

Mobile And Ubiquitous Computing (MUC) Georgia Tech: CS7470-O

January 4, 2024

Thomas Ploetz

This document describes the general guidelines for and an overview of the MUC class at Georgia Tech. Use this as a reference throughout the semester. Mentors, TAs, and instructors will assist you in case there are any questions or concerns.

General Course Information

Mobile and Ubiquitous Computing are often referred to as the third generation of computing where users continuously interact not with just one but many computing devices. The latter are thereby embedded into the everyday environment of their users in such a way that users—ultimately—will not even be aware of their interaction with computers. In this class students will explore the third generation of computing (and beyond) that enables such continuous and especially ubiquitous computing. Students will learn about the technical foundations of sensing and computing that are the prerequisites for smooth and seamless interactions in a continuous manner. Based on these foundations students will work on practical projects that address cutting edge real world problems and will develop innovative solutions to it through means of mobile and ubiquitous computing. Beyond providing a solid technical foundation for mobile and ubiquitous computing the course will focus on aspects of how to actually make, that is build and deploy, mobile and ubiquitous computing systems.

Prerequisites

Formal Prerequisites

Undergraduate Semester level CS 2110 Minimum Grade of C or Undergraduate Semester level CS 2261 Minimum Grade of C.

Mandatory Requirement:

Before students start working on their projects they will need to provide documentation regarding successful completion of CITI IRB Training — specifically the following courses need to be completed (or refreshed):

- Responsible Conduct of Research (1 — Basic Course)
- Human Research (Group 2 Social / Behavioral Investigators and Key Personnel — 1 Basic Course)

Students will have three weeks (at the beginning of the semester) to complete the IRB training and submit their certificates (PDF) through Canvas (see below).

The CITI IRB online training can be accessed through:

- <http://researchintegrity.gatech.edu/about-irb/irb-required-training>

and should not take longer than two hours to complete. Students who already have valid, that is not expired, certificates for the aforementioned courses can submit their certificates directly.

Important: Without valid CITI certification students cannot work on their projects and as such will not be able to fulfill the requirements of all project-related assignments!

Recommendations

Students shall have a general interest in the subject area of mobile, ubiquitous, pervasive, and wearable computing. Curiosity and eagerness to not only learn about (and understand) the field of mobile and ubiquitous computing, but also to make and experiment in practical, hands-on sessions are of benefit for enjoying the course.

Existing programming skills are of benefit (for mobile platforms, and/or for lower level device control; for web platforms). For some projects, experience with data analysis frameworks such as Python, R, or Matlab is of benefit. Other projects will build on foundations of electrical engineering and manufacturing.

Final Schedule and Assignment Details

The schedule and course details related to assignments, quizzes, deliverables will be posted on Canvas. Adjustments may become necessary once enrollment details are settled and depending on the spread of covid and potential repercussions on campus policies and schedules.

Queries Related to Course

Please send your queries related to course work through email to muc_tas@groups.gatech.edu — subject needs to start with: “MUCS24 OMS: “

Instructors

Professor

Thomas Ploetz
School of Interactive Computing
thomas.ploetz@gatech.edu

Office hours

Mondays at 4pm EST, starting January 22 – on ZOOM (link to be provided on Ed / Canvas).

Teaching Assistants (TAs):

We have a great team of teaching assistants who will look after the various sections of the class as a team. Their work is coordinated by our head TA and individual responsibilities will be assigned at the beginning of the semester (and updated here).

Head TA:

- Dylan Mace

TAs:

- Nikitha Narendra
- Cassandra Lund
- Christopher Kraemer
- Shrestha Mishra
- Atharva Madiwale
- Jin Yu
- Kirsten Bray
- Kefan Xu
- Shivam Agarwal

TA Office hours

The schedule for TA office hours will be determined at the beginning of the semester (and updated here). All times in ET.

	Time	TA	Online
Monday	2pm - 3pm		
	1pm - 2pm		

Tuesday	11am-12pm		
	4pm - 5pm		
Wednesday	4pm-5pm		
	12pm - 1pm		
Thursday	2pm - 3pm		
	11am - 12pm		
Friday	11am - 12pm		
	5pm - 6pm		
Saturday	4pm - 5pm		
	9pm-10pm		
Sunday	4pm - 5pm		
	8pm - 9pm		

Learning Management System (LMS) – Canvas, Ed

Course updates, readings assignments, calendar and any other official information are distributed through the course CANVAS website. Please visit this site frequently as all formal communication will go through it. Students who have not used Canvas before are asked to familiarize themselves with the system. On Canvas the course can be found under:

Mobile and Ubiquitous Computing

We will also use Ed Discussions as the central discussion platform for this class. Students will automatically be enrolled and Ed is accessible through Canvas.

Course Objectives and Outcomes

This course aims to provide students with an overview and the foundations of the research field of the third generation of computing (and beyond). Through active, practical explorations the course aims to provide an appreciation of the practical potential the field offers for researchers and practitioners.

Course Outline

- Overview of the field and past, present, and future of Ubiquitous Computing
- Prototyping mobile and ubiquitous computing technology
- Sensors and sensor data analysis including applied machine learning
- Eye and gesture based interaction
- Evaluation of mobile and ubiquitous computing systems
- Smart homes and Infrastructure Mediated Sensing
- Overview of wearable computing: Challenges and design processes
- Head mounted displays
- Location technologies and how to use them
- Privacy in mobile and ubiquitous computing
- Context aware computing
- Real world applications: implications and challenges

Intended Outcomes

Knowledge

Upon successful completion of the course students will be able to:

- Build on the foundations of mobile and ubiquitous computing to develop practical applications;
- Discern the capabilities of different components of mobile and ubiquitous computing, which allows for informed decisions on the usefulness and usability of resulting interface and potential technical challenges;
- Exploit the potential of mobile and ubiquitous computing techniques for real-world applications.

Skills

Through active course participation the students will gain:

- The ability to appreciate and analyze the foundations of the third generation of computing (Mobile and Ubiquitous Computing)
- The ability to use methods of mobile and ubiquitous computing in innovative, real-world practical applications.

Course Logistics

One dedicated reading assignment (“The State of Ubicomp”) will be given, which students have to work on individually and hand in for assessment. Students can earn up to 10% of the overall grade through this assignment. This assignment will cover an individually written essay about the state-of-the-art in ubiquitous computing. A separate discussion session on the topic will be held

(tentatively March 14). Attendance is mandatory and contributions to the discussion will be assessed individually.

AI Policy

With the availability of powerful AI tools such as ChatGPT exploring a new subject area and learning new material can be accelerated and much deeper. I encourage the use of AI tools for exploration and initializing the learning process. However, all assignments are individual / team assignments and students will be assessed on their knowledge of the subject matter and not on how to use AI tools. As such, these tools are meant to be starting points and not end points of the learning journey. Directly submitting AI generated outputs explicitly violates the individual / team assessment policy and will lead to OSI (Office of Student Integrity) investigations with potential drastic consequences.

Some tips on how to constructively use AI tools:

- Minimum effort will result in poor outcomes. Good prompts require work and a decent understanding of the subject matter – which students will acquire through learning! So, ChatGPT will not do the learning but will structure the learning.
- AI generated output can be wrong! A good student uses AI tools for an exploration and draws their own conclusions based on what they have learned by following up on what the AI has suggested.
- Students who actually read—the assignments and what generative AI tools produce / “reference”—will see when (not if!) AI generated output is wrong.

All submissions require proper referencing of the tools that have been used: References to cited papers / blog posts / software etc. If a student chooses to use AI as a starting point for their assignment(s), then this needs to be clearly indicated including how the AI was used. If generative models were used, the prompts used along with the AI generated output (e.g., chat history in ChatGPT) need to be attached as appendices.

Again, using AI to structure / facilitate / support learning is allowed. Yet, all submitted content needs to come from the student such that the student is assessed and not the AI.

“If you choose to use generative AI, you must do so responsibly. Please consider the following risks:

- Reduced learning. The purpose of academic writing assignments is to help you learn the material. You should be aware that using generative AI typically lessens the amount you learn from the assignment. This includes both reduced content learning, and reduced learning about how to write independently. This reduced learning may diminish what you get from the course, and may impact your grade later in your performance on exams.

- Factual errors. AI may introduce factual errors. If your work contains factual errors, we will deduct points for each error (typically 5 or 10 points per error) or may give a zero on the assignment, at the instructor's discretion.
- Bias. AI may introduce unfair biases, for example against certain groups. You are responsible for any biases in work you submit.
- Fake references. AI may provide fake references. Citing a paper is asserting that it exists, you have read part or all of it, and that it supports the point being made. If you have a reference for a paper that does not exist in your bibliography, you will receive a zero on the assignment and be reported for a violation of academic integrity.
- Poor style. AI sometimes writes in an awkward or clichéd style. The quality of your writing is part of your grade, and we will deduct points for poor writing style."

[with permission adopted from Prof Amy Bruckman:

<https://asbruckman.medium.com/a-draft-new-ai-policy-for-my-college-class-29cd971e89c1>]

Projects

Students will work in groups on one practical project (each) throughout the whole semester. Students will be assigned into groups of at least four. For this all students need to provide some basic information about their skills, subject background, and wishes / expectations along with their timezone (where they reside) into a provided "Know your classmates" spreadsheet. The instructional staff will then form the groups and assign students to them with a view on mixing expertises and interests.

A few types of projects will be offered, e.g.:

- 1) Smartphone based Ubicomp
- 2) Replication projects / studies

Details will be provided through separate communication.

Teaching assistants will be assigned as project facilitators and will be available for meetings throughout the semester to assist teams as needed. Further, peer mentoring will be implemented where project teams pair up and provide feedback to each other on a weekly basis. This will be implemented via weekly videos uploaded to a Canvas discussion forum; each paired team will be responsible for (a) uploading a weekly video detailing updates to their project status and deliverables and (b) responding with any feedback, ideas, or recommendations to their paired team's video. This peer mentoring component will be graded as it contributes to the overall learning experience.

All members of a project team will fill a team contract in which they formulate their goals and objectives, their anticipated roles within the project, and their overall ambitions. This contract is a required deliverable (pass / fail grade) and will be used throughout the project to keep track of

project progress and especially the individual contributions of all team members. See grading guidelines below.

Deadline for entering information into the “Know your classmates” document:

1/14/2024 (midnight AOE)

Project teams will then be formed (see above) and team pairs formed for the peer mentoring process such that the project work can commence around 1/22/2024.

Project Deliverables

Projects have the following deliverables that will be graded (totalling to up to 50% of the overall grade):

- Team contract — has to be signed by all team members and is binding — will be used for progress evaluation throughout the semester [due: February 2]
- Project proposal [10% of overall grade; due: February 6]
- Halftime project update (video / discussion / critique – details to be specified) [10% of overall grade; due: March 7]
- Project demo (end of project) [10% of overall grade; due: April 16]
- Project report [10% of overall grade; due: April 18].
- Peer mentoring [10% of overall grade; TAs will monitor]

Guidelines for writing proposals, report, demo, slide and video presentations are available on Canvas (Files section).

Grading (Group Components)

For group assignments and project deliverables every team will submit one copy of the assignment / deliverable to Canvas. Every group assignment must include a statement of the individual team members' contributions to the assignment. TAs and instructors will regularly discuss group participation with every team. All members of a project team will receive the same grade for the main portion of a deliverable. This is a general rule unless in extreme, well justified cases that will need to be discussed with TAs, mentor, and instructor. In case of unequal contributions to a group assignment the grading team will reduce grades on a case by case basis. TAs will grade the project components using a rubric that corresponds to the guidelines for students as mentioned above.

Two team evaluation surveys will be conducted throughout the semester (at about half time, and at the end of the semester) in which each team member assesses the contributions of themselves and all their team members. For each evaluation, a total of four stars can be given to each team member. The median of the star evaluation received by a team member determines a scaling factor for all (!) group and project deliverables. If the median is 3 stars then no scaling is applied (scaling factor of 1). If it is less than 3 stars then a scaling factor of <1 is applied to project

deliverables – effectively lowering grades for non-participating team members. If it is more than 4 stars, a scaling factor of >1 is applied to project deliverables – effectively raising grades for over-performing team members. The first peer evaluation will affect grades for the project midterm update, and the second peer evaluation will affect both the project demo and project report grades.

Underperforming team members (determined as outlined above) may have their project grades reduced by up to 10%. Overperforming team members (determined as outlined above) may have their project grades increased by up to 5%.

To clarify: The expectation is that each team member contributes such that the workload is equally shared in a fair way. This has been true for the vast (!) majority of projects in previous semesters and down-scaling individual grades has been the rare exception. Yet, this instrument of team evaluation and scaling of grades has proved to be very effective to ensure fair sharing of workload.

Plagiarism Quiz

Students will have to take a quiz on plagiarism in order to demonstrate that they have understood the academic code of conduct and are able to work on the class assignments and project components according to good academic practice. Details of the academic honor code and pointers to background information are given below.

The plagiarism quiz is available online on Canvas. Students will have an infinite number of attempts but will have to answer all questions correctly in order to be able to proceed with the class (pass / fail). Deadline for successful completion of the plagiarism quiz:

1/26/2024

IRB

Students can only start working on their project when they have provided evidence for successful completion of relevant IRB (Institutional Review Board, which is concerned with ethical approvals for research conducted at Georgia Tech) training (CITI certificate(s) as outlined above).

All projects are—per definition—class-room (educational) projects and as such—if adhering to good academic practice as attested through a successful IRB training—are exempt from IRB approval. However, without proper IRB approval (if required by a project) the results of a project can NOT be published as such. Publication (for example, in the form of a scientific article) typically requires IRB approval (depending on the project). Teams aiming for publication of their project results should discuss with their mentors / the professor to seek advice.

Midterm Exam

There will be no midterm exam. The individual essay on the state of Ubicomp and the discussion related to this will serve as a midway checkpoint instead.

Final Exam

The final exam will be administered as take-home exam and students can work on it during the

week commencing April 24

The final exam will contribute 15% of the overall grade. All covered materials incl. video lectures, readings (!), activities, and project components are relevant for the exam. This is an individualized assessment and no cooperation is allowed. Strict plagiarism / cheating checking will be implemented.

Grading & Evaluation

Grading Scheme

Overall course grading is based on the Georgia Tech letter grading system (A through F, as defined at <https://registrar.gatech.edu/info/grading-system>). The various components of the course contribute to the overall grade as follows:

Contributions to Overall Grade

component	Max. grade contribution
2 graded group exercises: <ul style="list-style-type: none">• Sensor data analysis• Prototyping	20%
Class participation: <ul style="list-style-type: none">• Readings• Discussions• in-class exercises• Graded quizzes	10%
Individual assignment: The State of Ubicomp	10%
Project deliverables: <ul style="list-style-type: none">• proposal/teaser [10%]• Halftime update (video / discussion / critique) [10%]	50%

<ul style="list-style-type: none"> • final presentation and demo [10%] • final report [10%] • Peer mentoring [10%] 	
Final exam	10%
total	100%

TAs will use detailed grading schemes for each component, which ensures fair and objective grading.

Calculating Final Grades

Each component (as described above) will be graded separately accumulating points towards the overall course grade. The final, overall course grade is then calculated as follows:

Accumulated percentage	grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
<60%	Not passing

Learning Resources

Textbook

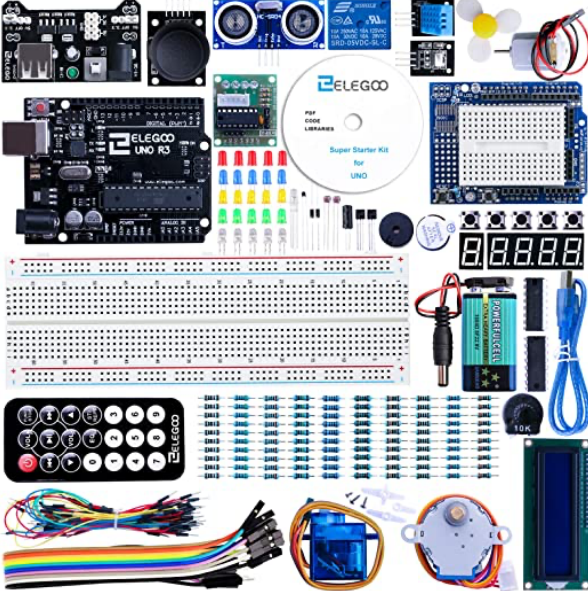
We will make use of the following textbook:

Krumm, J. (2009). Ubiquitous Computing Fundamentals (1st ed.). Chapman & Hall/CRC.
<http://www.amazon.com/Ubiquitous-Computing-Fundamentals-John-Krumm/dp/1420093606>

This semester we will put more focus on scientific articles rather than on a single textbook. The majority of the readings will be provided through the course website. For some assignments — and of course for the project work — students are expected to conduct their own, independent literature research (and reading).

Hardware Kit

For the prototyping exercise, as well as for general prototyping activities, we will use the following kit, which students are asked to purchase at the beginning of the class:

Name	ELEGOO UNO Project Super Starter Kit with Tutorial and UNO R3 Compatible with Arduino IDE
Description	<p>Starter kit for Arduino-like prototyping containing breadboard, jumper cables, selection of sensors and actuators, power supply, tutorial etc. Compatible with Arduino UNO R3, MEGA 2560 R3, NANO.</p> 
Purchasing option	https://tinyurl.com/MUChardware (Amazon, likely to be available elsewhere as well)
Approximate cost	\$45
Note	If students already have access to similar hardware, then there is no need to purchase. Yet, in-class activities and potentially project work is based on access to hardware like this.

Readings

Students are expected to read the required readings prior to the session when they are due. Class exercises and discussions and any examinations will assume familiarity with any reading material or videos as distributed through the course website. All the readings and when they are due will be posted on the Canvas.

Course Policies

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, 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 special needs and to obtain an accommodations letter. Please also e-mail the head TA and the professor as soon as possible in order to set up a time to discuss your learning needs.

Anti-Harassment Policy

We will implement a strict anti-harassment, zero tolerance policy in line with the institution's general anti harassment policy as it is defined here:

<http://titleix.gatech.edu/anti-harassment-policy>

Honor Code

Students are expected to follow the Georgia Tech Honor Code, available at <http://osi.gatech.edu/content/honor-code>, including but not limited to the section on plagiarism (see below). Thanks for reading this far! We love it when students read the syllabus. If you're reading this, please send a private email message to the instruction team (Professor and Head TA; include 7470 in the subject line) with a picture of a Ubicomp-related meme in it to receive a bonus toward extra credit. Please don't tell your classmates about this little Easter egg though – we want them to discover it on their own! This offer expires two weeks after class started (January 23).

Group Work

Group work is explicitly encouraged for the project students will be working on throughout the course. Project reports will be written in groups (all members of a team submit the same report and receive the same grade). Group discussions in the classroom will be fostered – at appropriate times – throughout the course.

Academic Misconduct: Plagiarism & Cheating

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. For information on Georgia Tech's Academic Honor Code, please visit

<http://www.catalog.gatech.edu/policies/honor-code/> or

<http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing 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. Instructor(s) and TAs will implement a zero-tolerance policy on plagiarism & cheating. This policy is based on the Code of Conduct as cited by the Georgia Tech Honor Code. As per the Georgia Tech honor code, plagiarism is defined as “Submission of material that is wholly or substantially identical to that created or published by another person, without adequate credit notations indicating authorship (plagiarism);” [<http://osi.gatech.edu/content/honor-code>] Plagiarism or any other kind of cheating as defined by the Georgia Tech Code of Conduct will result in failing the course. As a reminder it is worth noting that class exercises will be treated the same way as any other material that shall be submitted by students. Signing up for anyone else other than oneself is considered forgery and counts as cheating for both parties involved.

Submission Policy

All work needs to be submitted through Canvas using the Assignments feature. For group assignments only one submission per team has to be made. We will use the group feature in Canvas as soon as project teams are finalized. TAs will assist students with submissions.

Acceptable format for written reports is PDF (only). Unless stated otherwise all reports / assignments are required to use the ACM, double column conference format (which will be linked in the assignment descriptions). Page limits apply as specified for each assignment.

Acceptable format for slides submission (not presentation) is PDF (only). Use your favorite presentation software for the presentation in class but please export slides to PDF for submission to Canvas. Alternatively, students may submit links to online resources (such as Google Slides) that can be used for in-class presentations.

When submitting videos, please use standard codecs that can be played on either Mac or Windows machines (test before). However, it is strongly encouraged to rather provide links to online resources (such as youtube) were the videos have been uploaded.

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

Late assignments will not be accepted without a suitable excuse (doctor’s note, police report, etc.). Note that extenuating circumstances have to be brought to the instructor’s attention **before the fact** — through the regular channels, that is *do not send doctor’s notes to the instructor or TAs* but rather send them to student services who will get in touch with the instructor. Late submission without evidence of extenuating circumstances will result in zero marks for the particular component. In case of a planned absence (e.g., for interviews) students are required to communicate this well in advance such that the team and instructor can discuss options. In case of unplanned yet excused absences (illness etc.) instructor and team will discuss options on how a student can make up what has been missed. Missing a quiz — without evidence of extenuating

circumstances as defined before — will result in failing the quiz and thus zero marks for this component.

However, in case of extenuating circumstances as defined before quizzes / exams may be rescheduled or other accommodations discussed— according to the official Gatech policy and procedure. In any case it is strongly advised to consult with the instructor well in advance (at least one week notice) should extenuating circumstances result in extraordinary difficulties with the schedule. Within the constraints of fair treatment and within reason we will always aim for finding a satisfying solution.

Campus Resources for Students

In your time at Georgia Tech, you may find yourself in need of support. Below you will find some resources to support you both as a student and as a person.

Academic Support

- Center for Academic Success <http://success.gatech.edu>
 - 1-to-1 tutoring <http://success.gatech.edu/1-1-tutoring>
 - Peer-Led Undergraduate Study (PLUS) <http://success.gatech.edu/tutoring/plus>
 - Academic coaching <http://success.gatech.edu/coaching>
 - Residence Life's Learning Assistance Program
- <https://housing.gatech.edu/learning-assistance-program>
 - Drop-in tutoring for many 1000 level courses
 - OMED: Educational Services (<http://omed.gatech.edu/programs/academic-support>)
 - Group study sessions and tutoring programs
 - Communication Center (<http://www.communicationcenter.gatech.edu>)
 - Individualized help with writing and multimedia projects
- Academic advisors for your major
 - <http://advising.gatech.edu/>

Personal Support

Counseling Center	counseling.gatech.edu	404-894-2575
Dean of Students (Student Life)	studentlife.gatech.edu	404-385-8772
GT Police	police.gatech.edu	404-894-2500
Stamps Health Services	health.gatech.edu	404-894-1420

Georgia Tech Resources

Academic Advisors (advising.gatech.edu/) in each school help students navigate degree requirements and take advantage of campus resources to ensure their success. Instructors can ask advisors for input on situations involving specific students, and they should send struggling students to advisors for help and direction.

The Center for Academic Success (success.gatech.edu/) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.).

The Communication Center (communicationcenter.gatech.edu/) provides support for students with respect to developing competency and excellence in written, oral, visual, electronic, and nonverbal communication.

The Library (library.gatech.edu/) provides students with many services besides borrowing privileges including access to technology and technical assistance, online access to many journals and databases, and subject and personalized research assistance. You can place course materials on reserve behind the reference desk or request a librarian teach an instructional session for your class.

The Office of Disability Services (disabilityservices.gatech.edu/) ensures that students with disabilities have equal access to all programs and activities offered at Georgia Tech. They provide documentation and officially sanctioned requests for accommodation for students, and serve as a resource for instructors as they build learning environments to meet the needs of all students.

OMED: Educational Services (omed.gatech.edu/) is the unit charged by Georgia Tech with the retention, development, and performance of the complete student learner who is traditionally underrepresented: African American, Hispanic, and Native American. OMED's programming and academic support services are aimed at equipping all students with strategies to navigate the Georgia Tech environment.

The Division of Student Life (studentlife.gatech.edu/; 404-894-6367; Smithgall Student Services Building 2nd floor; You also may request assistance at https://gatech-advocate.symplicity.com/care_report/index.php/pid383662?) – often referred to as the Office of the Dean of Students – offers resources and support for all students in our community. You can refer students to Student Life, or contact them for help identifying appropriate campus resources and resolving problems with students.

Counseling Center (<http://counseling.gatech.edu>; 404-894-2575; Smithgall Student Services Building 2nd floor)

- Services include short-term individual counseling, group counseling, couples counseling, testing and assessment, referral services, and crisis intervention. Their website also includes links to state and national resources.

- Students in crisis may walk in during business hours (8am-5pm, Monday through Friday) or contact the counselor on call after hours at 404-894-2204.
- Students' Temporary Assistance and Resources (STAR): <http://studentlife.gatech.edu/content/need-help>
- Can assist with interview clothing, food, and housing needs.
- Stamps Health Services: <https://health.gatech.edu>; 404-894-1420
- Primary care, pharmacy, women's health, psychiatry, immunization and allergy, health promotion, and nutrition
- OMED: Educational Services: <http://www.omed.gatech.edu>
- Women's Resource Center: <http://www.womenscenter.gatech.edu>; 404-385-0230
- LGBTQIA Resource Center: <http://lgbtqia.gatech.edu/>; 404-385-2679
- Veteran's Resource Center: <http://veterans.gatech.edu/>; 404-385-2067
- Georgia Tech Police: 404-894-2500

National Resources

The National Suicide Prevention Lifeline provides free and confidential support 24/7 to those in suicidal or emotional distress at 1-800-273-8255

The Trevor Project provides crisis intervention and suicide prevention support to members of the LGBTQ+ community and their friends. They are available 24/7 by telephone (1-866-488-7386), chat (<http://www.thetrevorproject.org>; 3-10pm Eastern, 7 days a week), and text (Text "Trevor" to 1-202-304-1200; available 3-10pm, M-F).

Statement of Intent for Classroom Inclusivity

As members of the Georgia Tech community, the instructor / TAs / mentors are committed to creating a learning environment in which all of our students feel safe and included. Because we are individuals with varying needs, we are reliant on student feedback to achieve this goal. To that end, we invite you to enter into a dialog with us about the things we can stop, start, and continue doing to make the classroom an environment in which every student feels valued and can engage actively in our learning community.