

## LAA 4905

### Special Studies in Landscape Architecture: Planting and Site Design Studio

UF Department of Landscape Architecture

Spring 2025

## SYLLABUS

### GENERAL INFORMATION

---

CLASS MEETINGS: MWF | Period 6 – 8, 12:50 - 3:50 PM

LOCATION: AH 318

CREDITS: 5 Credits

INSTRUCTORS: Dr. Jiayang Li (Week 1-7)

440 Antevy Hall

Office Hours: Mondays 11:30 AM - 12:30 PM + Thursdays 2:30 - 3:30 PM

[jiayangli@ufl.edu](mailto:jiayangli@ufl.edu)

Prof. Gail Hansen (Week 1-7)

1139 Fifield Hall

Office hours: by appointment

Email: [ghansen@ufl.edu](mailto:ghansen@ufl.edu)

Rui Hu (Week 8-15)

432 Antevy Hall

Office hours: by appointment

Email: [rui.hu@ufl.edu](mailto:rui.hu@ufl.edu)

### COURSE DESCRIPTION

This course is divided into two sections. The first section introduces you to planting design, one of the foundational skills in the profession of landscape architecture. You will learn and apply a holistic planting design process that integrates aesthetic, horticultural, and social-ecological considerations. You will learn how to define spaces and invoke aesthetic experiences with plants, select “right” species for a site, and communicate design visions and plant care requirements to both professionals and lay people.

The Site Design Studio will provide students with the opportunity to apply basic site design principles on small-scale projects. This section will include a series of lectures, exercises, activities, projects, and field excursions. When possible, a Service-Learning component or project will be incorporated into the class. This course may include both group projects and independent work.

*Disclaimer: This syllabus represents the current plans. 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.*

## PREREQUISITE KNOWLEDGE AND SKILLS

LAA 2360C and ORH 3513C with minimum grades of C.

## REQUIRED TOOLS AND READINGS

### Hand Drawing and Modeling Materials

Drawing and modeling materials as previously utilized in Landscape Architecture Principles and Design Communications will continue to be necessary for hand exercises in this course (e.g., 12", 18", 24", 28" roll of tracing paper, colored pencils, Architect's scale, Engineer's scale, drafting dots, Matt knife and refill blades).

### Computer Software and Programs

- AutoCAD (the current release within the past 2 years)
- LandF/X
- Adobe Suite (Acrobat or Reader, Photoshop, Illustrator, InDesign)
- SketchUp Pro
- Rhino, Lumion (or other digital rendering programs)

### Required Course Readings

There is no required textbook for this course. All required readings will be available via Canvas. Students are expected to complete all assigned readings and be prepared to discuss the readings prior to the class.

### Recommended Reference Books

#### Planting Design:

- Richard, Austin (2002). Elements of planting design.
- Rainer and West (2015). Planting in a Post-Wild World.
- Kingsbury and Oudolf (2016). Planting: A New Perspective.
- Reed and Stibolt (2018). Climate-wise Landscape Design.
- Mooney (2020). Planting Design: Connecting People and Place

#### Plant ID:

- Odenwald and Turner (2000) Identification and Use of Southern Plants for Landscape Design, 3rd edition.
- Gilman (2000) Betrock's Florida Plant Guide.
- Nelson (2008) Florida's Best Native Landscape Plants.
- Watkins, Sheehan, and Black (2014) Florida Landscape Plants: Native and Exotic.

#### Site Design Resources:

- James A. LaGro, Jr. – Site Analysis
- Booth, Norman – Basic Elements of Landscape Architectural Design
- Ching, Frank – Architecture: Form, Space, & Order
- Deasy, C. – Designing Places for People
- Dines, Nicholas & Charles Harris – Time-Saver Standards for Landscape Architecture
- Marcus, Clair Cooper & Sachs, Naomi A. – Therapeutic Landscapes
- Marcus, Clare Cooper & Carolyn Francis – People Places
- Eckbo, Garrett – Landscape for Living
- Elam, Kimberly – Geometry of Design: Studies in Proportion and Composition

*Disclaimer: This syllabus represents the current plans. 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.*

- Kasprisin, Ron – Urban Design: the Composition of Complexity
- Lydall, Sutherland – Designing the New Landscape
- McHarg, Ian – Design with Nature
- Motloch, John - Introduction to Landscape Architecture
- Olin, Laurie – Transformation the Common Place
- Simonds, J.O. – Landscape Architecture
- Waldheim, Charles – The Landscape Urbanism Reader
- Reid G.W. - From Concept to Form in Landscape Design
- Whyte, W. H. - Social life of small urban spaces.

Site Design Drawing Resources:

- Whyte, W. H. - Social life of small urban spaces
- Burden, Ernest – Entourage: A Tracing File for Architecture & Interior Design Drawing
- Ching, Frank – Architectural Graphics
- Doyle, Michael E. – Color Drawing
- Evans, Larry – The New Complete Illustration Guide
- Lin, Mike – Drawing and Designing with Confidence
- Turner, James R. – Drawing with Confidence
- Reid, Grant – Landscape Graphics – Plan, Section, & Perspective Drawing of Landscape Spaces
- Sullivan, Chip – Drawing the Landscape
- Walker, Theodore – Plan Graphics
- Walker, Theodore - Perspectives
- Wang, Thomas C. – Pencil Sketching

## STUDENT LEARNING OUTCOMES (SLOS)

---

Each student in the LA program is expected to understand and apply the design process and continuously develop:

- A range of approaches (creative, cultural, and/or historic) to create spatial and temporal landscape compositions.
- Multiple design alternatives before synthesizing ideas into a defensible plan.
- The ability to thoughtfully provide, receive, and respond to feedback and critique as part of iterative design decision making.

At the end of this course, students will be expected to have achieved the introductory course learning objectives (CLOs) under the program SLO headings as follows: (*\*The letters in parenthesis indicate the levels at which the CLOs are being taught. (i) = Introduction of knowledge or skill and (d) is the development of knowledge/skill.*)

CONTENT
<b>SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.</b>
<b>CLO 1 – Incorporate the foundational principles of ecology, aesthetics, and horticulture for design solutions. (d)</b>
<b>CLO 2 - Demonstrate the fundamental principles of space organization and the design principles and elements. (d)</b>
<b>CLO 3 - Understand and demonstrate the various stages of the design process. (d)</b>

*Disclaimer: This syllabus represents the current plans. 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.*

<b>SLO 2 – Apply core professional landscape architecture skills in design decision-making.</b>
<b>CLO 3</b> - Understand and demonstrate the various stages of the design process. (d)
<b>CLO 4</b> - Demonstrate an understanding of the interrelationship between climate and ecosystems. (i)
<b>CLO 5</b> - Analyze site characteristics, including topography, climate, vegetation, and existing structures, to apply the appropriate organization of space and forms within the landscape. (i)
<b>CLO 6</b> - Generate multiple design concepts for a single project. (i)
<b>SLO 3 – Apply ethical understanding to design decision-making.</b>
<b>CLO 5</b> - Analyze site characteristics, including topography, climate, vegetation, and existing structures, to apply the appropriate organization of space and forms within the landscape. (i)
<b>CLO 7</b> – Develop design solutions that incorporate sustainability and land ethics into decision-making. (d)

<b>CRITICAL THINKING</b>
<b>SLO 4 – Combine and analyze information from multiple sources to support design decision-making.</b>
<b>CLO 6</b> - Generate multiple design concepts for a single project. (i)
<b>CLO 7</b> – Develop design solutions that incorporate sustainability and land ethics into decision-making. (d)
<b>CLO 8</b> - Examine the interaction between living (biotic) and non-living (abiotic) elements within various types of landscapes. (i)
<b>CLO 9</b> - Assess the interactions and relationships among ecological, social, and horticultural elements in the context of landscape design. (i)
<b>CLO 10</b> – Implement ideas that are grounded in the evaluation of data and the natural, physical, and social sciences to make informed design decisions that address and balance aesthetic, environmental, and social issues and goals. (d)
<b>CLO 11</b> - Interpret spatial and other relevant data as part of the design decision-making process. (d)
<b>CLO 12</b> - Collect and compare data from various sources after selecting key indicators that align with project objectives to determine possible impacts.
<b>COMMUNICATION</b>
<b>SLO 5 – Produce professional visual, oral, and written communications.</b>
<b>CLO 12</b> – Express ideas concretely through oral and visual communication. (d)
<b>CLO 13</b> – Provide well-reasoned feedback and critique to their peers that demonstrate an understanding of issues, ideas, and evidence. (i)
<b>CLO 14</b> – Express ideas concretely through oral and visual communication.

## GRADED WORK

---

### DESCRIPTION OF GRADED WORK

#### Project 1 – Matheson History Museum: Overall Planting Design (40% grade)

(Weeks 1-7)

You will develop planting design concepts for the Matheson History Museum located in the heart of downtown Gainesville. Employing knowledge and experiences from prior studio and other classes, you will first observe, record, and research the site, developing a set of analytical drawing that capture your

*Disclaimer: This syllabus represents the current plans. 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.*

comprehensive understanding of the site and inform your design decisions. You will learn and apply planting design principles to develop a pattern book that guides the overall planting design of the site. You will also practice basic methods for selecting the “right” plants for a specific site and for communicating planting design with drafted plans and other informative visualizations and hand models.

**Project 2 – TBA (40% grade)**

(Weeks 8-15)

TBA

**Exercise (10% grade)**

Throughout the semester, students will be assigned one exercise to further extend their knowledge beyond Project 1 and Project 2. The exercise will involve finding relationships between music and landscape design.

**Participation + Engagement (10% grade)**

We ask you to make a concerted effort in studio, bravely try new skills and modes of thinking, to create an interesting take on the design problem, and, most importantly, for you to challenge yourself and be constantly willing to learn and develop. Grades will be assigned as much on dedication and improvement as on talent- if you enter the course gifted and sit on your skill all term, you will not necessarily get an A.

The graded work assesses the course learning objectives as follows:

LAA 2361c-Course Learning Objectives (CLOs)															
	SLO 1			SLO 2			SLO 3	SLO 4				SLO 5			
Assessment	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Project 1	x	x	x	x	x		x	x	x	x	x	x	x		
Project 2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Exercise	x					x								x	
Participation + Engagement	x	x	x	x						x	x	x			

**GRADING SCALE**

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	63 – 66%
B-	80 – 82%		D-	60 – 62%
C+	77 – 79%		E	<60

*Disclaimer: This syllabus represents the current plans. 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.*

As per department policy, Landscape Architecture Majors must receive a C or better to move forward. **Any grade lower than a C will require that the course be taken over again.**

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. Please adhere to each assignment's file submission guidelines, including the specific requirements for file type and file naming. **Not following these guidelines and requirements will result in point deductions on the assignment.** It is the student's responsibility to ensure that a submission is complete; missing items will not be given credit.

Timely completion of all project requirements is expected; late work will be penalized 3% per day. A due date and time will be provided for every assignment, and an assignment is considered a day late if it is submitted after the specified date and time, unless prior arrangement is made with the instructor. The deadline is a hard deadline; no exceptions will be made for scanning, computer related issues, uploading, et cetera. Assignments are considered an additional day late every 24 hours from the due date. Projects that are 8 days late or more will be graded out of 80% of the total points of the assignment. A grade of zero will be given until the assignment has been turned in. Email Rui a picture of a landscape that you find therapeutic and explain why to earn 1 point of extra credit.

## ANNOTATED WEEKLY SCHEDULE

---

The following is an overview of the course schedule and assignments. The instructors reserve the right to adjust and change the schedule. Please refer to CANVAS for more detailed information regarding project statements, due dates, and other pertinent material.

<b>Week 1</b>	<b>13-Jan</b>
	Mon <b>Course overview; Intro Project 1</b>
	Wed Site visit
	Fri Desk crits 1.1; <b>Intro 1.2</b>
<b>Week 2</b>	<b>20-Jan</b>
	Mon <i>Holiday</i>
	Wed Desk crits 1.1 + 1.2
	Fri <b>1.1 Presentation</b>
<b>Week 3</b>	<b>27-Jan</b>
	Mon Desk crits 1.2
	Wed Desk crits 1.2
	Fri Desk crits 1.2
<b>Week 4</b>	<b>3-Feb</b>
	Mon Desk crits 1.2; Field trip (tentative)
	Wed Desk crits 1.2
	Fri Desk crits 1.2
<b>Week 5</b>	<b>10-Feb</b>
	Mon Desk crits 1.2
	Wed <b>Pin-up 1.2; Intro 1.3</b>
	Fri Desk crits 1.3

*Disclaimer: This syllabus represents the current plans. 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.*

<b>Week 6</b>	<b>17-Feb</b>	Mon Desk crits 1.3
		Wed Desk crits 1.3
		Fri Desk crits 1.3
<b>Week 7</b>	<b>24-Feb</b>	Mon Desk crits 1.3
		Wed Desk crits 1.3
		Fri <b>Final review Project 1</b>
<b>Week 8</b>	<b>3-Mar</b>	Mon Introduction, Exercise 1 Building bridge with music
		Wed Lecture: Design process
		Fri Lecture: Inventory and programming; assign Project 2
<b>Week 9</b>	<b>10-Mar</b>	Mon Exercise 1 Presentation
		Wed Project 2 site inventory, case study presentation
		Fri <b>Workday: site analysis, experience map</b>
<b>Week 10</b>	<b>17-Mar</b>	<b>Spring Break</b>
		Mon <i>No class</i>
		Wed <i>No class</i>
		Fri <i>No class</i>
<b>Week 11</b>	<b>24-Mar</b>	Mon Lecture: Design concept; Conceptual & Schematic design
		Wed Workday: conceptual design
		Fri <b>Rui out for CELA</b>
<b>Week 12</b>	<b>31-Mar</b>	<b>LA Field trip week</b>
		Mon
		Wed
		Fri
<b>Week 13</b>	<b>7-Apr</b>	Mon Lecture: From concept to form; Work on schematic design
		Wed Workday: schematic design
		Fri Schematic design desk critique
<b>Week 14</b>	<b>14-Apr</b>	Mon Lecture: Graphic communication requirements and examples; design development
		Wed Workday: Final graphics
		Fri Workday: Final graphics
<b>Week 15</b>	<b>21-Apr</b>	Mon Workday: Final graphics
		Wed <b>Project 2 Final presentation</b>

*Disclaimer: This syllabus represents the current plans. 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.*

## COURSE POLICIES

---

### WORKLOAD

As this is a 5-credit class, which means that ***there is a total of ~15 hours of work required per week including studio instruction and homework outside of class time***. Please be sure to schedule the appropriate amount of time each week to devote to this class and the various assignments. (This is based on university guidelines where 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<sup>1</sup>](#).)

### ATTENDANCE AND PARTICIPATION

**Attendance is mandatory** in all class sessions unless prior arrangements have been made with the instructor. 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)
- Students are required to contact the instructor via e-mail, prior to the class they will be missing, with supporting documentation.

Two unexcused absences are permitted. ***Each additional absence will lower the student’s grade by 2.5%***. Students are required to contact the instructor via e-mail, **prior to the class** they will be missing, with supporting documentation. If it is an emergency, a written verification should be submitted to the instructor within one week of absence. 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.

Studio work time and desk critiques are essential to the learning experience; therefore, attendance is expected for the entire class time. During the studio (critique) portion of the course, it is expected that all students will be in attendance for the entire class and working on class assignments. Arriving late to class, leaving during class for extended durations, or leaving early from class may be considered being absent from class.

The instructor will not provide the student notifications regarding absences and tardiness. You may email the instructor should you have any questions regarding your attendance. Please schedule an office meeting for any discussions regarding attendance, tardiness, and late assignments. Requirements for

---

<sup>1</sup> SACS: <https://citt.ufl.edu/resources/student-engagement/ensuring-academic-rigor/>

*Disclaimer: This syllabus represents the current plans. 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.*



class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

This is a studio-based course which means verbal participation is also required. Course instruction is primarily based on lectures, group discussions, assigned readings and exercises, individual/team projects, and formal presentations. We have found great success in interactive teaching, where students are highly engaged and assist in teaching each other using a collaborative approach within the studio. Students are responsible for learning that is guided by the instructor through desk-critiques, pin-ups, presentations, site visits, and in-studio working sessions which allow ample time for progression and production activities.

## STUDENT ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## COURSE COMMUNICATIONS AND TECHNOLOGY

All course content will be available through UF's e-learning Canvas site unless otherwise specified. Students may access this site at <https://lss.at.ufl.edu/> by logging in with their UF credentials. All assignments are to be submitted to Canvas unless otherwise indicated.

Students are expected to maintain a fully functioning email account for the entirety of the semester as this will be a critical form of communication. Regular check on Canvas updates is also expected since the Announcement feature will be used for delivering messages to the class. Questions regarding this course may be submitted via email or during class sessions.

It is each students' responsibility to be diligent in regularly backing up their computer files to a hard drive or cloud storage. Failing to do so is not considered an acceptable excuse to warrant an extension on a project deadline. Work submitted more than one week late will not be accepted, unless there is prior agreement with the instructor for exceptional circumstances.

## UF COURSE EVALUATION

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 at <https://gatorevals.aa.ufl.edu/students/>. 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 at <https://gatorevals.aa.ufl.edu/public-results/>.

## ACADEMIC HONESTY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida  
*Disclaimer: This syllabus represents the current plans. 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.*

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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 or TAs in this class.

## IN-CLASS RECORDING

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.

## GETTING HELP

### Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

### Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

## 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. For more information, see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext>