

BMED2250 - Syllabus for Fall 2026

Basic information**Course description**

In this course, you will experience biomedical engineering by tackling an engineering problem in health care. You will apply knowledge from physics, math, science, physiology, and engineering using an open-ended design process. Your team will work with *facilitators* who will *guide* you through the problem-solving process and continually challenge you as you work towards a solution. In this course we will divide your work into the following three phases: I. Problem definition and user story; II. Ideation; and III. Prototyping and Testing. Each phase has specified deliverables culminating in a presentation of your progress to your studio section.

This is one of several courses in our curriculum that focus on developing students' **entrepreneurial mindset (EM)**. When faculty discuss 'EM' they don't just mean starting a company. Instead, we want students to develop several elements that we call the 3Cs:

- **Be Curious** – we want our graduates to understand the broader world, look towards the future, and explore multiple perspectives when solving problems.
- **Make Connections** – we want our graduates to think outside the box, put old ideas into new contexts, and connect information together in novel ways to generate insights.
- **Create value** – we want our graduates to seek out opportunities, understand the impact of their work on all stakeholders, and work in ways to maximize their impact on society

While this can happen in ANY course, this course creates specific opportunities to develop your EM. You will likely notice the 3Cs embedded throughout the work and assignments in this course.

Prerequisites

Required: To enroll in BMED2250 you must have passed or received credit for BMED1000 and BMED2210

Suggested: We strongly encourage students to complete CS1371 or an equivalent course prior to BMED2250

Course Format

There are two components to the BMED2250 class: (1) lecture (Section A), and (2) studio (Sections A01-A06).

- 1) The lecture component is equivalent to 1 credit hour, and will involve two short (<20min) video lectures per week. To best accommodate student capacity and scheduling, the lecture component of BMED2250 is virtual.
- 2) The studio component consists of 2, 115 minute, required in-person sessions per week.

Note about the syllabus

We understand the syllabus is long (14 pages). We have made efforts this year to make it easier for students to use – including making it easier to find information as well as easier to read. This includes:

- Divided it into four major sections: **Basic information** (pg. 1),
- **Course schedule and instructor** information (pg. 3), **Assignments, grades, and associated policies** (pg. 7), and
- **General** policies and expectations (pg. 10). The bold text in the previous sentence links to each section respectively.
- Where possible, we have divided blocks of text into bullet points, increased white space, and added color to large tables to improve readability
- Sections with major changes in policies from prior semesters are **highlighted in yellow**. We understand that students come with knowledge about how a class operates and hope this makes identifying changes easier

Learning Objectives

By the end of this course, students will be able to demonstrate their ability to utilize the following skills:

1. **Inquiry**: Undertake targeted inquiry designed to identify the most relevant, reliable and up-to-date sources; use databases to find peer reviewed journal articles; evaluate the quality of sources; develop, use and maintain a real-time, sharable record of your sources and their value to you.
2. **Knowledge-building**: Identify/define knowledge gaps and utilize enhanced inquiry skills to address them; develop and ask probing questions; search for/develop deep principles for organizing new knowledge; and work with the team to teach and learn.
3. **Problem-solving**: Define your client's problem and your team's approach; break problem into components; utilize whiteboards and shared notebooks to publicly represent ideas; apply inquiry results to the problem; develop hypotheses; and use engineering models to facilitate problem solving.
4. **Teamwork**: Evaluate the state of a team using constructs from organizational psychology (e.g., psychological safety); actively listen to team members and clearly communicate ideas; offer support and encouragement, monitor group process and make suggestions for positive change; fluidly assume, encourage, and distribute leadership among the group members during different phases of the work.
5. **Apply engineering fundamentals**: Demonstrate the integration of knowledge and professional practices to solve engineering problems, report outcomes, and recognize the interconnected nature of knowledge.
6. **Communication**: Enact appropriate communication modes for specific purposes; exhibit professional writing and presentation skills; use whiteboards, electronic notebooks and other media (e.g., drawings) to negotiate ideas and communicate with teammates; and verbally engage with colleagues in supportive and encouraging ways that support team and individual progress

Course materials and costs

No textbook is required. In lieu of a textbook, students are expected to purchase the following:

- An Arduino microcontroller
(we recommend a Nano V3.0 with **soldered** header pins- e.g., <https://amzn.to/3OYSD8l>)
- A breadboard kit that includes basic circuit building accessories
(we recommend this kit <https://amzn.to/3PQi1P0>)
- Any sensors or devices necessary to construct your prototype (*this should be shared across the team*)

We have assessed these costs and found that this approach is less expensive for a given student than a typical course textbook. Therefore, we are comfortable assigning them as the *required course materials*. Concerns about costs or this approach should be directed to Dr. Peak. **You must have it before fall break.**

Class instructional philosophy

This course gives students more responsibility and agency in their learning than they may be used to. In doing so, we are focused on your ***process of thinking***, describing it, and evaluating it – not right answers. Students learn about engineering and the topic of our project by doing not listening. Faculty serve as facilitators and guides – not sources of information. Our goal is cultivating professional habits of mind engineers need. In this learning environment, both students and instructors share the same expectations:

- **Be Present and Engaged** - Show up on time, prepared, and actively contribute.
- **Collaborate Respectfully** - Work with openness, accountability, and a willingness to learn from others.
- **Take Ownership** - Be proactive in your role—whether learning, facilitating, or supporting team progress.
- **Communicate Clearly** - Share ideas, feedback, and concerns thoughtfully and professionally.
- **Reflect and Improve** – Constantly assess our work and adjust to continue to grow as engineers.

As noted, the goal here is not right answers. There are no right answers. There are only well-supported ones. This requires us to engage in reasoning instead of answering. *This requires humility and intellectual honesty.*

Course schedule and instructor information

Section schedule

Notes:

- Your **studio** section will meet in the ‘PBL rooms’ on the 1st floor of the Whitaker building most days.
- For the first day and each phase presentation, you will meet in the **Room** assigned to the class

Table 1. Table describes the Sections, class meeting days, times, rooms, and associate faculty and teaching assistants (TAs).

Section	Days	Time	Room	Faculty*	TAs
A	Video lectures posted on Mondays and Thursdays		N/A	Dr. C.W. Peak	
A01	Monday & Wednesday	8:25am - 10:30am	Ford L1125	Dr. Jia	
A02	Monday & Wednesday	12:30pm - 2:25pm	Cherry Emerson 204	Dr. Peak	
A03	Monday & Wednesday	3:30pm - 5:25pm	Ford L1105	Dr. Mejias	
A04	Tuesday & Thursday	8:25am - 10:30am	Ford L1118	Dr. Liu	
A05	Tuesday & Thursday	12:30pm - 2:25pm	Ford L1125	Dr. Davalos	
A06	Tuesday & Thursday	3:30pm - 5:25pm	Ford L1125	Dr. Singh	

Instructional team contact information

Table 2. Description of contact information for all faculty and teaching assistants.

Type	Name	Email
Faculty	Dr. Rafael Davalos	rafael.davalos@bme.gatech.edu
	Dr. Shu Jia	shu.jia@gatech.edu
	Dr. Gary Liu	garywliu@gatech.edu
	Dr. Joscelyn Mejias	joscelyn.mejias@bme.gatech.edu
	Dr. C.W. Peak	charles.peak@bme.gatech.edu
	TBD	
Teaching Assistants		

Office Hours

Table 3. Description of office hours for all faculty and teaching assistants

Group	Name	Day(s)	Time	Location
Faculty	Dr. Rafael Davalos			
	Dr. Shu Jia			
	Dr. Gary Liu			
	Dr. Joscelyn Mejias			
	Dr. C.W. Peak			
TA's				

Course schedule

Colors indicate the phases of the course. Please note that we may adjust the course during the semester as needed to accommodate institutional schedule changes (e.g., snow days), student feedback, etc. We make final decisions, but take input from our students seriously.

Table 4. Course schedule describing general focus of each week including in class and video lectures.

Schedule		General Session Focus		Video Lectures		Other Notes
Monday	Week	Mon/Tue	Wed/Thur	Process	Tool	
	1	Intro to 2250	Initial Research	Course Intro & Phase 1 Overview	PubMed & Searching	M/T – Assigned Room W/R - PBL room
	2	Who is the user and what's the problem?		User personas and needs	Knowledge & Citation management	
	3	Linking problems, users, and inequity		Argumentation in design	AI in engineering design	
	4	Drafting, redrafting, and reflecting		Facts vs. Narratives	Team Skills	
	5	Phase 1 presentation	Self and Peer Assessment 1	Peer evaluation	Phase 2 Overview	M/T- Assigned Room W/R - PBL room
	6	Revisiting feedback and plot a path		Ideation How and Why	Design decision matrix	
	7	Inputs and Design Controls		Mathematical modeling - why	Mathematical modeling - how	
	8	Iterative Ideation and Documentation		Microcontrollers (1 of 2) - What	Microcontrollers (2 of 2) - How	
	9	Integration and more iteration		Test Plans - What & Why	Test Plans - How	Makerspace tours TBD
	10	Phase 2 presentation	Self and Peer Assessment 2	Team Skills part 2	Phase 3 Overview	M/T – Assigned Room
	11	Test questions and plans		Design Controls / Controlling Design	Honest Iterating	
	12	Prototyping		Prototyping	Design Reviews	
	13	Making and testing		Presentations & Reports	Powerpoint & Word	
	14	Making and testing	Phase 3 presentation	Argumentation in design redux	FDA submission	W/R – Assigned Room
	15	Self and Peer Assessment 3	Final Exams			Meet in PBL room
	Finals	<i>In lieu of a final exam, you will submit Report 3 and Design Documentation</i>				

Assignments, grades, and associated policies

Based on feedback from multiple semesters of students, we have changed 2250 grading. This system was introduced to allow us to better disentangle individual and team work at the request of many students. The most common issue we hope to address with this system is individuals who complete their independent work but do not support or contribute to the overall function of the team.

In summary – you will receive one course grade that is made up of two components: Team and Individual. Each assignment will be clearly identified as team or individual. All assignments will be acceptable/needs revision, and expectations for acceptability will be explicitly stated. It is similar, intentionally so, to BMED1000. It looks more complicated than it really is.

Overall and component grades¹

At the end of BMED2250, you will be assigned a course grade based on the table below. Your final grade is comprised of an *individual component*, reflecting your grade on the individual portion of course assignments, and a *team component*, reflecting your collective team’s grade on the team portion of assignments. Your final grade is the cell at the intersection of the two components of your grade.

Table 5. Description of how final grades are assigned based on the combination of individual and team components

Final Grade Table (in POINTS not %)		Team Component				
		A (≥90)	B (≥80)	C (≥70)	D (≥60)	F (<60)
Individual Component	A (≥90)	A	A	B	B	F
	B (≥80)	A	B	C	C	F
	C (≥70)	B	C	C	D	F
	D (≥60)	D	D	D	D	F
	F (<60)	F	F	F	F	F

The team and individual grades are assigned on a scale similar to other ‘points based’ classes as listed in the table. There are 100 individual points and 100 team points in the course. When necessary, final component grades will be rounded at the first decimal place to the nearest integer. Finally, we reserve the right to give different grades to members of the same team if that proves necessary and appropriate.

Assignment grading and feedback

Each assignment is **graded** as either acceptable (full points) or unacceptable (zero points). There is 1 exception to this rule, lecture participation, in which partial credit is possible. All assignments have clear *specifications* for *acceptable* that are stated in the assignment. In no case will “acceptable” require perfection, but it will require good work. Some universal specifications, which apply to team and individual submissions, include:

- Grading specifications will focus primarily on the core content and goals of that assignment.
- However, we expect general professional behavior and preparation from you at this point in your career. That means we reserve the right to reject low-quality work (e.g., pervasive typos).
- We will provide you with a style guide (similar to BMED1000) that we expect to be meaningfully followed as part of any written work (i.e., progress reports) or presentations
- An unreadable, incorrect, corrupted, or the wrong place file is NOT considered turning in the work on time²

¹ Before you get concerned, we would ask that you take a look at the Grade Distribution on course critique ([link](#)). We do not expect or want meaningful changes in grades in the new system.

² We know this sounds draconian but it is a policy you will encounter throughout your career. According to the National Science Foundation, ~1/3 of grant applications are returned because they break rules – let’s be the 2/3.

- **Feedback** in 2250 is separate from grading. On each assignment you will be provided with formative feedback to help you understand your learning and growth, this will be linked to a written rubric.

List of assignments

Table 6. List of assignments with due dates (Note that much more detail about each assignment will be provided in the assignment document/Canvas)

Assignments (<i>Groups</i>)	Points	Due Date(s)	Major or Due Date Notes (<i>most details are in the assignments themselves</i>)
Individually Submitted Assignments		Individual Points	
Research literature management	10	2/5	This assignment has team and an individual components, but grade is individual
CITI Certification & Research Ethics	10	3/5	
Microcontroller lab	10	4/16	
Self and Peer Assessment 1	5	2/12	Part of the self and peer assessment involves participating in a peer-to-peer conversation. You submit the assignment later, but must bring pre-work and participate in the discussion for credit
Self and Peer Assessment 2	10	3/19	
Self and Peer Assessment 3	10	4/29	
Logbook 1	5	2/6	There will be a clear expectations rubric for grading Logbooks, traditionally the most contentious part of 2250 grades. The value of the submissions escalates as you have the opportunity to implement feedback on logbook submissions.
Logbook 2	5	3/12	
Logbook 3	10	4/30	
Lecture Participation	10	N/A	No submission required - automatic during phase 3
Individual Presentation Grade	5	N/A	Grade on the presentation that <i>you</i> participate in, separate from the team grade for the presentation. No submission is required
Faculty Mentor Assessment	10	N/A	During Phase 2, your mentors will provide you with a no-grade midsemester evaluation and discuss it with you. At the end of the semester your mentors will provide you a (graded) final evaluation based on growth.
Team Submitted Assignments		Team Points	
Phase 1 Presentation	10	2/7 or 2/8	You must submit your presentation file in advance of your presentation. <i>Submissions</i> are due the night before your team's presentation.
Phase 2 Presentation	10	3/15 or 3/16	
Phase 3 Presentation	10	4/20 or 4/21	
Self-Review of Presentation 1	5	2/26	This will occur after each presentation. The assignment changes slightly. The goal is to build a process of self-reflection and assessment in your engineering communication work.
Self-Review of Presentation 2	5	4/9	
Self-Review of Presentation 3	5	5/3	
Phase 1 Technical Report	15	2/19	
Phase 2 Technical Report	15	4/2	
Phase 3 Technical Report	15	5/4	
Design Documentation	10	5/4	Teams build a <i>design history file</i> across the semester. Drafts will be submitted with progress reports. This is the final due date
Total	200	(100 Team, 100 Individual)	

Late assignments and extension requests

Our overarching philosophy on late assignments is that there is no penalty for turning assignments in early. That becomes two specific policies that cover both late assignments and extension requests:

- 1) Late assignments will receive a deduction of 1%/hour late. Once the assignment deadline (see 2) passes, this applies, except in cases of major emergency where *submission* (not doing the work) was impossible.
- 2) Extension requests will generally be granted, without question, once, on most assignments, as long as those requests are made at least 24 hours in advance of the deadline and propose a reasonable new deadline.

We understand that things happen – both in and out of your control – affect submitting on time. Deadlines in this class serve two purposes, they are not punitive: (1) Help your team monitor their schedule in a way we feel is important. (2) Help us plan for giving you feedback. ***These are important, but not absolute.***

Deadlines are a major source of stress in professional work – even when they are flexible. Asking for an extension is *even more stressful* – even when that deadline is explicitly flexible. There are also equity issues in who asks for extensions. There are generally two barriers and one solution to asking for flexibility. The solution is proactive communication by us. The only consequence of an extension is delayed feedback, so consider that tradeoff because it may have later implications. **When no extensions are possible, we will tell you.**

Late submissions are different. Given our policy on extensions, late assignments are typically a result of lack of planning, including timely extension requests. The exception applies only when submitting completed or nearly completed work was not possible, you must be able to show us the work was meaningfully/totally complete.

Revision tokens and resubmissions (i.e., the Jokers from BMED1000)

Most assignments will be able to be resubmitted or in some way corrected. Each individual will receive 2 revision tokens and each team will receive 2 revision tokens. Here are the rules:

- Revision tokens can ONLY be used to resubmit an assignment that was graded as ‘needs improvement’, they cannot be used to waive a late penalty on an assignment.
- Individual tokens only apply to individual assignments, team tokens to team ones.
- You have one week from when you receive a grade on your original submission to resubmit an assignment.
- You will resubmit the assignment to the RESUBMISSION dropboxes on canvas. If you do not submit it there, your resubmission will not be graded. **We will not remind you of this.**
- Assignments will explicitly state at the top whether or not they can be resubmitted.

Firing a teammate

Upon consultation with your faculty mentor, and a unanimous vote, teams may fire a team member. This may be used in cases of continued failure to participate as a reasonable teammate after feedback from peers and faculty. If a team wishes to invoke this rule, they must consult their faculty mentor. The mentor will have a private conversation about the matter with both the team and individual, provide feedback, and provide expectations for both. After a reasonable period of time, if the team member in question has not made sufficient progress in reform, the team may fire the team member by a private vote conducted by the faculty member. Fired team members will no longer credit for points from assignments completed by their team from the time the issue was originally raised.

Final instructional days and final exam³

This course does not have a final exam nor meeting during that period. **However**, this is your notification that you will have an assignment due (1) during final instructional days and (2) during the final exam week.

General policies and expectations

³ This is an example of why the syllabus is long as well as illustrative about technical writing. Many things in this syllabus are required by GT policy (e.g., [XII.C.1.c](#)), like how many things on [food labels are required by FDA policy](#).

Some of these may not apply to you but they are worth skimming. We try and cover all eventualities. The list has gotten longer over the years as new situations have occurred where it is helpful to have an explicit policy⁴. These are our overarching policies that you should know and are expected to follow

- 24hr rule – You’re responsible for any information posted on Canvas 1 day after its posted
- Email policy – When emailing, please use your name as it appears in canvas. We try to answer email within 24hrs, but please allow us 48 hrs. We also typically do not check or respond to email on the weekends.
- Email writing – use “BMED 2250:” as your subject line beginning. This helps us quickly identify which class we need to think about and the potential items you may be emailing about.
- Email address – for privacy and security, we only communicate with students Georgia Tech email address.
- *Talk to us early and in emergencies* – We are seriously committed to student success. We ask that you don’t ask us to make exceptions to these policies for things within your control. However, if you have an emergency or other situation that you think warrants us making an exception PLEASE ASK.

Artificial Intelligence Policy⁵

Using appropriate tools effectively is part of engineering, whether it is a slide rule, a computer, or ChatGPT. Using your tools effectively means three things (1) using them thoughtfully, (2) using them ethically, and (3) retaining responsibility for their outputs. This extends to learning.

Learning to use AI effectively is important to engineers. Using AI to replace learning or replace your thinking is *bad* for engineers because it violates 1, 2, and 3. To borrow and analogy, think of AI like an e-bike. If our goal is to only get somewhere faster, an e-bike might do the job. If our goal is to become a better cyclist, an e-bike can interfere with that happening. Long term, if you use an e-bike to do all your cycling you might end up in worse shape. Worse, when the battery dies you will be stranded.

For this class that translates into the following rules to make **RAD** use of AI tools:

- **Responsible** – You are responsible for the work you submit. From our experience, the quality of work we expect is higher than current AI can do. That means if you turn work over to AI, you will do poorly. The thinking required in this class requires cumulative knowledge and skill building which current AI is bad at.
- **Allowed** – However, AI can also be helpful for this class. AI can digest more than you can, and AI provides a ‘statistically normative’ perspective on language. We allow and encourage AI to HELP you do good work.
- **Disclosed** – You must disclose the use or NON-use AI on each assignment using the AI disclosure form (see canvas and assignments). This form asks how and why you used AI is for data and transparency.

To be explicit, there is no penalty for using AI. However, there are two things to consider: (1) You are responsible for the quality of the work you submit – no matter how it is created. (2) There is a penalty for failing to include the AI disclosure form – see details in each assignment. The penalty is: First time, you will receive a zero and complete a remedial reflection to be allowed to use a resubmission token. Second time (and thereafter), you receive a zero and the failure to include the form will be treated as academic dishonesty.

As a general warning, if you are finding yourself defaulting to asking an AI tool about something rather than going to a search engine and engaging with the results – you are making a mistake. We have consistently found that students who do so *think* they are succeeding until they find themselves surprised when they hear that they are not meeting the course standard for research. Reading someone else’s summary is not the equivalent of gaining the knowledge that summary

⁴ A common phrase in industries (especially aviation) is that *Regulations are written in blood*. That means that until someone got hurt or died, no one knew that we needed this rule. For syllabi, we say ‘rules are written in frustration’ – usually both faculty and student frustration when someone did something unexpected.

⁵ This policy draws heavily on a [blog post](#) by the Recurse Center, a professional development bootcamp for software developers, that outlines their approach to AI in their educational programs

relies on. This class is about your transition from receiving knowledge to synthesizing and creating knowledge and we will hold you accountable to that – which is our job.

Attendance policy

In this class, your team relies on you. Therefore, engagement rather than attendance is the expectation. Being engaged shows respect for your classmates, their time, and their learning. Professionalism is critical to engineering and requires that we all respect other time. For those reasons, attendance is taken, tracked, and can affect your grade. Here is how it will work:

- TAs and Faculty will note attendance and absences. They will mark absences in Canvas, which you can see.
- We also expect students to fill out the ‘attendance survey’ posted on the door of each PBL room for each studio session of the class. This is you confirming attendance to prevent any confusion.
- You are allowed two (2) absences. Any absences beyond two (2) will result in a letter grade reduction of your final course grade. This is non-negotiable and applied after all other grade calculations.
- If you are unable to participate in a session **in person** due to illness, participating virtually will count as attendance **if** faculty or TAs witness your virtual attendance and see evidence that you are actively engaged.
- We treat all types of absence, except for institute approved absences, the same. Institute approved absences must be sent to both your section instructor and Dr. Peak by official Georgia Tech systems – they cannot come directly from you. You can request them here: <https://new.iaa.gatech.edu/info/>
- **You must be on time and stay the whole time to receive credit for attendance.** On time means no more than 5 min late to class. If your team leaves more than 5 minutes before the end of the class (e.g., to go to the makerspace) you must check out with a TA or Faculty mentor.

Academic integrity

Academic integrity failures hurts you and your classmates and will not be tolerated in this course⁶. Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. We expect you to meet the highest ethical standards and Tech's Academic Honor Code. As an engineer in training, we assume that you have read and understood the Academic Honor Code. We are required to submit any case of **significant evidence** of academic misconduct to the Office of Student Integrity, who will investigate the incident. We are then constrained to the results of that process. This is in accordance with the GT policy.

Specifically for this course you should be aware that:

- We consider putting your name on an assignment that you did not contribute to, or an assignment whose content you have not verified, to be an academic integrity violation.
- Similarly, we consider *putting someone else's name* OR allowing someone to put their own name on work they did not contribute to it to be an academic integrity violation.
- **Failing to include the AI disclosure form on more than once will be treated as academic misconduct.**

These rules are meant to empower teams with an unreliable member. By making *you* responsible for the academic integrity violation, our goal is to create support to counter peer pressure and negative social norms. If someone asks you to put their name on a team assignment they did not contribute to, **your** grade is at risk if you do so. We support you in pushing back but **please proactively speak to your instructor.**

As with the due dates rules, these are grounded in industry norms meant to be productive not punitive and. This policy parallels many engineering regulatory regimes. When you submit a document with your name on it there are professional, civil, **and even criminal consequences** if you do so improperly. Professional engineers use a physical stamp to certify the design of a building or bridge is safe. When submitting to the FDA, a regulatory affairs expert must sign a certificate of

⁶ This is your notification that we keep an archive of submissions from all previous semesters we check work against

compliance certifying “The undersigned declares, to the best of her/his knowledge, that this is an accurate, true, and complete submission of information. ...**WARNING:** A willfully and knowingly false statement is a criminal offense”.

Classroom code of conduct

We expect our classroom to be a place where you, and everyone else, are treated with respect. Many of us are used to entering spaces where we automatically feel welcome, but that is not universal. This class sometimes deals with sensitive information, and we expect you to listen, learn, and be mature adults. If there are things the teaching team or others have done to degrade that environment, we encourage you to bring them to our attention and we will work to correct them. All members of this class are expected to cooperate in this effort.

Doing so is basic engineering because you need to know your users’ and customers’ needs. If you are dismissive of what they tell you, you will come up with bad solutions, products, or companies. In practice this means that you may seek to understand or clarify someone’s experience, but you ***may not*** question the validity of their experience or interpretation of their experience. We do not consider pushing back on disrespectful conduct to be disrespectful. Faculty are the final arbiter of any disputes on this point.

Parenting and childcare needs

If you are a parent or have needs related to parenting (e.g., pumping), please let your instructor know so they can help with accommodation. Having children is, but should not be, negatively impactful to education. If you have a childcare failure and need to bring a child to class or miss class – let us know, we will accommodate you.

Disability and accommodations

If you have a disability services accommodation letter, please contact Dr. Peak as soon as possible. Dr. Peak is the course accommodations coordinator and can collaborate with you on accommodations. If you need formal accommodations and have not already done so, you should also contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your needs and to obtain an accommodation letter.

We all benefit from educational accommodation because we each learn differently. Your accommodation might include captions on videos or a low distraction place to go and think during class. We are committed to supporting accommodation whenever feasible. For example, this syllabus and all other course documents are also available in the **Dyslexie** font upon request⁷. The font is designed to ease reading for those with certain learning disabilities. ***Asking for help when you need it is an important life and engineering skill. It is also a skill that we want to help you develop through this course.***

Basic needs statement

Any student who has difficulty affording sufficient food to eat every day or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support and direction to available resources. Furthermore, if you are comfortable doing so, please notify Dr. Peak. Basic needs are a critical foundation for succeeding in any course or learning environment. Contacting us will help us to direct you to resources – and let us know there are things beyond your control that we need to be empathic and understanding of. Things that GT can do to help include housing assistance, financial emergencies and food assistance for students in need.

Major life emergency policy

If a major disruption occurs in your life (e.g., death in the family, housing instability, mental health) that interrupts your studies – tell us ASAP. We will work with you to manage disruption, but we cannot do so unless you communicate with us about it. You do not need to give us all the details, but we do need to have some idea of the severity of the issue as well as how much it is disrupting your life. Please contact Dr. Peak **AND** your Faculty Mentor as soon as possible so we can work with you.

Emergency Procedures

⁷ Currently, the font is Georgia, because we are in Georgia...obviously

In the event of a fire alarm everyone must immediately evacuate the building until given the all clear by the fire department. In the event of an hazard siren, everyone should immediately seek shelter in a safe location. In both cases, you should solicit additional information by all possible means: Georgia Tech Homepage, TV, radio, email, etc. Information about campus preparedness is available at <http://www.gatech.edu/emergency/>

In the event of a major campus emergency (e.g., severe weather), stuff will probably change. We'll figure it out, we've done it before. Things like deadlines and assignments are subject to change. Information about course changes related to campus emergencies will be posted via Canvas and also be distributed via email as soon as is practical and appropriate. That is *our responsibility*, your first responsibility is your safety and wellbeing.