

POLICY TASK FORCE I

Last Updated: Wed, 07/30/2025

Course prefix: PUBP

Course number: 4010

Section: 1

CRN (you may add up to five):

82859

Instructor First Name: Christopher

Instructor Last Name: Hayter

Semester: Fall

Academic year: 2025

Course description:

Capstone project in which teams of students formulate, analyze, and recommend policy options.

Course learning outcomes:

Applied, Evidence-based Problem-Solving Methodologies

- Understand and apply solution-focused methods for feasibly addressing policy-related challenges within different client contexts. Primary concepts include:

1. Design thinking

2. Human-centered design

3. Lean launch/startup/venture

- Develop an understanding of the similarities and differences among these approaches.
- Gain experience using these approaches, especially through HCD solution sprints, to feasibly address various social challenges in a variety of contexts.
- Employ systematic data collection from a variety of sources and analytical techniques in support of HCD solution sprints.

Communication to Non-academic Audiences

- Clearly and effectively communicate with non-academic audiences to observe and comprehend their needs, obtain feedback on hypothesized solutions, test solution

proof-of concepts, and share final deliverables.

- Effectively communicate through a variety of media to present processes, intermediate outcomes, and final outputs associated with HCD solution sprints.
- Continuously revise and adapt communication strategies and products based on feedback received from instructors, clients, and stakeholders.

Processes

The HCD solution sprint approach will provide a common method for addressing social challenges. Students will work in teams to address challenges presented during each solution sprint assignment. Students will approach problem solving as a process.

Assignments will emphasize specific elements of this approach, including:

- **Exploration:** problem framing, mapping, narrowing, and validating.
- **Ideation:** brainstorming, combining and reconfiguring, proof-of-concept development.
- **Solution:** customer discovery, proof-of-concept refinement, evaluation, venture planning, pitch (“go or no-go” decision).

Each solution sprint will be followed by a reflection and project feedback assignment. Insights and lessons learned will be discussed within and among teams. These discussions will also include insights on how students can best represent themselves, their team, and Georgia Tech, when working with external clients and stakeholders, the focus of the second semester.

Required course materials:

All course materials for this semester will be provided via Canvas.

Grading policy:

Grading Policy

Assignments/Distribution (percentage)

10 HCD and Methodology Assignments

10 Solution Sprint 1

10 Rapid Prototyping Exercise

30 Solution Sprint 2

15 Team Reflection Assignments

15 Peer Evaluations (2)

10 Class Participation

Grading Scale

Final grades 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%

Attendance policy:

You are expected to attend all classes. According to Georgia Tech policy, excused absences (e.g., illness, family crises) require written documentation, which can be obtained through the Office of Student Life (see link below). Communication is a critical factor that I use to determine whether an absence is excused. If you have advance knowledge of an absence, please let me know before the event. Absences that occur without prior notification or where proper documentation is not provided will be considered unexcused. For each unexcused absence, 5 percent will be deducted from your final course grade. Please consult this link to understand our mutual expectations, rights, and responsibilities, including in instance of a medical or personal emergency.

<http://www.catalog.gatech.edu/policies/student-absence-regulations/>

Also, attending out-of-class meetings with your teammates (and, if applicable, your instructor) is also required. Any absences will be factored into your peer evaluation and participation grades.

Finally, if you are a double major or are undertaking a minor, please check to ensure that other required courses do not conflict with scheduled task force time in both semesters which is always scheduled on Friday mornings.

Academic honesty/integrity statement:

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

Core IMPACTS statement(s) (if applicable):

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion