

VIP: Innovation-Led Economic Development Syllabus

Variable Credits, 1 or 2 credits

Wednesdays, 2:00 - 2:55 pm, Tech Square, 75 Fifth Street, 3rd Floor

Instructor Information

Instructor	Email	Drop-in Hours & Location
Brandy Stanfield-Nagel	Bsn3@gatech.edu	Tech Square, 3 rd floor
Co-Instructors		
Vivi Montenegro	vmontenegro3@gatech.edu	Tech Square, 3 rd floor
Aubrey Lenyard	alenyard3@gatech.edu	Tech Square, 2 nd floor

General Course Information

Description

Innovation-led Economic Development is different from the old ideas of economic development. We use technology, science, and innovation to help businesses and communities grow.

Pre-Requisites: There are no pre-requisites or co-requisites for this course.

Course Goals and Learning Outcomes

By the end of this course sequence, students will be able to:

- Create an ecosystem map or directory
 - Conduct research on an industry or a community and make recommendations
 - Use AI tools for real world applications
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Course Requirements & Grading

VIP teams function like working world project teams. Members work on different aspects of a shared project, ranging from sophomores to graduate students, and from first-time participants to those with multiple semesters of experience. Students may enroll for 1 or 2 credit hours, which are considered in grading. **Please ask Brandy Nagel before you register for 2 hours.**

Grading Overview

Each student is evaluated across three core areas, with three mandatory requirements. Regardless of role or experience, students must demonstrate achievement in all three areas:

1. **Documentation and Records (33%)**
 - Maintain individual documentation in Basecamp.
 - Contribute to the team documentation in Basecamp.
2. **Personal Contributions (33%)**
 - Complete assigned modules, essays, or reports.
 - Engage actively in the project. Pursue knowledge relevant to the project.
 - Experienced members may also contribute to project management.
3. **Teamwork and Interaction (33%)**
 - Participate in peer evaluations. Failure to submit results in a full letter grade deduction.
 - Attend meetings on time.
 - Collaborate towards team goals.
 - Contribute to team presentations, at mid-term and for the final presentation.

Rubric

Student meets or does not meet specified expectations.

A = meets expectations on 10 standards and meets all *required expectations

B = meets expectations on 8 standards

C = meets expectations on 6 standards

Standard Met	Area	Expectations
Documentation (1/3 of grade)		
___	Consistent to-do lists	Leaves each meeting with work to do; checks items off list as tasks/work are completed; progress/work can be tracked over time.
___*	Explanation of what was done in individual notebook	Sufficient explanation of work, progress, and next steps. Someone knowledgeable in the field would be able to understand decisions made, repeat what was done, and obtain the same result.
___*	Reflects on what did/did not go well	Discusses what did and did not go well.
___	Team-level documentation	Expectations for team-level documentation
Contributions (1/3 of grade)		
___	Proactive	Identifies or asks for tasks to do; does not stop working and searches for solutions when obstacles arise.
___	Learning	Acquires knowledge or skills needed for the project.
___	Quality of effort	Work is timely, thorough, and accurate; Student comes prepared.
___x2*	Appropriate level of contribution	Considering the course level and number of credit hours , contributions to the project were appropriate. Early-stage contributions may include obtaining skills needed to do the work.
Teamwork (1/3 of grade)		
___*	Attitude and participation	Demonstrates interest in the project; treats teammates with respect; pays attention to the people speaking during meetings; avoids distractions during meetings; participates in discussions around others' work; acknowledges the value of others' contributions.
___*	Engages with others' work	Knows what others on the team are doing; checks in/stays abreast of their progress; gives teammates constructive feedback and suggestions; helps or provides guidance to teammates; helps keep the team moving forward.
___	Communicates well	Exchanges relevant information with teammates; clear and timely communication.
___	Adaptable	Able to pivot when plans change or problems arise; willing to accept help; solicits and listens to suggestions and feedback; uses suggestions and feedback to improve.
___**	Peer evaluations	Completed peer evaluations by the deadline. Provided thoughtful feedback.

* Required to earn an A. Instructors can choose which items this applies to.

** Required to earn an A. Not completing peer evaluations is associated with a letter grade reduction.

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Course Materials

Course Website and Other Classroom Management Tools

Basecamp; Qualtrics.

Peer evaluations are administered by the VIP Program, [click Here](#) to access from off campus.

Course Policies, Expectations, & Guidelines

VIP is a collaborative, multidisciplinary, project-based learning & research experience. Your success in this course depends on your technical contributions *and* your engagement with your team and the learning process.

Your Role in the Learning Process

As a VIP student, you are expected to:

- Take initiative in exploring and applying knowledge relevant to your project.
- Collaborate effectively with team members across disciplines and experience levels.
- Document your work thoroughly.
- Reflect on your learning and contributions throughout the semester.

This course is a team environment, where learning is dynamic, self-directed, and collaborative. Your growth depends on your willingness to engage, contribute, and learn from others.

Team Meetings and Participation

Attendance and active participation in **team meetings** and **sub-team meetings** are required. These meetings are essential for:

- Coordinating project tasks and timelines.
- Sharing progress and receiving feedback.
- Learning from peers and mentors.
- Contributing to team decisions and direction.

Failure to attend meetings without valid reason may negatively impact your grade and your team's progress. If you anticipate missing a meeting, communicate with your team and advisor in advance.

Use of External Resources

You are encouraged to consult external sources to support your learning and project work. However:

- **Do not present someone else's work as your own.**
- Always **cite and reference** external materials used in your notebook, code, presentations, or other deliverables. Proper attribution is essential to maintain transparency and integrity in a collaborative research environment.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. [Review Georgia Tech's Honor Code](#) and the [student Code of Conduct](#). Any student suspected of cheating or plagiarizing on an assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

Attendance and/or Participation: Please advise via email if you will miss class.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams: Please request via email.

Inclement Weather and Digital Learning Days: Follow Georgia Tech instructions.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge and hard work will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Student Use of Mobile Devices in the Classroom: Do not allow mobile devices to become a distraction.

Additional Course Policies

VIP Room and Equipment Use Policy

VIP rooms are shared resources. To ensure a productive and respectful working environment, the following rules apply:

1. Cleanliness and Conduct

- Everyone is responsible for keeping rooms clean. Food is allowed, but spills must be cleaned immediately. **Gum must be disposed of properly—do not stick it under desks or on carpets.**
- Some rooms are monitored by cameras; violations may be reviewed via video.

2. Computer Accounts

- Accounts are for individual use only—do not share with others.
- All usage must comply with Georgia Tech, USG Board of Regents, and State of Georgia policies.
- Respect privacy and data integrity. Having access to a file does not mean you are authorized to read or modify it.

Campus Resources for Students

Undergraduate Student Academic Success Resources:

A list of resources for undergraduate students' academic success and information about advising can be found at [Success at Tech](#).

- **1:1 Tutoring:** Students looking for additional assistance outside of the classroom are advised to consider working with a peer tutor through Knack. Georgia Institute of Technology has partnered with Knack to provide students with access to verified peer tutors who have previously aced this course. To view available tutors, visit gatech.joinknack.com and sign in with your student account.

Graduate Student Academic and Professional Success Resources:

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- [Academic Resources](#) such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- [Student Resources](#) such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- [Professional Development](#) such as the programming from the Career Center and other professional development resources and events.

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](http://student-resource-guide.gatech.edu))

Course Schedule

Week	Activity/Event
Week 1	Introductions. Overview of team's work. Discussion of semester goals.
Week 2	Sub-team selections finalized. Sub-team meeting times finalized.
Week 2-3	Verification of Student Participation in Class Due by Friday at 4pm
Week 3	Assignment: Self-grade with rubric (may delay by up to 2 weeks)
Week 7	Web-based peer-evaluations released for students to complete. Online form due by end of the day Friday. Late submissions will not be accepted.
Week 7 or 8	Submit individual VIP documentation for mid-term grading.
Week 7	Midterm presentations
Week 8	Midterm grades for 2000-level courses due in OSCAR (S for satisfactory, U for unsatisfactory).
As scheduled	Withdrawal Deadline
	Final presentations
Week preceding finals	Web-based peer-evaluations released for students to complete. Online form closes at 11:59PM on Tuesday. Late submissions will not be accepted.
Last week of class	Turn in individual VIP documentation for final grading. No class meeting.
Finals Week	No final. No assignments.