and self-assessments are all open-access and provided at no cost to the students.

Course Schedule

(Subject to change at the discretion of the professor)

Date		Topic & Readings & Learning Activities	Tasks
2025 Week of:		Wed, Sep 3 - Classes begin Fri, Sep 12 - Add/drop date - Last day to register for a course and last day to receive a refund for course drop Tue, Sep 30 - Statutory Holiday (no classes) Mon, Oct 13 - Statutory Holiday (no classes) Fri, Oct 24 - Last day to withdraw from a course without academic penalty Mon, Nov 10 - No classes Tue, Nov 11 - Statutory Holiday (no classes) Fri, Dec 5 - Last day of regularly scheduled classes Tue, Dec 9 - Thu, Dec 18 - Final exam period – see policy	See “Notes” Section
Sept 3	1	Introduction to Community Empowerment & Project Design	
7	2	Empathy & Community Engagement	
14	3	Defining the Problem	
21	4	Ideation & Solution Development	
28	5	Prototyping & Co-Creation	
Oct 5	6	Testing, Feedback, and Iteration	
12	7	Defining Project Outcomes and Success Metrics	
19	8	Project Planning & Implementation	
26	9	Project Planning & Implementation	
Nov 2	10	Measuring Impact and Ensuring Sustainability	
9	11	Measuring Impact and Ensuring Sustainability	
16	12	Capstone Project Presentation Peer Feedback	
23	13	Capstone Project Presentation	
30	14		
		No final exam in this course	

Skills Across the Business Curriculum

The School of Business promotes core skills across the curriculum. These skills include reading, written and oral communications, computers, small business, and academic standards of ethics, honesty and integrity.

Student Conduct

What is the Disruption of Instructional Activities?

At Okanagan College (OC), disruption of instructional activities includes student “conduct which interferes with examinations, lectures, seminars, tutorials, group meetings, other related activities, and with students using the study facilities of OC”, as well as conduct that leads to property damage, assault, discrimination, harassment and fraud. Penalties for disruption of instructional activities include a range of sanctions from a warning and/or a failing grade on an assignment, examination or course to suspension from OC.

Academic Honesty: Students have a responsibility to read the [OC Academic Integrity Policy](#).

What is Cheating?

“Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination.”

Students must submit independently written work. Students may not write joint or collaborative assignments with other students unless the instructor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

What is Plagiarism?

Plagiarism is defined as “the presentation of another person’s work or ideas without proper or complete acknowledgement.” It is the serious academic offence of reproducing someone else’s work, including words, ideas and media, without permission for course credit towards a certificate, diploma, degree and/or professional designation. The defining characteristic is that the work is not yours.

“Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own.” Intentional plagiarism can be a copy of material from a journal article, a book chapter, data from the Internet, another student, work submitted for credit in another course or from other sources.” “Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.”

What are the Students’ Responsibilities to Avoid Plagiarism?

Students must acknowledge the sources of information used on all their assignments. This usually involves putting the authors’ name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section.

“Students are responsible for learning and applying the proper scholarly practices for acknowledging the work and ideas of others. Students who are unsure of what constitutes plagiarism should refer to the UBC publication “*Plagiarism Avoided; Taking Responsibility for your Work*”. This guide is available in OC bookstores and libraries.

Students are expected to understand research and writing techniques and documentation styles. The School of Business requires the use of the APA or MLA style but suggests that students cite references using the APA guidelines (see Publication Manual of the American Psychological Association, 6th edition (2009)). A copy of the APA manual is available in the reference section and available for circulation from OC libraries. The library website has access to these two major citing styles.

What are the Penalties for Plagiarism and Cheating?

The Okanagan School of Business does not tolerate plagiarism or cheating. All professors actively check for plagiarism and cheating and the Okanagan School of Business subscribes to an electronic plagiarism detection service. All incidents of plagiarism or cheating are reported and result in a formal letter of reprimand outlining the nature of the infraction, the evidence and the penalty. The Dean of the School of Business and the Registrar record and monitor all instances of plagiarism and cheating. Penalties for plagiarism and cheating reflect the seriousness and circumstances of the offence and the range of penalties includes suspension from OC.