

BMED 6042 Syllabus

Systems Physiology, Section B, and 3 Credits

Fall 2026

Instructor Information

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General Course Information

Description

Regulation of physiological functions in the cardio-respiratory-renal, musculoskeletal, and gastrointestinal systems, and their interactions with the neural, endocrine, and immune systems.

Course Learning Outcomes

Upon successful completion of this course, students should be able to:

- Explain the principles governing physiological homeostasis across major biological systems.
- Analyze cellular and molecular mechanisms underlying physiological regulation and dysfunction.
- Apply physiological principles to biological systems and pathological conditions not explicitly covered in class.
- Interpret and evaluate current scientific literature related to physiology and pathophysiology.
- Evaluate biomedical engineering approaches used to investigate or address physiological dysfunction.

Required Course Materials

There is no required textbook for this course.

Weekly assigned readings consisting of review articles, primary research papers, and supplementary scientific resources will be provided through Canvas. Students are expected to

complete assigned readings prior to class and come prepared to actively engage in discussion and collaborative problem-solving activities.

Recommended Reference Texts

Students may find the following physiology reference texts useful for reviewing foundational concepts throughout the semester:

1. [Guyton & Hall Physiology - Medical Physiology - 13th Edition.](#)
2. F. Boron and E.L. Boulpaep, Medical Physiology, 3rd edition

These texts are optional and are intended as supplemental resources for foundational review only.

Grading Policy:

Component	Weight
Studio Engagement & In-Class Work	25%
Exam 1	20%
Exam 2	20%
Systems Reframing Project	35%

Absolute grading scale will be used: A: 91-100, B:81-90; C:71-80; D: 61-70%; 60-0%

Descriptions of Graded Components

Studio Engagement and In-Class Work (25%)

Weekly Thursday studio sessions require students to work collaboratively to apply systems-level physiological reasoning to complex biological problems. During each studio, groups will identify primary dysfunction, evaluate compensatory mechanisms, examine how compensation progresses toward failure, trace downstream pathological consequences, and justify potential intervention strategies.

Each group will submit one collaborative studio deliverable, which will be evaluated as Complete or Incomplete. A Complete submission requires all required components to be addressed with clear and sufficiently supported mechanistic reasoning. If the group submission is marked Complete, no additional individual submission is required. The lowest studio grade will be automatically dropped.

Individual Revision and Reflection

If a collaborative studio submission is marked Incomplete, each group member must independently revise the component or components identified in the feedback. The individual submission must include:

1. the group's original response to the component marked Incomplete;
2. a revised response that corrects or strengthens the reasoning;
3. an explanation of what was missing, unclear, or incorrect in the original response; and
4. a reflection identifying the source of the disconnect and explaining what the student learned through the revision process.

Each student must submit their own revision and reflection. Identical or jointly written individual submissions will not satisfy this requirement.

Individual revisions will also be evaluated as Complete or Incomplete. If an individual revision remains Incomplete, the student may submit one additional revision by the stated deadline. This additional resubmission must be accompanied by a self-assessment completed through a separate Canvas form in which the student evaluates how the revised work now meets the completion criteria. Self-assessments will be spot-checked by the instructional team.

Exam 1 – Systems Failure Analysis (20%)

Exam 1 will assess students' ability to analyze complex physiological dysfunction by identifying disruptions in normal biological regulation and tracing the mechanistic sequence of events that lead to biological system failure.

Students will apply course concepts to novel biological scenarios requiring identification of pathway disturbances, analysis of compensatory responses, and evaluation of how progressive failure of homeostatic mechanisms contributes to pathological outcomes.

Exam 2 – Integrated Physiological Reasoning and Intervention Design (20%)

Exam 2 will assess students' ability to integrate physiological principles across interconnected biological systems and analyze complex multi-system dysfunction involving interacting pathway disturbances, compensatory mechanisms, and pathological outcomes.

Students will evaluate novel biological scenarios requiring systems-level reasoning, identification of causal mechanisms underlying dysfunction, and justification of intervention strategies based on mechanistic understanding of physiological regulation.

Assessment will emphasize integrated scientific reasoning, evaluation of biological tradeoffs, and application of systems-thinking principles to complex physiological problems.

Systems Reframing Project (35%)

The Systems Reframing Project serves as the culminating assessment for the course and requires students to apply the systems-level physiological reasoning developed throughout the semester to either their own area of biomedical engineering research or a biological problem of scientific interest.

Students will critically analyze the underlying biological dysfunction associated with their selected problem, identify upstream pathway disturbances responsible for system failure, evaluate compensatory mechanisms that influence disease progression, and assess whether current research approaches or therapeutic strategies target causal mechanisms or downstream pathological outcomes.

The project will culminate in the development of a scientific poster that communicates the student's systems-level analysis and proposed mechanistic interpretation of the biological problem. During the multi-day poster session, students will discuss and explain their work, respond to scientific questions from the instructional team, and justify the mechanistic reasoning underlying their analysis.

In addition to presenting their own work, students will actively participate in peer scientific engagement by critically evaluating and questioning the work of their classmates throughout the poster sessions.

The purpose of this project is to demonstrate the ability to transfer course-based systems reasoning to authentic biomedical engineering problems, evaluate biological dysfunction through mechanistic analysis, and engage in scientific discourse centered on complex physiological challenges.

Course Policies

Attendance, Participation, and Absence Policy **Tuesday Class Sessions**

Attendance at Tuesday class sessions is encouraged but not required. Students remain responsible for all course content, announcements, instructions, and deadlines associated with these sessions. Any recordings provided are intended as supplemental learning resources and do not replace the student's responsibility for course material or alter assignment deadlines.

Thursday Studio Sessions

Attendance and participation in Thursday studio sessions are required because the collaborative reasoning and group work completed during these sessions cannot be fully replicated outside of class. Attendance requires participation in the studio activity and contribution to the collaborative studio deliverable; physical presence alone does not constitute completion of the studio. See policy for missed studio sessions below.

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 plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

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 in order to set up a time to discuss your learning needs.

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.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Missed Studio Session

The lowest studio grade will be automatically dropped. The dropped grade may result from one missed studio session or one studio submission that remains Incomplete. The automatic drop applies to only one studio grade and does not provide separate allowances for both an absence and an Incomplete submission.

A second missed studio session may be completed through an individual alternative submission only when the absence is excused. An unexcused second absence will receive a grade of zero and may not be made up.

A third or subsequent missed studio session requires verification through the Dean of Students Office establishing a chronic, continuing, or otherwise verified reason for the absences. Without this verification, each additional missed studio session will receive a grade of zero and may not be made up.

Late Individual Studio Submissions

Individual revisions and reflections must be submitted by the deadline posted in Canvas. Because these submissions are part of the studio completion process, a student who does not submit the required individual revision by the deadline will retain an Incomplete for that studio, regardless of whether other members of the group successfully complete their individual revisions.

Late individual revisions will not be accepted unless the student has an excused absence or a verified circumstance that prevents submission by the deadline. When an extension is approved, the student must submit the revision by the alternate deadline provided by the instructional team.

The automatic lowest-studio-grade drop may be used for one late, missing, or Incomplete studio grade. The drop does not create an additional opportunity to submit the work after the deadline.

If an individual revision is submitted on time but remains Incomplete, the student may complete the permitted resubmission with the required self-assessment. That resubmission must also be submitted by its posted Canvas deadline. A late resubmission will not be accepted without an excused or verified circumstance.

Exam Absences

A make-up exam will be offered only for an excused absence and must be taken on the designated course make-up date. Individualized make-up dates will not be offered except when required through an approved university accommodation or verified extenuating circumstance.

Under the standard course policy, a student may make up no more than one missed exam. If a student misses two or more exams, any additional make-up opportunity requires verification through the Dean of Students Office. Without this verification, the additional missed exam will receive a grade of zero.

An unexcused exam absence will receive a grade of zero and is not eligible for a make-up exam.

Final Project and Poster Session Absences

Attendance and participation during the student's assigned final poster session are required. An alternate poster presentation will be permitted only for an excused absence and must occur on the designated make-up presentation date.

A student completing an alternate poster presentation must also independently complete the same peer-feedback requirement assigned during the regular poster session. This includes submitting the required number of feedback cards based on classmates' posters. Feedback cards must represent the student's own scientific engagement and may not be copied, shared, or completed by another student.

An unexcused absence from the assigned poster session is not eligible for an alternate presentation and will receive a grade of zero for the missed components of the final project.

Absences: Excused and Unexcused

The policies above describe the consequences and available make-up options for missed studio sessions, exams, and final-project activities. This section defines the circumstances that may qualify an absence as excused or unexcused.

An excused absence does not automatically waive an assignment, exam, studio, or project requirement. It makes the student eligible for the make-up or alternative arrangement described in the applicable course policy. Unexcused absences are not eligible for make-up work and will receive the grade specified in the relevant policy.

Excused absences

To request an excused absence, students must submit email documentation to the instructors. For planned absences, this documentation should be provided one week before the scheduled absence. In cases where the absence is unforeseen, such as missing an assignment due date or exam, documentation must be submitted within 24 hours of the missed event.

Excusable Absence Examples:

Illness: A critical illness is defined as one that hinders your ability to attend class, engage in remote work, and/or poses a high risk of transmission. If you are dealing with a critical illness, it is imperative to obtain a medical excuse specifying your appointment with a healthcare provider, the date(s) of the visit or care, the anticipated date of return, and any accommodation needed upon your return. Please redact any personal medical information and submit the excuse as a PDF. Note Visiting [STAMPSLinks to an external site.](#) or any other healthcare provider, clinic, or hospital, or undergoing testing for an illness does not automatically qualify as having a critical illness.

COVID 19: It is strongly recommended that you obtain updated COVID-19 vaccines and take precautions to minimize exposure and the spread of COVID-19 (optional use of N-95/KN-95 masks and hand sanitizer). Refer to the current [CDC guidelinesLinks to an external site.](#) and the Georgia Tech guidelines provided by [Stamps Health CenterLinks to an external site.](#). Please review the 'Excused Absence' section for specific details regarding what qualifies as an excused absence. If you experience symptoms and are unable to work remotely, follow the procedures outlined in the Illness section to submit a medical excuse.

Personal Emergency or illness: In the case of a personal emergency or prolonged illness, reach out to your section instructor and the Dean of Students to acquire appropriate documentation.

Institute Activities: For those engaging in approved Institute activities, contact the Student Academic and Financial Affairs Committee of the Academic Senate at least two (2) weeks before the event to secure necessary documentation. Provide documentation for preapproved Institute activities, including athletic events.

Career Fairs: We recognize that career fairs can be very valuable for obtaining internships and jobs and in practicing professional interactions. Career fairs are an acceptable excuse for missing class (with instructor notification), but you must make up the material and if you miss an exam, that exam is subject to the makeup exam policy. You are encouraged to try and schedule career fair appointments outside of studio and class.

Presentation at Scientific Meetings: For individuals involved in Institute-approved scientific presentations, such commitments are considered excusable with an email confirmation from your research advisor/supervisor and the inclusion of the conference program.

Non-excusable absences:

Examples of non-excusable absences include scheduling a doctor's appointment that is not due to a potential critical illness, scheduling an interview or other meeting, going on vacation, oversleeping, traffic, forgetting, or mixing up dates; these are not legitimate reasons. It is your responsibility to verify assignment and exam due dates on the schedule.

Research meetings and experiments should be scheduled outside of required class times. Research commitments are not valid excuses for missing class.

Inclement Weather and Digital Learning Days

If Georgia Tech closes or suspends in-person operations because of inclement weather or any other emergency, this course will transition to remote instruction unless the Institute explicitly directs that classes are not to be held.

Remote class sessions will occur at the regularly scheduled class time using the platform and access information posted in Canvas. Students are responsible for checking Canvas and their Georgia Tech email for announcements, instructions, and any changes to course activities or deadlines.

When a Thursday studio session is moved online, attendance and participation remain required. The studio activity, collaborative submission, and applicable deadlines will continue in a remote format unless the instructional team announces otherwise.

Students who are unable to participate because of a documented power outage, internet disruption, evacuation, or other emergency-related circumstance must contact the instructional team as soon as reasonably possible. Alternative arrangements will be considered according to the course absence and excused-absence policies.

Student Use of Mobile Devices in the Classroom

Laptops and tablets may be used during class and studio sessions for course-related activities, including accessing readings, viewing course materials, taking notes, and completing assigned work. Use of electronic devices for unrelated activities is not permitted because it may distract both the user and nearby students.

Cell phones and other personal devices should be silenced and put away unless their use is specifically required for a course activity. Photographs, audio recordings, and video recordings may not be made during class or studio sessions without prior permission.

Permitted devices, resources, and software during exams will be identified in the instructions for each exam. Access to any device, resource, communication platform, or tool not explicitly authorized in the exam instructions is prohibited.

Course-Specific Generative AI Policy

In addition to the GT Generative AI Guidance the following are the course AI policies.

Artificial intelligence tools may be used in this course as learning and reasoning supports unless the instructions for a specific assessment state otherwise. Permitted uses may include clarifying concepts, exploring alternative explanations, identifying assumptions, testing mechanistic logic, organizing ideas, improving written communication, assisting with data analysis or code, and supporting visual design.

Permission to use AI does not transfer responsibility for the submitted work to the AI tool. Students remain responsible for the accuracy, quality, originality, and scientific integrity of every submission. All submitted reasoning must reflect the student's or group's own understanding and decisions.

Requirements for All AI-Assisted Work

When AI is used on graded work:

- Students must verify factual claims, mechanisms, calculations, references, and interpretations using assigned materials or credible scholarly sources.
- AI-generated references may not be included unless the student has located, read, and verified the original source.
- AI tools may not be cited as evidence for a scientific claim. Students must cite the original scholarly source supporting the claim.
- Students may not submit AI-generated text, analysis, figures, or code verbatim or with only superficial editing as their own work.
- Students must be able to explain and defend every part of the submitted work without assistance from the AI tool.
- Fabricated data, references, quotations, experimental results, or sources are not permitted, regardless of whether they were produced by an AI tool.

When AI contributes meaningfully to a graded submission, students must include a brief AI-use statement identifying:

1. the tool used;
2. how it was used; and
3. how the student verified, revised, or evaluated the output.

Failure to disclose meaningful AI assistance may be treated as unauthorized assistance under the Georgia Tech Academic Honor Code.

Studio Activities, Revisions, Reflections, and Self-Assessments

Artificial intelligence tools may not be used to complete collaborative studio activities, group studio submissions, individual revisions, reflections, or self-assessments unless the instructions for a specific studio explicitly authorize their use.

The purpose of the studio sequence is to develop and evaluate students' own systems-level reasoning through collaborative problem solving, instructional feedback, individual revision, and reflection. All submitted work must therefore represent the reasoning and understanding of the participating students rather than reasoning generated, revised, or substantially shaped by an AI tool.

Students may use assigned course materials, scholarly sources, and feedback provided by the instructional team when completing studio work and revisions. Unauthorized AI use on any component of the studio sequence may result in the submission being marked Incomplete and may be addressed under the Georgia Tech Academic Honor Code.

Exams

AI use on an exam is permitted **only** when explicitly authorized in the instructions for that exam. The exam instructions will identify which tools and resources may be used. Permission to use notes, readings, or other course resources does not automatically authorize AI use.

When AI use is authorized, students must still construct their own responses, verify all scientific claims, and submit any required AI-use statement. Students may not communicate with another person or share exam questions or responses during an individual exam.

Systems Reframing Project

AI may be used to support literature exploration, brainstorming, organization, data-analysis planning, code troubleshooting, poster layout, and visual-design decisions. Students remain responsible for verifying all scientific content and citing the original scholarly sources supporting their claims.

AI-generated text, figures, images, code, analyses, or scientific arguments may not be included in the submitted project. All final project content must be created, evaluated, and written by the student. When AI contributes meaningfully to the development of the project, its use must be disclosed in accordance with the course AI-use statement requirements.

Students must be able to explain and defend every component of the poster during the poster session.

Poster Discussion and Peer Feedback Cards

AI may not be used during the live poster discussion and scientific questioning. Students' responses must demonstrate their own understanding and ability to reason in real time.

Peer feedback cards must be based on the student's direct examination of a classmate's poster and participation in the poster-session discussion. AI may not generate, revise, or supply the questions submitted on peer feedback cards.

Georgia Institute of Technology Generative AI Guidance for Privacy and Security

What are the restrictions on the types of information I can input into an AI tool?

- What are the security and privacy concerns related to the use of AI tools?
- Security best practices

This guidance is provided to the Georgia Tech community about the use of Artificial Intelligence (AI), a rapidly evolving technology. The guidance will be updated as the Institute reviews the role of AI at Georgia Tech and explores formal contracts and agreements with AI vendors.

The use of AI tools in teaching and learning, research, and business activities presents new opportunities and challenges in information security, data protection, and privacy. This document is a guide for faculty, researchers, staff, and students on how to use AI tools in a secure, responsible, legal, and confidential manner, especially when it involves the sharing of Georgia Tech protected data. The guide outlines the requirements that employees must follow when using AI tools, including the evaluation of security and privacy risks and the protection of sensitive and proprietary data.

The Institute recognizes that the use of AI tools can pose risks to our operations as well as to those who entrust their data to us. Therefore, we are committed to protecting the confidentiality, integrity, and availability of all Institute data and respecting the privacy rights and interests of individuals. Additionally, Georgia Tech is subject to many laws and regulations governing the use of data in the U.S. and other countries. Violating such laws and regulations by irresponsible use and/or improper disclosure could create liability for Georgia Tech and significantly harm our reputation. **All faculty, staff, and students must use AI tools in a manner consistent with our security, privacy, data management Policies, guidance, and best practices, and consistent with any contractual and/or confidentiality requirements in place with respect to data.**

What are the restrictions on the types of information I can input into an AI tool?

Georgia Tech faculty, staff, and students shall not submit any personally identifiable information (PII), [Protected Data, Regulated Data or Georgia Tech Organizational Data](#)[Links to an external site.](#) into any AI tool.

Personally identifiable information (PII) includes any information about an individual that can be used to distinguish or trace an individual's identity, such as

- Name,
- Social security number,
- Date and place of birth,
- Mother's maiden name,
- Biometric records; and
- Any other information that is linkable to an individual, such as medical, educational, financial and employment information.

The Protected Data categorization is the default data protection categorization for Georgia Tech's Organizational Data. Under this data protection categorization information is not generally available to parties outside of the Georgia Tech community.

Note: A Protected Data categorization does not always mean that the data contained therein is confidential or non-disclosable, and such data may be subject to disclosure under the Georgia Open Records Act or other applicable laws and regulations.

Regulated Data refers to information that is bound by requirements of applicable federal, state, local, or international laws and regulations, and/or contractual obligations. This data must be guarded from disclosure. Disclosure of this information may contribute to financial fraud and/or violate applicable federal, state, local, or international laws and regulations, and/or contractual obligations. Examples of regulated data includes:

- [FERPALinks to an external site.](#) (Family Educational Rights and Privacy Act) data, e.g., all student information, both directory and non-directory
- HIPAA (Health Insurance Portability and Accountability Act) data
- GLBA (Gramm-Leach-Bliley Act) data: student financial information
- European Union/United Kingdom GDPR (General Data Protection Regulation): personal data of individuals located in the EU/EEA and UK
- [Controlled Unclassified InformationLinks to an external site.](#)
- [Export Controlled dataLinks to an external site.](#)
- Data subject to Non-Disclosure Agreements (NDA), Proprietary Information Agreements, or other confidentiality agreements.

Once such information is input into an AI tool, in most cases there is little control over how the tool will use and share such data with other parties. Additionally, if the tool generates information that relates to an identifiable individual it, too, becomes PII and must be handled in the same manner as all other PII even if such AI-generated information is spurious or factually incorrect. Read the [Georgia Tech Data Privacy PolicyLinks to an external site.](#), the [Georgia Tech Personal Information Privacy PolicyLinks to an external site.](#), and the [Georgia Tech Data Governance and Management PolicyLinks to an external site.](#) for more context on data considerations.

1. What are the security and privacy concerns related to the use of AI tools?
2. There are several concerns related to the use of AI tools including, but not limited to:
 - **Confidentiality.** AI tools may be able to access sensitive or confidential information about an individual if they share it in “conversation” with an AI tool. This information could be used for malicious purposes or shared with third parties without the individual’s knowledge or consent.
 - **Data collection.** AI tools collect data about the “conversations” it has with users. This data may include personal information, such as names and locations, as well as sensitive data or information, such as PII, or the opinions and beliefs of the person interacting with the AI tool. This data could potentially be accessed by the developers of the AI tool or by third parties or used unlawfully.
 - **Data security.** There is always a risk that data collected by an AI tool could be lost or stolen, either through a data breach or through cyber-attacks. This could expose personal or sensitive information to unauthorized parties.
 - **Lack of control.** When using an AI tool, individuals have little control over what information is collected and how it is used and shared. This is concerning for those who value their privacy and want to have more control over their personal information.
 - **Misuse of data.** There is a risk that the data collected by the AI tool could be used for purposes other than those for which it was intended. For example, it could be used for targeted advertising or to influence individuals in ways that they may not be aware of.
 - **Unlawful decision-making about individuals.** Some AI tools can be used to make impactful decisions about individuals – for example, whether they may be eligible for a potential employment opportunity or promotion or qualify for public housing or other public services. In an increasing number of jurisdictions, such practices may be prohibited or heavily regulated, particularly if there is no meaningful human oversight of the decisions made and an inbuilt right to contest them.
 - **Unforeseen consequences.** There is always the possibility that AI tools could be used in ways that have unintended consequences for individuals’ privacy. For example, it could be used to create fake news or to spread misinformation.

Security best practices

All faculty, staff, and students are expected to adhere to the following security best practices when using AI tools:

- a. Risk Assessment of AI services: Any AI services provided by a 3rd party need to go through the [Third-Party Security AssessmentLinks to an external site.](#) (TPSA) before being used with Protected or Regulated Data, or integrated with existing Georgia Tech services or systems. Faculty, staff, and students must engage first their unit-level IT before purchasing/licensing AI services. Faculty, staff, and students should also exercise caution when using AI services for personal use: it is important to evaluate the security of any AI tool before using it and check the reputation of the tool developer and any third-party services used by the tool.
- b. Protection of sensitive data: When any information is uploaded into an AI tool, it should be assumed that the information will be viewed by an outside third party. Faculty, staff, and students must not upload or share any data that is personally identifying, confidential, proprietary, or governed by regulation without prior written approval from the Institute Data Steward ([Data Domain contactLinks to an external site.](#)).
- c. Access control: To meet security compliance requirements, faculty, staff, and students must not give Institute access to AI tools (e.g., through API access or other automated integration mechanism) without prior approval from the system/service owner(s) as well as the respective data stewards responsible for the data domain being used ([Data Domain contactLinks to an external site.](#)).
- d. Use of approved and reputable AI tools: Faculty, researchers, staff, and students must only use AI tools and services that have been reviewed and approved by Georgia Tech (See [Regulated Data by ServiceLinks to an external site.](#)) when using PII or Protected or Regulated Data.
- e. Compliance with Institute Policies: Faculty, staff, and students must follow all applicable Institute Policies, guidelines, and best practices, including, without limitation:
 - i. [Georgia Tech Data Privacy PolicyLinks to an external site.](#)
 - ii. [Georgia Tech Personal Information Privacy PolicyLinks to an external site.](#)
 - iii. [Georgia Tech Data Governance and Management PolicyLinks to an external site.](#)
 - iv. [Protected Data practicesLinks to an external site.](#)

Secure transmission: Faculty, staff, and students must use secure networks (such as the Georgia Tech VPN) to encrypt data during transmission to protect against interception or unauthorized access.

Honor Code

[The Georgia Tech Academic Honor Code Links to an external site.](#) must be adhered to at all times. Following the Honor Code creates a fair and equitable learning environment for all students. All work you submit must be your own. You should never include in your assessment anything that was not written directly by you without proper citation, as this is unethical and unacceptable and is a direct violation of the Georgia Tech Academic Honor Code. Honor Code violations or suspected violations will be reported to the Dean of Students, possibly resulting in grade penalties and/or other disciplinary action. You will be asked to acknowledge understanding and adherence to the Honor Code on each exam and are expected to follow it in all your class activities and assignments. You are encouraged to be resourceful and use different learning tools as you study, but you must know the difference between copying and collaboration. Collaboration (defined by Webster's Dictionary as "the action of working together; united labor; the work and activity of a number of persons who individually contribute toward the efficiency of the whole") requires mutual willingness and acknowledgement of working together. Cheating includes plagiarism (defined by Webster's Dictionary as "to steal and pass off (the ideas or words of another) as one's own; use (another's production) without crediting the source"), and can be intentional or unintentional. Cite all sources other than the course textbook, lecture slides, and class notes.

Academic Dishonesty Actions

The following actions fall under Academic Dishonesty:

- using false excuse to delay an assessment
- obtaining information from others regarding content of an assessment
- copying from another student on an assessment with or without their knowledge
- helping someone else cheat on an assessment
- using unauthorized resources or notes / "cheat sheets" on an assessment
- using an unauthorized electronic device to obtain information during an assessment
- working with others on an assessment when asked for individual work
- turning in work copied from/done by another, including AI systems
- paraphrasing/copying from written or internet sources, including content generated by artificial intelligence (AI) tools, without proper citation (note: exact quotes are rarely used in scientific writing). Put it in your own words and cite.

Campus Resources for Students

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 [comprehensive 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](#)))