*"Never let a serious
crisis
go to waste."*

Niccolo Machiavelli (1513)
Saul Alinsky (1971),
Rahn Emanuel (2008)

Spring 2024

Courses
ARC 4323 – Advanced Architectural Design 8
LAA 6656c – Advanced Landscape Architectural Design Studio
URP 6341 – Urban Planning
Credits: 6 credits

Class Meetings
Monday, Wednesday, Friday, 9:35am-12:35pm (periods 3-5)
Architecture 217/218

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GulfSouth Studio
The GSS is an interdisciplinary design studio program sponsored by the National Academies of Science, Engineering and Medicine (NASEM) Gulf Research Program (GRP).

The SP24 GSS explores the intersection of resilient housing and ecosystems at a regional and site scale. It approaches envisioning solutions through an iterative process of design, community engagement, and digital visualization.

Studio Overview

In 2022, Hurricane Ian made landfall in Southwest Florida, devastating Ft. Myers and much of Lee County. A year after the storm, the region is undergoing a rapid transformation – both *seen* through a recovery and construction boom, and *unseen* through policy changes and billions of dollars in property transactions. Supported through a grant from the NASEM Gulf Research Program[1] and in partnership with the Collaboratory[2], *this studio will document the region's underlying risk factors, investigate the ongoing process of recovery, and propose a series of future scenarios through housing designs, landscape designs, and urban policies to help Ft. Myers imagine a more resilient future.*

For decades, the state's rapid development has provided low-density neighborhoods to millions seeking affordable housing and Florida's temperate climate. The actual cost of this development to coastal ecosystems, public infrastructure, housing affordability, and community safety was deferred, as more land has been consumed by rapid development. Hurricane Ian exposed the fragility of this "endless growth" paradigm.

Following the initial wave of water, Hurricane Ian brought a flood of federal funds for rebuilding, but socio-economic disparities, escalating costs, and environmental challenges persist and, in many cases, have gotten worse. Here lies the challenge that this studio seeks to explore. **How can storm recovery catalyze a more resilient and equitable future?** This studio will propose *housing and community designs, nature-based infrastructures, and land-use and housing policies* to envision recovery and long-term adaptation of communities facing flood increased risk adjacent to the Caloosahatchee River in the greater Ft. Myers area.

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[1] Gulf Research Program- https://www.nationalacademies.org/gulf/about
[2] Collaboratory- https://collaboratory.org/

Supporting Resilient Neighborhood Ecosystems
We define a *resilient neighborhood ecosystem* as a network of spaces with affordable housing, social gathering places, robust ecosystem services, and infrastructure to sustain and enhance life. A resilient neighborhood ecosystem must be able to absorb the shock of natural disasters and support an equitable process of recovery after a disaster. To be effective, a resilient neighborhood ecosystem must also be considered as part of broader environmental, economic, and social systems. This studio seeks to explore the neighborhoods in the urban area of Ft. Myers as well as in the smaller suburban and rural communities along the Caloosahatchee River in Lee County.

Studio Siting
Originally established as a Seminole War Post in 1841, Ft. Myers has held a strategic position along the Caloosahatchee River with easy access to the Gulf of Mexico. This location served the city well economically, and, nearly 200 years later, the land along the Caloosahatchee River has been extensively developed. This studio will focus on the river's edge as it is the spine that supports the city, links to surrounding communities, and creates some of the most vulnerable areas to future flooding.

Lee Recovery Plan
Lee County has completed an initial draft of "Resilient Lee- Resilience and Recovery Initiative[3]" to guide post-Ian recovery, which has a heavy focus on housing. The ambitious plan calls for investment in policy, infrastructure, materials regulation, open space, and buyouts to support communities' recovery, as well as to take actions to be more resilient to future risk. This studio will further research and propose ambitious yet practical solutions for a resilient recovery.

Course Structure_____

Multi-disciplinary student teams across architecture, landscape architecture, and urban and regional planning will explore the above themes across several case study areas along the Caloosahatchee River in Ft. Myers region. Following initial team-based projects, students will develop individual projects according to their respective disciplines. Through comprehensive planning and policy interventions, landscape infrastructures, architectural designs, as well as through new multimedia tools, this studio will explore the creation of resilient neighborhood ecosystems.

Field Trips
Experiencing and observing the site is also important to the course pedagogy. The NASEM GRP grant will fully fund 2 (mandatory) trips to the region, which are scheduled in early February and mid-March.
- **Feb 2-4.** Weekend site visit for site exploration, concept development.
- **March 8-13.** Spring Break trip for continued design development and charette with local stakeholders.

Technology + Digital Skills
Students will develop planning and design ideas through a suite of digital tools. One area of focus will be on the Unreal Engine[4], an advanced real-time 3D rendering tool for photorealistic visuals and immersive experiences, which students will use to explore their sites and develop their project proposals. Other software to be used may include:
- Adobe Creative Suite (Illustrator, Photoshop, InDesign)
- Autodesk AutoCAD, Rhinoceros (Rhino) 3D, and/or Revit
- ESRI ArcGIS Pro
- Unreal Engine
- MS Office (Word, Excel and PowerPoint)
- File back-up storage (iCloud, Google Drive, DropBox, Apple TimeMachine, etc.)

Studio Objectives
The studio will bring together three separate disciplines, each with their own skills and scales of action pertinent to resilient housing and ecosystems. Together, we will all share a series of course objectives as follows:

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[3] Resilient Lee Task Force- https://www.resilientlee.com/
[4] Unreal Engine- https://www.unrealengine.com/en-US/solutions/architecture

1. **Analytical skills.** Describe the role of housing and neighborhood design in environmental, economic, and social resilience, as well as the impacts of sea level rise, hurricanes, and recovery policies/processes. *How is reliable, relevant data located, manipulated, and analyzed to draw meaningful conclusions? How can you use this information to articulate an interesting problem space from which to generate designs?*

2. **Synthesis + decision-making.** Based on the challenges a community faces, develop a set of values and framework for housing and neighborhood adaptation. Additionally, specific design and policy proposals are logically developed and tested. *What is your hypothesis for achieving change? How is housing and climate data/information integrated into a design/planning decision-making process? How does the development of (a park, residential building, specific policy) demonstrate an overall approach to adaptation?*

3. **Design, planning, + policy skills.** Employ project precedents and discipline-specific skills of planners, landscape architects, and architects to envision a resilient housing ecosystem. *At the neighborhood scale, what approaches can be demonstrated to guide adaptation? For example, how/where — have existing neighborhoods been retrofitted to adapt to increased flooding — is affordable and sustainable housing being built — has green infrastructure been implemented to mitigate climate change?*

4. **Multi-disciplinary collaboration.** Work in teams comprised of planners, landscape architects, and architects to develop a framework for adaptation to disasters and climate change risks. *How does your discipline-specific knowledge and skills fit into a broader initiative to create more resilient housing ecosystems?*

5. **Clear communication + visualization.** Produce professional visual, oral and written communications with an emphasis on representing complex systems and change over time. *How do we express information spatially and graphically?*

6. **Familiarity with current design + visualization software.** Develop proficiency in discipline-specific software to achieve integration of group design ideas. Collaborate as a group in the production of visualizations using the Unreal Engine.

Student Learning Outcomes

In alignment with the above studio objectives, students will be expected to have achieved disciplinary-specific course learning objectives (CLOs) under each of the program's Student Learning Outcomes (SLO) as follows:

LANDSCAPE ARCHITECTURE (Graduate SLOs)

Knowledge
- *SLO 1 – Integrate concepts from the general body of knowledge of the profession of Landscape Architecture in design decision-making.*
  - CLO 1.1 – **Climate change.** Describe the current/future effects of sea level rise, hurricanes, and recovery policies/processes on landscapes and ecosystems.
  - CLO 1.2 – **Resilient neighborhood design.** Describe the role of landscape architects in resilient neighborhood design, as well as the interconnected environmental, economic, social, and infrastructural systems affecting neighborhoods.
  - CLO 1.3 – **Project precedents.** Identify landscape architecture-specific project precedents relevant to creating a more resilient housing ecosystem.
  - CLO 1.4 – **Unreal Engine comprehension.** Articulate a basic understanding of the use of Engine Unreal Engine (UE) as applied to the discipline of landscape architecture.

Skills
- *SLO 2 – Apply core professional skills in landscape architecture.*
  - CLO 2.1 – **Multi-disciplinary collaboration.** Work in teams comprised of planners, landscape architects, and architects to develop a framework for adaptation to disasters and climate change risks.

- o CLO 2.2 – **Generative development.** Develop the ability to recognize spatial relationships and to clearly articulate the physical environment in graphic form; use drawing and representation as generative processes in design thinking.
  - o CLO 2.3 – **Cross-media workflow.** Advance skills in efficient workflows across computer programs, as well as between computer programs and hand drawing or analog mediums (with an emphasis on the use of ArcGIS Pro, AutoCAD, Adobe Creative Suite, and Unreal Engine).

- *SLO 3 – Combine and analyze information from multiple sources to support design decision-making.*
  - o CLO 3.1 – **Data/information analysis.** Identify, manipulate, and analyze reliable and relevant data sources to draw meaningful conclusions. Use this data/information to articulate a problem space from which to generate design interventions.
  - o CLO 3.2 – **Synthesis + decision-making.** Integrate housing and climate data/information into a design decision-making process. Demonstrate how a specific design intervention demonstrates an overall approach to climate adaptation.
  - o CLO 3.3 – **Critical thinking.** Engage thoughtfully and analytically with precedents, assignments, and peer reviews. Cultivate precise yet conceptual thinking through intentional and specific visual arguments and graphic communication.

- *SLO 4 – Produce professional visual, oral and written communications.*
  - o CLO 4.1 – **Graphic facility.** Use sketching, measured drawings, expressive drawings, information visualization techniques, 3D spatial representation, composition/layout design, as well as other graphic techniques to communicate design ideas.
  - o CLO 4.2 – **Advanced cartography.** Demonstrate compelling and illustrative maps that highlight complex systems and change over time.
  - o CLO 4.3 – **Unreal Engine visualizations.** Utilize Unreal Engine to represent neighborhood and/or site-scale design proposals.

- *SLO 5 – Devise research methodologies and conclusions appropriate to individual area of interest.*
  - o CLO 5.1 – **Develop hypothesis, methods, and frameworks for climate adaptation.** Develop a set of values and framework for housing and neighborhood adaptation to climate change. Develop a hypothesis and methods for how to achieve change that is specific to the discipline of landscape architecture.
  - o CLO 5.2 – **Inquisitiveness + independence.** Develop inquisitiveness, independent thinking, and self-directed learning for future acquisition of skills, tools, and techniques in a world of rapid technological change.

Professional Behavior
- *SLO 6 – Display ethical behaviors and professional conduct.*
  - o CLO 6.1 – **Socioeconomic context.** Develop design proposals within the context of historical and existing socioeconomic dynamics and reflection on enhancing equity.
  - o CLO 6.2 – **Community engagement.** To the extent possible, engage community stakeholders / utilize local sources of information to understand community values and develop more nuanced and place-specific design proposals.
  - o CLO 6.3 – **Examine embedded biases.** Interrogate underlying datasets and mapping processes for embedded biases/inequities in order to address their real-world impacts.

Graded Work_____

Description of Graded Work
The class projects are structured to allow students to apply learned concepts and techniques in a practical context.

- **Project 01- Research: Understanding Regional Systems (20%)**
  The goal of project 01 is to familiarize yourself with the regional conditions of Lee County, Ft. Myers, and the Caloosahatchee River. Working in multidisciplinary teams, you will conduct research and develop a summary about the region focused on a particular theme of interest such as housing + development patterns; ecosystems + natural resources; economic development + real estate; and other options. Through this topical lens, each team will develop a unique perspective about the

region, understand the systems affecting it, illustrate its changing conditions over time, and formulate a critique of the area.

-   **Project 02- Site Assessment + Adaptation Framework (20%)**
    The goal of project 02 is to visit and analyze a study site along the Caloosahatchee River in the Ft. Myer area, and, with a multidisciplinary team, to develop a preliminary framework for action. Study areas will be selected across a set of transects extending from the river inland. Student teams will illustrate the unique challenges facing each study area, as well as the latent potential opportunities for adaptation and transformation.

-   **Project 03- Design, Planning, + Policy Intervention (40%)**
    The goal of project 03 is to develop an individual project to further explore and test the group's framework for adaptation. Each project within the team will combine to articulate a particular aspect of the framework: housing design, ecological and water management, and policy. The project will emphasize coordinated/connected individual work as students develop their design responses according to their major discipline, skills, and interests.

-   **Project 04- Awards + Portfolio Storyboard (5%)**
    After a successful semester, students will submit their work for a student award(s). Student projects may be submitted as an individual as well as a team/class. Such juried awards may include the Florida Chapter of the American Society for Landscape Architects (ASLA), the American Institute of Architects (AIA), and others.

-   **Participation (15%)**
    Students are expected to be fully present and engaged during class time. In-class work will include lectures, group discussions, and working independently or in groups to make progress on various assignments. Students will review their classmates' assignments and provide meaningful feedback. Additionally, students may have other short exercises that will be assigned at various points during the semester.

Evaluation of Work

Throughout the course, students will receive feedback from both instructors and peers, fostering a collaborative learning environment. Assignments will be evaluated on:

-   **Completeness.** Instructions are carried out in detail.
-   **Concept + Effort.** Concepts are clearly articulated and well developed through iterations that show evidence of experimentation, self-critique, and improvement. Across the quarter, there is evidence of consistent effort and improvement.
-   **Rigorousness.** Projects are based on careful research; design/policy propositions are well-reasoned and supported by evidence.
-   **Presentation.** Assignments are completed with precision and attention to detail; all work is presented with care and craft.

Timely completion of all project requirements is expected. **Late work will be penalized 2.5% per day.** Work submitted more than **3 days late** will not be accepted unless prior accommodations have been made. Requirements for making up missed assignments or other work in this course are consistent with university policies that can be found [here](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext)[5].

You are required to back up your digital files. This cannot be stressed enough! You will not be excused from project deadlines if you lose your files or data that were not backed up. Every semester, software programs glitch, computers crash, and files become corrupted. Save yourself a lot of time (and heartbreak!) by methodically backing up your files, preferably to a cloud storage platform such as (iCloud, Google Drive, DropBox, etc.) or to an external hard drive, Apple TimeMachine, etc.

Graded Work + Student Learning Outcomes
The graded work assesses the course learning outcomes as follows:

LANDSCAPE ARCHITECTURE

Course Learning Outcomes (CLOs)	Assessments				
	P01- Regional Research	P02- Site Assessment/ Adaptation Framework	P03- Design Intervention	P04- Awards + Portfolio Storyboard	Participation
CLO 1.1 – Climate change	X	X	X		
CLO 1.2 – Resilient neighborhood design		X	X		
CLO 1.3 – Project precedents		X	X		
CLO 1.4 – Unreal Engine comprehension		X	X	X	
CLO 2.1 – Multi-disciplinary collaboration	X	X	X		X
CLO 2.2 – Generative development		X	X		
CLO 2.3 – Cross-media workflow	X	X	X	X	X
CLO 3.1 – Data/information analysis	X	X	X		
CLO 3.2 – Synthesis + decision making	X	X	X		
CLO 3.3 – Critical thinking	X	X	X	X	X
CLO 4.1 – Graphic facility	X	X	X	X	
CLO 4.2 – Advanced cartography	X	X		X	
CLO 4.3 – Unreal Engine visualizations		X	X		X
CLO 5.1 – Develop hypothesis, methods, and frameworks for climate adaptation	X	X	X		
CLO 5.2 – Inquisitiveness + independence	X	X	X	X	X
CLO 6.1 – Socioeconomic context	X	X	X		
CLO 6.2 – Community engagement	X	X	X		
CLO 6.3 – Examine embedded biases	X	X	X		

Grading Scale

According to Departmental Policy, Landscape Architecture majors must receive a C or better to move forward. Any grade that is lower than a C will require that the course be taken over again. Grading will adhere to the University of Florida Grade Policy:

Letter grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric grade	100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-61	60-0
Quality points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Please see the UF Grades and Grading Policies[6] for more information.

All student work may be retained and used by the Department of Architecture, Landscape Architecture, and Urban + Regional Planning. Digital copies of student work for this course must be turned in at the completion of each assignment. No final grades will be issued until digital submissions have been turned in as requested. ***Please adhere to each assignment's file submission guidelines***. Point deductions on the

assignment may result from not following submittal directions or providing incorrect submittal or file formats.

Weekly Schedule_____

Week	MON Lectures + Workday	WED Skills + Workday	FRI Pin-Ups/Presentations
1/ Jan 8	**P00 Intro (Mapping a Typical Day)**	P00 Due **P01 Intro (Understanding Regional Systems)**	Lecture 01
2/ Jan 15	*MLK (no class)*	Lecture 02 UE tutorial 01	P01 Pin-Up Lecture 03
3/ Jan 22	Lecture 03	UE tutorial 02	P01 Due **P02 Intro (Site Assessment + Adaptation Framework)**
4/ Jan 29	Lecture 04	UE tutorial 03	**Site Visit 01 (Feb 2-4, Fri-Sun)**
5/ Feb 5	Lecture 05	UE tutorial 04	P02 Due **P03.0 Intro (Design, Planning, + Policy Intervention)**
6/ Feb 12	**P03.1 Intro (Site Design-Concept)**	UE tutorial 05	P03.1 Pin-Up
7/ Feb 19		UE tutorial 06 *AI for Disaster Resilience Conference (U Cuenca + UF)*	P03.1 Due **P03.2 Intro (Site Design- Design Development)** *CK Disaster Resilience Workshop (U Cuenca + UF in Cedar Key)*
8/ Feb 26			P03.2 Pin-Up
9/ Mar 4	SB prep	SB prep	SB prep
10/ Mar 11	**Spring Break Trip!** (Sat-Wed)	**Spring Break Trip!**	
11/ Mar 18	SB Debrief		
12/ Mar 25	P03.2 Due **P03.3 Intro (Reintegration into Team/Class)**		
13/ Apr 8		P03.3 Due **P03.4 Intro (Comp Narrative + Final Design)**	
14/ Apr 15			P03.4 Due + practice presentations P04 Intro (**Awards + Portfolio Storyboards0**
15/ Apr 22 *Review Week (Final Review TBD)*		Last class! P04 Pin-Up	

16/ Apr 29 *Final Exams*	P04 Due		Final Presentation to Collaboratory

UF Policies + Resources_____

ATTENDANCE + WORK EXPECTATIONS

Attendance is mandatory. Students are expected to arrive on time. Acceptable reasons for excused absences are as follows:

- Illness
- Serious family emergency
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)

If necessary, students shall be permitted a reasonable amount of time to make up material or activities covered in their excused absence; however, absences do not affect project deadline dates unless prior arrangements have been made. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies.[7]

This course is a 6-credit class, which means that there is a total of ~18 hours of work required per week *(including lectures, readings, and assignments, etc.). Please be sure to schedule the appropriate amount of time each week to devote to this class and the various assignments.*

Remember, one credit hour represents "not less than 1 hour of classroom or direct faculty instruction and a minimum of 2 hours out of class student work each week for approximately fifteen weeks for one semester…" (Southern Association of Colleges and Schools Commission on Colleges[8]).

UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ***'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'***

The Honor Code[9] specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor."

Within the Department of Architecture, Landscape Architecture, and Urban + Regional Planning, it is to be assumed that all work will be completed independently unless the assignment is defined as a group project by the instructor. This does not mean that students cannot help one another with learning material, but all work that is turned in must be independent work of that individual.

Misrepresentation or plagiarism, such as claiming another's work to be one's own, refers to graphic and design work as well as written work. Submitting work from one course to fulfill the requirements of another (unless expressly allowed by the instructor) is also misrepresentation. Any students found to have cheated, plagiarized, or otherwise violated the Honor Code in any assignment will be punished according to the severity of the act and may be referred to the Honor Court. It is each student's responsibility to report any infraction, and it is expected that each faculty will report all infractions as well.

COURSE MATERIALS + IN-CLASS RECORDINGS

The digital course materials provided on Canvas (e.g., lectures, assignments, quizzes, et cetera) are provided for personal study and are not intended for distribution by electronic or other means. Further distribution or posting on other websites is not permitted.

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[7] UF Attendance Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
[8] SACS: https://citt.ufl.edu/resources/student-engagement/ensuring-academic-rigor/
[9] Honor Code: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Our class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who participate orally are agreeing to have their voices recorded.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

STUDENT ACCOMMODATIONS

If a student has any limitations that might prevent him or her from meeting the requirements of this course, they are asked to notify the instructor. Support services for students with disabilities are coordinated by the Disability Resource Center[10] (352-392-8565) in the Dean of Students Office. Students requesting accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. (There is no requirement for a student to self-identify their disability to the instructor.) Students with disabilities should follow this procedure as early as possible in the semester.

RELIGIOUS HOLIDAYS

The University calendar does not include observance of any religious holidays. The Florida Board of Governors and state law govern university policy regarding observance of religious holidays. Students shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith with prior notification to the instructor. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

COUNSELING + WELLNESS CENTER

Students experiencing crisis or personal problems that interfere with their general well-being are encouraged to utilize the University's counseling resources. The Counseling & Wellness Center (CWC) provides confidential counseling services at no cost for currently enrolled students. The CWC is located at 3190 Radio Road. For further information on services, making appointments, and emergency or after-hour assistance call the CWC at 321-392-1575 or on the web[11].

U MATTER, WE CARE

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U

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[10] Disability Resource Center: https://disability.ufl.edu/
[11] Counseling & Wellness Center: https://counseling.ufl.edu/

Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing Staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

UF COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available here[12]. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students HERE[13] as well.

STUDENT COMPLAINT PROCESS

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. If you are unsure about who to contact at the program level, please email distance@dce.ufl.edu and a member of the distance learning staff will forward your complaint to the appropriate UF administrative authority. You can find more information here[14].

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[12] GatorEvals student guidance: https://gatorevals.aa.ufl.edu/students/
[13] GatorEvals results: https://gatorevals.aa.ufl.edu/public-results/
[14] Distance Learning: https://distance.ufl.edu/student-complaint-process/