LAA 1920
Introduction to Landscape Architecture (Online)
UF Department of Landscape Architecture
Fall 2023

SYLLABUS

I. General Information

CLASS MEETINGS: Asynchronous Online
LOCATION: Rinker 230
CREDITS: 3 Credits

INSTRUCTOR: Andrea Galinski, mla, asla, cfm, *Assistant Professor*
                    442 Architecture Building
                    Mondays + Fridays, 8:30-9:30 am or by appointment
                    andrea.galinski@ufl.edu

COURSE DESCRIPTION

Introduces landscape architecture, a profession defined as an art and science of planning or designing on the land-arranging and creating spaces and objects in a landscape for human use. Open to all students.

The purpose of this course is to provide students with a broad understanding of the profession of Landscape Architecture. It will provide an overview of the global challenges facing the world today, as well as some of the unique solutions created by Landscape Architecture, which creates safe, healthful, and enjoyable spaces as well as sustainable environments. Through a mixture of online lectures, discussions, and activities/projects, the course provides students with an understanding of the profession of landscape architecture that focuses on:

1. **Subject matter:** Provides both practical and theoretical understanding of methods and tools used in landscape architecture, planning, and design. Living landscapes shape human interaction with the world, and, are in turn shaped by the application of design and planning.
2. **Scales of concern:** Addresses our built and natural environment from backyards to global processes, and everything in-between. Provides an understanding of a sense of place, which is a continuum of landscapes from wilderness to managed natural areas, rural landscapes, small towns, suburbia, cities, and broader urban regions.
3. **Issues:** Frames the issues facing our world today that drive design and planning decisions. These include climate change, urbanization, transportation challenges, and water management; also addressed are social, cultural, & historical issues, and paradigm shifts in the design profession.
4. **Methods:** Utilizes a mixture of informative sessions, activities, discussions, and projects in an interactive online format.

TEACHING PHILOSOPHY

Landscape architecture is an exciting discipline! I aim to share this passion with students, so that they will be able to utilize the tools and methods of landscape architecture, both as working professionals and inquisitive individuals. I hope to cultivate students' self-guided exploration, critical reflection, and independent thinking that challenges both peers and professors. To this end, I strive to be direct, responsive, and transparent in assessment and feedback.

PREREQUISITE KNOWLEDGE AND SKILLS
There are no prerequisite courses, knowledge or skills for this course.

COURSE MATERIALS
All course content will be posted online to CANVAS, and will include recorded lectures, videos, readings, websites, and other content. There are no required texts for this class. Other library resources are available for Distance Learners or UF Online students at the Library Help Desk.

II. **Student Learning Outcomes (SLOs)**

At the end of this course, students will be expected to have achieved the following introductory course learning objectives (CLOs) under the program SLO headings as follows:

CONTENT
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
CLO 1 – Identify a range of creative, cultural, and historic approaches used to develop material, spatial, and temporal landscape compositions.
CLO 2 – Recall broad concepts in history and theories of landscape architecture.
CLO 3 - Explain social, human, economic, and environmental principles of sustainability and resilience.
CLO 4 – Recognize how behavioral sciences impact design decision making in landscape architecture.
CLO 5 – Identify current and emerging practice opportunities in landscape architecture
CLO 6 – Recognize the intricate dynamics of urban, community, and ecological planning and design, by exploring how these processes impact societies on various scales.
SLO 3 – Apply ethical understanding to design decision-making.
CLO 7 - Explain the ethical principles and professional obligations of landscape architects.

CRITICAL THINKING
SLO 4 – Combine and analyze information from multiple sources to support design decision-making.
CLO 8 – Recognize how diverse social, cultural, economic, political, and scientific forces in North America and globally frame the practice of landscape architecture and shape our built and natural environment.

III. **Graded Work**

DESCRIPTION OF GRADED WORK

Memory Project (20% of grade)

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

The Memory Project will be assigned to help refine your understanding of a sense of place and the experience of landscapes; it encourages your creative application of course themes to reflections on scenes from your childhood.

Assignments (25% of grade)
Varied assignments will be given throughout the semester to reinforce and apply the understanding of the topics and concepts presented.

Weekly Quizzes (20% of grade)
To ensure student engagement and participation in the online content and lectures, quizzes will be given throughout the semester. *Please note that quizzes are due by their deadlines and may not be submitted late unless previous accommodations have been made.*

Weekly Discussions (20% of grade)
There will be a series of weekly reflective discussions over the course of the semester. It is important that you provide substantive reflections through quality posts.

Research Project (10% of grade)
A final research project will enrich your understanding of the depth and breadth of the profession through an exploration of a specific design project.

Peer Review + Participation (5% of grade)
Students will review their classmates' assignments and provide meaningful feedback. This is intended to provide an opportunity for critical evaluation of colleagues' work as well as reflection on their own work submitted. In addition, you may select from activities such as visiting office hours, commenting on weekly discussion boards, posting useful class resources, responding to our "Just for Fun" questions, etc. to earn additional participation points.

Note on Exams: There will be no mid-term or final exam for this course. The Memory Project will serve as the "mid-term exam" and the Final Research Project will serve as the "final exam."

The graded work assesses the course learning objectives as follows:

	LAA 1920 – Course Learning Objectives (CLOs)							
	SLO 1						SLO 3	SLO 4
Assessment	1	2	3	4	5	6	7	8
Memory Project						X		
Assignments			X		X	X		
Research Project	X				X			X
Weekly Quizzes	X	X	X	X	X			
Weekly Discussions	X	X	X	X	X	X	X	X
Peer Reviews + Participation							X	

Evaluation of Performance
Timely completion of all project requirements is expected; work is typically due by the end of each week (Sunday at 11:59pm), unless otherwise noted. **Late work will be penalized 2.5% per day.** Due to the

structure of the class, 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](#)[1].

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](#)[2] for more information.

All student work may be retained and used by the Department of Landscape Architecture. 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. *Typically, all files must be submitted as Portable Document Formats (PDFs). Please adhere to each assignment's file submission guidelines.*

IV. Annotated Weekly Schedule

The following is an overview of the course schedule and assignments. Please check the course website on CANVAS for more detailed information regarding course content, assignments, quizzes, due dates, and other pertinent material.

Course Week + Topic	Required Content	Weekly Assignments	Due Dates
Week 1: Getting Started, Course FAQs, Introduction, + Landscapes Through Time *(Introduce MP1)*	**1 Introduction to Course** Overview of the Course Why Landscape Architecture? Your Land Urbanized **2 Landscapes Through Time: Origins of Landscape Architecture** Introduction to Landscapes Through Time Origins to Japan Rome to Medieval Europe Italian Renaissance French Renaissance Nearly Unknown in the West: Sub-Saharan Africa's Cultural Landscapes	Discussion 00 Discussion 01 Quiz 01	Sunday, Aug 27 @11:59pm

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	Many Stories Matter- Cultural Landscape Heritage in Subsaharan Africa		
Week 2: History of Urbanized Landscapes	**1 History of Urbanized Landscapes** Overview to Landscape Urbanization & Development Issues History of Urbanization Part 1 History of Urbanization Part 2 History of Parks & Open Space - Overview History of Parks & Open Space - Park Planning Pioneers **2 Urban Parks + Public Health** Frederick Law Olmsted: Designing America Frederick Law Olmsted and the Campaign for Public Health	Discussion 02 Quiz 02 **Memory Project: Part 01**	Sunday, Sept 3 @11:59pm
Week 3: Urban Design *(Introduce Assign 1)*	**Urban Design** Landscape City **Cities for People** Cities for People and Cities for the Planet **What is Urban Design?** **1 Urban Design** Urban design and planning What exactly is urban design? Why is urban design important? **2 Urban design frameworks** Urban design frameworks What is a city growth strategy? Urban centers and corridors Creating a biophilic city Employment and context **3 A Healthy Neighborhood** Planning a neighborhood Mixed-use building development Diversity of housing types Parks and civic spaces Green buildings and preservation **Current Issues** Introduction to Urban Revitalization Current Issues in Planning The walkable city **Building Better Cities** 7 principles for building better cities A new vision for rebuilding Detroit Retrofitting Suburbia How public spaces make cities work	Discussion 03 Quiz 03 Peer Review 01	Sunday, Sept 10 @11:59pm
Week 4: Streetscapes	**Streetscapes** Moving people and goods in the city Street connectivity in neighborhoods Streetscape design Streetscapes Part 1 Streetscapes Part 2 Streetscapes Part 3 Four ways to make a city more walkable Junction Design: the Dutch cycle-friendly way Portland's Green Streets New York's streets? Not so mean any more	Discussion 04 Quiz 04 **Assignment 01: Exploring Streetscapes**	Sunday, Sept 17 @11:59pm

	The Third Rail Yerba Buena Street Life Plan The Creative Corridor: A Main Street Revitalization for Little Rock Underpass Park		
Week 5: Transportation Issues + Innovations *(Introduce MP2)*	**1 Transportation Issues + Innovations** Transportation Issues + Innovations Designing a Smarter Street for Portland How Will We Move: Environmental Justice in Portland The Third Rail Preparing the Ground: Restorative Justice on Portland's Interstate 5 Repairing the Rift: Ricardo Lara Linear Park **2 Future of Transportation** One City, Many Futures: How will we move? Why buses are democracy in action How Will Autonomous Vehicles Transform Our Cities? Resilient By Design Bay Area Challenge: The Grand Bayway With New Mobility, Design Is Even More Important Road Ecology: Wildlife Habitat and Highway Design COVID-19: An Opportunity for More Equitable Public Transportation From Transportation Infrastructure To Green Infrastructure: Adaptable Future Roads in Autonomous Urbanism Resilient By Design Bay Area Challenge: The Grand Bayway TOcore: Downtown Parks and Public Realm Plan `+StL: Growing an Urban Mosaic in St. Louis Championing Connectivity: How an International Competition Captured Global Attention and Inspired Innovation in Wildlife Crossing Design	Discussion 05 Quiz 05 Peer Review 02	Sunday, Sept 24 @11:59pm
Week 6: Landscape Conservation	**1 Landscape Conservation** Introduction of Issues Overview of History of Landscape Conversation Ecological Planning and Conservation Cluster Development and Conservation Design Here's How the National Park Service Got Started Of Wilderness, Wild-ness, and Wild Things From landscape architecture to conservation agriculture Why was the United States the first country to establish National Parks? Decolonizing the National Park System: A Story About Yellowstone Conservation at the Edge... in the Patagonian Wilderness From Pixels to Stewardship: Advancing Conservation Through Digital Innovation The Restoring of a Montane Landscape **2 Focus on Florida** Florida Greenways - Part 1: Conservation Planning Florida Greenways - Part 2: Conservation Planning and Florida Ecological Network The Last Green Thread Florida Wildlife Corridors Films + Shorts [OPTIONAL]	Discussion 06 Quiz 06: **Memory Project: Part 02**	Sunday, Oct 1 @11:59pm

	The Center for Landscape Conservation Planning **3 National Parks Now** National Parks Now Parks for All: Building a More Inclusive System of Parks and Public Lands for the National Park Service's Centennial		
Week 7: Green Infrastructure *(Introduce Assign 2)*	**1 Green Infrastructure** Intro to Green Infrastructure - What & Why? The Case for Nurturing a City's Other Green Infrastructure- Trees Shaped by Water: Green Infrastructure in the Netherlands Urban Habitat: Biodiversity in Our Cities Green Infrastructure, City of New Orleans Green Infrastructure: A Landscape Approach Green on Gray Faced with Climate Impacts, Communities Turn to Green Infrastructure Seeing Green Infrastructure The Metro-Forest Project Taopu Central Park Air Quality, Placemaking and Spatial Equity: The Fontana Urban Greening Master Plan **2 Deeper Dive: Green Roofs!** Introduction to Green Roofs Green Roof Examples Asia's Largest Urban Rooftop Farm Is a Model of Integrated Design Rooftop Dunes Bring the Beach to the City Chulalongkorn University Centenary Park Yard Vertical Oasis: Verdant Sustainability in an Arid Climate	Discussion 07 Quiz 07 Peer Review 03	Sunday, Oct 8 @11:59pm
Week 8: Blue Infrastructure	**1 Overview of Blue Infrastructure** Blue Infrastructure Water Solutions Firm Profile: Dreitseitel Studio Stormwater Pollution and Green Infrastructure Solutions Interview with Kate Orff on Earth Day 2020 **2 Wetland Parks** Green Infrastructure: Constructed Wetlands Working Wetlands Slow Down: Liupanshui Minghu Wetland Park Crosswinds Marsh Wetland Interpretive Preserve Urban Aquatic Health: Integrating New Technologies and Resiliency into Floating Wetlands **3 Urban Flooding + Stormwater Management** NYC Department of Environmental Protection's Green Infrastructure Program How to transform sinking cities into landscapes that fight floods Greater New Orleans Urban Water Plan Rotterdam Redesigns Itself to Handle More Water The Copenhagen Cloudburst Formula: A Strategic Process for Planning and Designing Blue-Green Interventions	Discussion 08 Quiz 08 **Assignment 02: Exploring Blue + Green Infrastructure**	Sunday, Oct 15 @11:59pm

	Hunter's Point South Waterfront Park Phase II: A New Urban Ecology Lumberton Community Floodprint: Strategies for Repurposing Vulnerable Landscapes After Disaster **4 Coasts + Climate Resilience** Resilient South City (San Mateo County) Estuary Commons (Alameda County) Resilient by Design Bay Area Challenge Proposals Unveiled (Part 1) Sensitive Structures: A Landscape Approach for Great Lakes Coasts Deep Form of Designed Nature: Sanya Mangrove Park Rebuild by Design: The Big U Storm + Sand + Sea + Strand		
Week 9 History, Culture + Community Design *(Introduce MP3/4)*	**1 History + Cultural Influences** Landscape Architecture - Preservation and Design Evolution What Do Landscapes Tell Us About Our Culture? Designing Indian Country The Landscapes of Enslavement Part I The Landscapes of Enslavement Part II Iowa Blood Run Cultural Landscape Master Plan Climate Change Impacts on Cultural Landscapes in the Pacific West Region Iqaluit Municipal Cemetery IBM Honolulu Plaza **2 Community Design** Community Design Precedents Planning Concepts in Community Design How urban spaces can preserve history and build community How we can design timeless cities for our collective future Architecture that is built to heal Yongqing Fang Alleyways: An Urban Transformation The Bentway Sundance Square Plaza, The Heart of Fort Worth	Discussion 09 Quiz 09 Peer Review 04	Sunday, Oct 22 @11:59pm
Week 10: Global Influences	**1 Global Influences** European Landscapes: French Landscape Architecture - Part 1 European Landscapes: French Landscape Architecture - Part 2 Latin America Landscapes: Colombia Latin America Landscapes: Argentina Latin America Landscapes: Brazil Latin America Design Pioneers: Roberto Burle Marx & Luis Barragan Japanese Design Pioneers: Shunmyo Masuno & Robert Murase Japanese Design Pioneers: Isamu Noguchi **2 International Practice** Landscape Architects Without Borders Manifesto About the Profession's Future Developing Landscapes of Resource Management Life on the Wedge Soft Power in Moscow	Discussion 10 Quiz 10 **Memory Project: Part 03 + 04**	Sunday, Oct 29 @11:59pm

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	The Landscape of An Agreement: The Role of Regional and Geopolitical Landscape, Agriculture and Religion in a Future Peace Agreement Between Palestine and Israel Revitalizing the Great Wall: Datong Ancient Great Wall Cultural Heritage Corridor in Shanxi Province, China Fluid Territory: A Journey into Svalbard, Norway The Entrance Garden The Yue-Yuan Courtyard		
Week 11: Design as Practice *(Introduce Assign 3)*	**Design as Practice** Styles of Practice Overview Large Estate Era - Beatrix Ferrand, Fletcher Steele, Russell Page, & Geoffrey Jellicoe The "Architect's Landscape Architect" - Dan Kiley California Style - Thomas Church & Garrett Eckbo Minimalist Landscapes - Peter Walker Climate, Place, & Meaning - Martino, Oehme van Sweden, & Halprin Shifting Paradigms - George Hargreaves, Ken Smith, Michael Van Valkenburgh, & Martha Schwartz Ecology & Art - George Hargreaves & Michael Van Valkenburgh Landscape as Sculpture - Kathryn Gustafson The Native Plant Garden at The New York Botanical Garden The 606 Lower Rainier Vista & Pedestrian Land Bridge The Art Institute of Chicago South Garden	Quiz 11 Discussion 11 Peer Review 05	Sunday, Nov 5 @11:59pm
Week 12: Future of Practice	**1 Design as Practice- Con't** Corporate Landscapes - Hideo Sasaki & The SWA Group Security Design Landscapes (CEPTD) - National Capital Planning Commission Modern Residential - Andrea Cochran, Topher Delaney, & Raymond Jungles Temporary Landscapes - Martha Schwartz **2 Future Practice of Landscape Architecture** The New Landscape Declaration (Video) The New Landscape Declaration (Reading) The New Landscape Declaration: Visions for the Next 50 Years The Art of Landscape Architecture Is There a Still a Place for Aesthetics in Landscape Design? Hella Fun: Claude Cormier Cracks a Smile The Wild World of Terremotto: In an era of grand urban visions Teremotto bets on the small and weird	Discussion 12 Quiz 12 **Assignment 03: Observing the Landscape**	Sunday, Nov 12 @11:59pm
Week 13: Critical Issues- Part 01 *(Introduce Final Project)*	**1 Access + Universal Design** The cost of failing to design accessibly The ADA at 30: The Battle for an Accessible and Inclusive Future Continues Gallaudet University Designs for the Deaf Community, but Everyone Benefits Sweetwater Spectrum Residential Community for Adults with Autism Spectrum Disorders American Veterans Disabled for Life Memorial	Discussion 13 Quiz 13 Peer Review 06	Sunday, Nov 19 @11:59pm

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	2 Art Breaking Down Boundaries with Art Why Public Art Is Important Pulsating Public Art Brings New Life to Dilworth Park Glenstone **3 Civic + Public Space** How public spaces make cities work Heterogeneous Futures: Design Thinking Alternatives for Anthropologically and Ecologically Diverse Landscapes Design for Dignity Public Media Commons Re-Envisioning Pulaski Park **4 Health + Wellness** Healing Landscapes Design Practice What We Still Don't Know about the Health Benefits of Nature McIntire Botanical Garden: Masterplan for Resiliency and Healing		
Week 14: Critical Issues- Part 02	**1 Affordable Housing** Affordable Housing & How Our Zip Codes Define Opportunities Landscape Architecture Tackles Homelessness and Shelter in the Pandemic Crest Apartments, A Restorative Parallel for Supportive Housing Market + Georgia Public Space 901 Fairfax Hunters View Edwin M. Lee Apartments Open Space Master Plan, New York City Housing Authority (NYCHA) **2 Confronting History + Memory** Landscape Architecture: Preservation and Design Evolution Seneca Village: The Williams Family Legacy Interview with Walter Hood on History and Race in Landscape Design The National Memorial for Peace and Justice A Community's Embrace Responding to Tragedy: The January 8th Memorial and the El Presidio Park Vision Plan **3 Urban Agriculture** How urban agriculture is transforming Detroit Farm of the Future: Kotchakorn Voraakhom on the Epic Urban Rooftop Farm Farm for the City Rwanda Institute for Conservation Agriculture (RICA) Fayetteville 2030: Food City Scenario	Discussion 14	Sunday, Nov 26 @11:59pm *(Thanksgiving Nov 22-26)*
Week 15: Landscape Perspectives	**Landscape Perspectives** Perspectives: Glenn LaRue Smith Perspectives: Anne Daigh Perspectives: Kuo Guo Perspectives: Michele Montano Perspectives: Kene Okigbo Perspectives: Lama Hasan Perspectives: Fernando Magallanes	Discussion 15 **Final Research Project + Presentation**	Sunday, Dec 3 @11:59pm

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	Perspectives: Kelley Lemon Perspectives: Jenn Low Perspectives: Ujijji Davis		
Week 16: Conclusion	Course Evaluations	Discussion 16 (not graded)	Friday, Dec 8 @11:59pm

VI. Required Policies

COURSE POLICIES

WORK EXPECTATIONS

As this is an *asynchronous online course*, there is no required class attendance. The course has been constructed similarly to a regular 3-credit class, which means that **there is a total of ~9 hours of work required per week including lectures, readings, quizzes, discussions, and assignments each week.** *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[3].)

PARTICIPATION

Students are expected to complete all assignments, discussions, and quizzes in a timely fashion. Students will be able to engage with their classmates and earn participation points through a number of avenues. First, they will complete peer reviews of their classmates' term project assignments, as well as a review of their term project partner (both required). In addition, they may select from a number of activities such as commenting on peer's responses for the weekly discussion boards, posting useful class resources, responding to our "Just for Fun" questions, and other activities to earn the remainder of their participation points. Lastly, class participation is monitored through Canvas.

NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. A guide provided by University of Florida can be found here[4].

GETTING TECHNICAL HELP

For issues with technical difficulties for e-Learning on CANVAS, please contact the UF Help Desk at:
- On campus at HUB 132
- helpdesk@ufl.edu

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[3] SACS: https://citt.ufl.edu/resources/student-engagement/ensuring-academic-rigor/
[4] UF Netiquette: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

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- (352) 392-HELP (4357) → *select option 2*

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

UF POLICIES + RESOURCES

STUDENTS REQUIRING ACCOMMODATION

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[5] (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.

UF EVALUATIONS 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[6]. 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[7] as well.

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[8] 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."

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[5] Disability Resource Center: https://disability.ufl.edu/
[6] GatorEvals student guidance: https://gatorevals.aa.ufl.edu/students/
[7] GatorEvals results: https://gatorevals.aa.ufl.edu/public-results/
[8] Honor Code: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

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Within the Department of Landscape Architecture, 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 in 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.

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.

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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[9].

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 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.

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.

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[10].

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[9] Counseling & Wellness Center: https://counseling.ufl.edu/
[10] Distance Learning: https://distance.ufl.edu/student-complaint-process/

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