

CS 6435 DHE Syllabus

Digital Health Equity, CS 6435 DHE, 3 Credit Hours

Fall 2026

Instructor Information

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General Course Information

Description

This course introduces students to individual, interpersonal, and societal influences on health, and how such factors influence health across populations and create disparities in health. Using this knowledge as a foundation, the course examines how digital health technologies can be designed to address wellbeing barriers that disproportionately and unfairly diminish the health of subpopulations, eliminate preventable gaps in health between populations, and help all individuals achieve their highest possible state of health. Furthermore, this course examines how varied influences on health shape access to, utilization of, and the impact of digital health systems.

Students will learn how to apply theory, empirical insights, and perspectives from the social, behavioral, and public health sciences in the design and evaluation of digital health systems. Foundations of public health will be examined; additionally, the course will have a central focus on applying human-centered design concepts to the domain of digital health.

Course Learning Outcomes

By the end of the course, students should be able to:

- Explain the role of multilevel individual, social, and societal factors on the distribution of disease and barriers to wellbeing in populations.
- Compare and contrast digital health intervention strategies for addressing the multilevel factors that contribute to health disparities.
- Apply theory, empirical insights, and perspectives from the social, behavioral, and public health sciences to design and critique digital health systems that address disparities in health.
- Apply human-centered design concepts to design and critique digital health systems that address disparities in health.
- Identify ethical challenges in digital health and strategies for approaching these challenges.
- Apply effective teamwork skills (e.g., communication, task division, and conflict resolution) to successfully complete a group project focused on digital health.

Required Course Materials

There is no required textbook for this class. All required readings will be available on Canvas.

Grading Policy:

Assessment Philosophy

Digital health is a broad, interdisciplinary domain. There is a lot of information that a researcher or practitioner in this space needs to know and understand to be effective. It takes several different types of learning activities to gather this breadth of material. Not everything can be covered in the lectures—reading academic literature is necessary. Not everything can be learned from reading either—practice, course discussions, and group projects are called for. To assess your learning across this range of material and activities, it is necessary to have a multitude of assessment techniques. This includes individual and group work, conceptual knowledge and rote memorization, aesthetic judgments, written assignments, and design assignments. It is all important.

Students are expected to always do their own work and to follow the university's codes of academic conduct and honor code. Cases of suspected inappropriate collaboration or cheating will be immediately forwarded to the Office of Student Integrity and will be pursued to resolution. This is an unpleasant process for all involved, so please do not put yourself in this

situation.

Students are expected to conduct themselves in a professional manner—this involves turning in assignments at the appointed time. If some form of prior commitment or circumstance prevents a student from submitting assignments on time, **PRIOR** arrangements (including documentation where appropriate) should be made with the instructor.

Prior experience suggests that work in this course will generally fall into one of the following categories:

- A: Superior, striking, or unexpected pieces of work with excellent effort demonstrating a mastery of the subject matter and a thoughtful use of concepts discussed in class; work that shows imagination, clarity of presentation, originality, creativity, effort, and attention to detail.
- B: Good work demonstrating a capacity to use the subject matter and clear presentation, with room for improvement.
- C: Satisfactory work that demonstrates adequate understanding of course material, that meets basic course expectations, but that has several areas for improvement.
- D: Work that reflects minimal to very limited understanding of course material, poor performance, and that requires significant improvement.
- F: Unsatisfactory work that does not reflect an understanding of course material, that demonstrates very poor performance, and that requires substantial improvement.

Final grades will be calculated as an average of all components in a grade category, weighted according to the percentages below. There is no curve.

Assignments

Assignments	Percentage
Response Papers 1 & 2 (15% each)	30%
Design Assignments 1 & 2 (15% each)	30%
Class Participation	10%
Final Project (30% total):	

Abstract	2%
Presentation	8%
Prototype	10%
Paper	10%

Assignment Submission Attempts:

Canvas assignments are configured to allow students multiple submission attempts. Students are allowed up to three submission attempts. Please note that the stated deadline for each assignment is the deadline. While you may choose to update your submission after the submission deadline, that new submission date will be recorded and that date will be used to assess any late penalties. The teaching staff will grade students' most recently submitted submission for each assignment.

Final Grades

Final course grades are allocated as follows, no exceptions:

A: 89.45% or above

B: 79.45-89.44%

C: 69.45-79.44%

D: 59.45-69.44%

F: 59.44% or below

Description of Graded Components

a) Response Papers (30%, two at 15% each)

Students will respond to questions related to the assigned readings and course concepts. The purpose of the papers is to demonstrate your critical analysis of the readings. They should be well-written, thoughtful, and rigorously done. The prompt for each response paper includes multiple questions and/or topics, and successful papers will address *all* aspects of the assignment prompt.

b) Design Assignments (25%, two at 12.5% each)

Students will complete two individual design assignments during the semester. You will be asked to create low to medium fidelity technology prototypes addressing issues of health equity.

c) *Final Project (30%, comprised of multiple milestones)*

The final project will be comprised of an abstract (2%), a midpoint presentation (8%), a paper (10%), and a prototype (10%). Students will complete these final projects in small groups.

d) *Class Participation (10%)*

Full participation in this course is a critical part of your learning experience. Your contributions to class discussions, activities, and your classmates' projects are essential. As such, you are expected to read all course readings and other pre-assigned content and be an active contributor to your group project, to online discussion prompts, and to all other activities.

Class participation grades will be assessed as follows:

- **Completion of online Canvas discussion prompts (5%).** Points across all discussion prompts will be summed; the total is worth 5% of the final grade.
- **Final project peer assessment (5%).** Students will complete a final project in groups. Group members will be asked to provide a peer assessment of each individual in their group. These assessments will be used to determine a final project peer assessment grade for each student.

Ungraded Assignments

At the end of each module, there is a Knowledge Check – a short ungraded quiz that allows students to test their knowledge of the concepts covered in the eLectures. While these quizzes are not graded and do not count towards students' final grade, you are strongly encouraged to complete them to assess your learning as you progress through the course.

Extra Credit

It is the responsibility of each student to proactively monitor his or her progress in the course. Students must be attentive to their grades. If a student is not satisfied with his or her grade trajectory, the student should make an appointment to speak with the instructor **well in advance of the conclusion of the course**. The goal of such a meeting would be to assess areas in which the student needs improvement, brainstorm how the student can improve future assignment performance, and identify additional (non-graded) practice opportunities.

Extra credit assignments will not be given in this course. Extra work, during or after the semester, will not be provided to "bring up" a grade. Additionally, we are unable to grant requests to boost borderline final course grades in order for a student to achieve the next higher grade. A student's final grade shall be earned solely based upon their performance on the semester's assessments as laid out in the Course assessment sections above.

Classroom Technology

- We will use **Canvas** to post announcements, for all course content, and for homework submissions. Paying attention to Canvas announcements will help you stay up to date with what is happening in the course. For the best experience with Canvas, please use Chrome, Firefox or Safari.
- **Turnitin** is a feature within Canvas that we will be using for assignments with significant writing components. Turnitin is software that automatically checks for instances of plagiarism. Turnitin outputs will be used by the instructional team to flag and further investigate any instances of plagiarism.
- This term we will be using the Canvas **Ed Discussion** feature for class Q&A (e.g., assignment questions, logistical questions, etc.). We have chosen this platform to enable students to get help fast and efficiently from classmates, the TAs, and the professor. Rather than emailing questions to the teaching staff, you are strongly encouraged to post your questions on Ed Discussion. You are also encouraged to review Canvas and Ed Discussion for Q&A that may be helpful to you before posting a question.
- The teaching staff may reach out to students via **email** to follow-up on student- or team-specific course issues. Students are expected to regularly monitor the email address associated with their Canvas profile to make sure they do not miss any one-on-one or team-specific communication from the teaching staff.
- The Canvas **Discussions** feature will be used for course discussion prompts provided by the teaching team (e.g., prompts that ask students to reflect on and discuss course material).
- **Zoom** will be used for the (optional) synchronous office hour meetings. Please refer to Georgia Tech knowledge base to learn about [how to use Zoom at Georgia TechLinks to an external site.](#)

Course Policies

Attendance and/or Participation

As denoted above, your attendance contributes to your course grade. All students are granted 2 automatically excused lecture absences. That means that absences (for any reason, including illness) within these limits will not count against the student's grade. Additional absences beyond these limits will only be excused in cases of illness, Institute-approved activities (e.g., athletic events, field trips, conferences), or significant extenuating circumstances (e.g., personal or family emergencies such as hospitalization or a car accident), and students must adhere to policies in this syllabus in order to have their absence excused. Absences beyond illness, institute-approved activities, and significant extenuating circumstances are unlikely to be excused, and these decisions are at the discretion of the teaching staff.

Students must communicate their absences **to their assigned team project TA**. Please review the following expectations regarding our policies for communication of absences. Failure to adhere to these policies will result in absences not being excused:

- A request for absence other than for illness or significant extenuating circumstances that could not be foreseen must be communicated to the TA at least 24 hours BEFORE the day of lecture.
- A missed class due to illness must be communicated to the team project TA before or by the end of the day on which class is missed. Do NOT send your individual doctor's note to us, for privacy reasons. See [here](#). for more detail.
- Missing class due to illness only requires official documentation in one of the following cases--If none of the following cases apply to you, you may simply email your team project TA to let them know of your absence - but you must communicate your absence before or by the end of day you will be absent:
 - If your illness is significant enough where prior or day-of communication of your absence is not possible, you are required to [submit medical documentation for your illness-related absence](#). through the Office of Student Life. This documentation is required to excuse such absences.
 - If you miss 3 or more lecture class sessions *in a row* due to illness, you are required to [submit medical documentation for your illness-related absence](#) through the Office of Student Life. This documentation is required to excuse such absences.
 - If you miss 3 lecture class sessions due to illness IN TOTAL in the semester (whether or not they are missed in a row), for each subsequent illness-related absence in the semester (i.e., for your 4th illness-related absence and beyond) you are required to [submit medical documentation for your illness-related absence](#). through the Office of Student Life. This documentation is required to excuse such absences.
- Beyond the illness-related policies listed above, we require official documentation to excuse any additional absences. Please refer to the [Office of Student Life](#). for how to obtain such documentation.
- Note that a job interview that is off campus or at the GT Career Fair is counted as an excused absence as long as students provide official notice to their team project TA at least 24 hours before the class.

Attendance will be taken during each class meeting. It is the student's responsibility to ensure they are at class on time and that they convey their presence using the attendance check modality being used in the course. If students encounter challenges marking themselves as present in class,

they must communicate such issues **the same day, at the end of class, in person**, to the TA. Once class has dispersed, no adjustments for attendance will be made.

As students finalize enrollments during the first week of the semester, absences in the first week of the semester will not be deducted from students' excused absence limit.

It is a matter of academic dishonesty to circumvent these attendance policies by attempting to mark oneself as present in class when in fact one is not in the classroom, or to assist another student in doing this. Any students found to be engaging in such behavior or enabling such behavior will face consequences, such as grade penalties, and being referred to the Office of Student Integrity.

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](#).

All students in the class are expected to know and abide by the complete Georgia Tech Academic Honor Code. Of particular relevance for this course, we highlight the following academic honesty policies as binding for the course:

- In written essays, all sources are expected to be cited according to APA style. When directly quoting another source, **both in-line quotation marks, an in-line citation, and a reference at the end of the document** are required. When directly summarizing another source in your own words, quotation marks are not needed, but **an in-line citation and reference at the end of your document** are still required. You should consult the Purdue OWL Research and Citation Resources for proper citation practices, especially the following pages:
 - [Quoting, Paraphrasing, and Summarizing](#)
 - [Paraphrasing](#)
 - [Avoiding Plagiarism Overview](#)
 - [When is it Plagiarism?](#)
 - [Safe Practices for Avoiding Plagiarism](#)
 - You should also consult GT's dedicated pages on how to use citations and how to avoid plagiarism.

- Plagiarism is a violation of the Academic Honor Code. Students are not permitted to submit material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism). You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes). Including content you did not write in your assignment (as well as images you did not create, etc.) without proper citation will be treated as an academic misconduct case.
- All individually assigned work for this class must be done individually.
- You are encouraged to discuss the course with others as long as this does not involve the copying of code, text, or solutions. Any public material that you use (open-source software, help from a text, or substantial help from a friend, etc.) must be acknowledged explicitly in anything you submit to us. If you have any doubts about whether your use of public material is acceptable or not, please do check with the class TAs. Any figures or images borrowed from other sources must similarly be cited. If you borrow an existing figure and modify it, you must still cite the original figure. It must be obvious what portion of your submission is your own creation.
- Any material that you did not write yourself (whether you are referencing academic sources with named authors, general web sites with no named writer, popular open-source libraries with many contributors, etc.) must be cited accordingly.
- You may not post the work that you submit for this class publicly either during or after the semester is concluded. We understand that the work you submit for this class may be valuable for job opportunities, personal web sites, etc.; you are welcome to write *about* what you did for this class, and to provide the actual work privately when requested, but we ask that you do not make your actual submissions or code publicly available; this is to reduce the likelihood of future students plagiarizing your work. Similarly, unless you notify us otherwise, by participating in this class you authorize us to pursue the removal of your content if it is discovered on any public assignment repositories, especially if it is clearly contributed there by someone else.

There is one exception to these policies: unless you are quoting course lecture videos directly, you are not required to cite content borrowed from the course itself (such as figures in videos, topics in the video, etc.). The assumption is that the reader knows what you write is based on your participation in this class, thus references to course material are not inferred to be claiming credit for the course content itself. **However, make sure that you are clearly and explicitly describing concepts discussed in lectures, as assignments are assessed based on how well they demonstrate understanding and application of course concepts. If the teaching team is**

unable to clearly determine from your assignment which course concepts you are discussing, this will result in point deductions.

These policies, including the rules on all pages linked in this section, are binding for the class. Violations of this policy will be subject to the institute's Academic Integrity procedures. Any student suspected of cheating or plagiarism will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Note that if you are accused of academic misconduct, you are **not** permitted to withdraw from the class until the accusation is resolved; if you are found to have participated in misconduct, you will not be allowed to withdraw for the duration of the semester. If you do so anyway, you will be forcibly re-enrolled without any opportunity to make up work you may have missed while illegally withdrawn.

AI Collaboration Policy

Recent advancements in generative artificial intelligence—Copilot, ChatGPT, etc.—can be great resources for improving your learning in the course, but it is important to ensure that their benefits are targeted at your learning rather than solely at your deliverables. Toward that end, the same academic integrity policy above applies to AI assistance: you are welcome to consult with AI agents just as you would consult with classmates, discuss ideas with friends, and seek feedback from colleagues. However, just as you would not hand your device to someone else to directly fix or improve your classwork, so also **you may not copy text, images, or anything else from an AI agent into your document, nor let an AI agent directly generate content for your submission.** (Any exceptions to this rule will be explicitly stated in the instructions within an assignments.) This rule means you should disable any AI assistance more advanced than a grammar checker inside your word processors and other computer programs.

Although you are prohibited from having these tools directly integrated into your workspace or from copying content from these assistants directly into your work, you are nonetheless permitted to use them more generally. However, it is important that you use the AI agent as a learning assistant rather than as a homework assistant: so long as your submission solely reflects your own understanding of the content, you are encouraged to consult and collaborate with AI assistants in ways that help you develop your understanding.

If you are unsure where the line is between consulting/collaborating with AI and copying from AI, we recommend the following heuristics:

- Heuristic 1: Never hit "Copy" within your conversation with an AI assistant and do not automatically or manually copy AI output into your assignment unless an assignment explicitly provides an exception that allows you to do this. You can copy

your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding. Any student homework submissions that contain text generated by AI will receive a 0 for the assignment.

- **Heuristic 2:** Do not have your assignment and the AI agent open at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This heuristic includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content or code directly into your submission, so also you should avoid using tools that directly add content to your submission.

Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.

Recordings & Course Content

The course content, recordings, and materials provided by the instructor in this course are for the use of the students enrolled in the course and cannot be further disseminated. Electronic video/audio recordings initiated by students are not permitted unless explicit permission is granted by faculty.

Respect & Consideration

Please, above all, be respectful and considerate of others in the class. It should go without saying, but this includes showing up on time for any synchronous meetings such as your project team meetings, and when attending the optional synchronous teaching staff office hours. Given the remote delivery of this course, please also make sure to be respectful in all online course environments (e.g., respectful communication in the online chat, etc.)

Official Course Communication

You are responsible for knowing the following information:

1. Anything posted to this syllabus (including the pages linked from here).
2. Anything emailed directly to you by the teaching team (including normal emails but also announcements via the course forum or Canvas), 24 hours after receiving such an email.

Generally speaking, we will post announcements via Canvas; you should thus ensure that your Canvas settings are such that you receive these announcements promptly, ideally via email (in

addition to other mechanisms if you'd like). Georgia Tech generally recommends students to check their Georgia Tech email once every 24 hours. So, if an announcement or message is time sensitive, you will not be responsible for the contents of the announcement until 24 hours after it has been sent.

We generally prefer to handle communication via the course forum to help with collaboration among the teaching team, but we understand the course forum is not ideal for having information "pushed" to you. We may contact you via a private course forum post instead of an email, but if we do so, we will choose to send email notifications immediately, bypassing your individual settings, in order to ensure you're alerted. As such, this type of communication will also spring under #2 above.

Note that this means you aren't responsible for knowing anything posted to the course forum that isn't linked from an official announcement. You don't need to worry about missing critical information so long as you keep up with your email and canvas announcements and understand the documents on this web site.

This also applies in reverse: we do **not** monitor our Canvas message boxes and we may not respond to direct emails. We are committed to reading all top-level Ed Discussion posts that are visible to all instructors, and to reading any follow-up in which we are tagged; while we will try to keep up with ongoing conversations, we cannot commit to reading posts beyond these two types.

If you need to get in touch with the course staff, please post privately to the course forum (either to all Instructors or to an instructor individually) or tag the instructor in the relevant post.

Communicating with Instructors and TAs

Communication with the course teaching team should be handled via the Ed Discussion forum. If your question is relevant to students in the class beyond yourself, you should ask it publicly; if your question is specific to you, such as a question about your specific grade or submission, you should ask it privately. Most student questions are of relevance to others in the class and thus you are strongly encouraged to post your questions publicly, to enable us to get more information out more efficiently to the class and reduce the teaching staff's need to respond to duplicated queries.

Our workflow is to regularly filter the forum for Unresolved posts, which includes top-level threads with no answer accepted by the original poster, as well as mega-threads with unresolved follow-ups. If your question requires an official answer or follow-up from an instructor or teaching assistant, make sure that it is posted as either a Question or as a follow-up to a mega-thread, and that it is marked Unresolved. Once an instructor or TA has answered your question, it will automatically be marked as Resolved; if you require further assistance, you are welcome to

add a follow-up, but make sure to unmark the question as Unresolved in order to make sure that it is seen by a member of the teaching team.

Similarly, in order to keep the forum organized, please post as a Post or Note instead of a Question if your question does not require an official response from the teaching team. For example, if you are interested in getting multiple perspective from classmates, getting feedback on your ideas, or having a discussion that does not have a single answer, please use Post or Note instead of Question. Please reserve Question threads for questions that will likely have a single official response. TAs and instructors will regularly convert Questions to Posts or Notes that do not need a single official answer, but it will save time and allow them to focus their attention on other students if you correctly categorize your post in the first place.

Importantly, the course staff aim to respond to student communication on Ed Discussion within a 48 hour time period, Monday-Friday. Please note that staff commit to responding to student inquiries within regular business hours (Monday-Friday 9am-5pm ET). Ed Discussion posts outside of these business hours (i.e., on weekends or after 5pm ET on weekdays) will be responded to by teaching staff on the next business day.

Re-Grade Requests

Students can request a re-grade of any assignment. To do so, students must submit a written justification for the request to the TA via email, indicating which aspect of the grade you disagree with, describing succinctly and clearly why you believe the grade is incorrect. Please be aware that re-grade requests could result in a lower grade being assigned. Any request must be made within 5 business days following the date that the teaching staff returns the graded material. For example, if the material is returned on a Wednesday, you have until end of day the following Wednesday to request a re-grade.

Note that due to the proximity of the final paper and prototype assignments due dates to the end of the course, re-grade requests are generally not accepted for these assignments unless the regrade could result in a modification to the student's final course grade.

Late Policy

- All assignments are due by 5:00 PM **Eastern Time** on the scheduled date.
- Assignments are considered late as soon as the due date and time listed in the assignment has passed. Thus, assignments are counted as one day late immediately after the assignment due date/time has passed, and up to 24 hours past the assignment due date/time.
- **Response Papers, Design Assignments, Team Project Abstract & Presentation.** Late response papers (Response Paper 1 & 2), design assignments (Design Assignment 1 & 2),

team project abstract, and team project presentation submissions will receive a 10% point deduction per day that they are late, including weekend days. It is your responsibility to determine whether or not it is worth spending the extra time on an assignment vs. turning in incomplete work for partial credit without penalty.

- **Late Days.** Each student has a total of 4 “late days” that can be used as desired to avoid the late penalty for these assignments ONLY: Response Papers & Design Assignments.
 - When turning in an assignment late, make sure you clearly state--**in the comment section of your assignment submission**--how many late days you are electing to use.
 - Late days can be used for any reason you want, you don’t need to explain yourself or ask permission ahead of time.
 - Note that students have 4 late days they can use throughout the semester in total, *not* 4 late days per assignment. For example, if a student uses 1 late day for Response Paper 1, they would then have 3 more late days left that can be used across the remaining Response Paper 2, Design Assignment 1, and Design Assignment 2 assignments.
 - Once a late day is used, that late day is permanently deducted from the student's total number of late days. That is, once used, late days cannot be "unused" and applied to a subsequent assignment.
 - Note that the late days exist for helping you with your own time management—use them wisely.
- **Discussion Board Prompts.** Responses to discussion board prompts will only be accepted up to one day late. Prompt responses submitted after the deadline will receive a 50% point deduction if submitted up to 24 hours after the deadline. Any responses submitted beyond 24 hours after the deadline will receive a 0.
- **Final Project Prototype and Paper.** Due to the proximity of the final project prototype and paper to the end of the semester, these assignments cannot be submitted after the deadline. **Students who do not submit their final project prototype and paper by the deadline will receive a 0**, unless they have received specific accommodation for a late submission by the teaching staff BEFORE the deadline. Note that such accommodations will only be made in rare circumstances (e.g., as discussed based on ODS accommodations, or based upon notification from the Dean of Students regarding a student's personal emergency or illness).

- Note that **late days may be used for individual assignments ONLY**, not for any group assignments (e.g., not for final project assignments.).
- Any exceptions to this policy (e.g. long-term illness or family emergencies) must be approved by the professor. Specifically, if you have an illness that inhibits you from submitting your assignment on time, in order for the teaching staff to accept late work without penalty, you are required to [submit medical documentation for your illness-related absence](#). through the GT Office of Student Life.

If you have any other personal emergency that inhibits you from submitting your assignment on time, we require official documentation from the GT Office of Student Life in order the teaching staff to accept late work without penalty. Please refer to the [Office of Student Life](#). website for how to obtain such documentation (see the “Meeting with a Dean” section).

Upon receipt of communication from the Office of Student Life, the teaching staff will work with the student to establish a plan for submitting the late work within the time specified by the teaching staff. If the student does not submit the work within that new time frame, a late penalty may be enforced and will be decided by the professor.

Please note that wherever possible, students should illness and or personal emergency-related concerns that may inhibit on-time assignment submissions *before the assignment deadline*.

Please refer to the [Policy on Student Absence from Class Due to Illness or Personal Emergencies](#). for more information.

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. All academic accommodations must be arranged through that office. They will then contact the professor with 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, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

