

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

RECEIVED

FEB 25 2015

I. General Information:

College:	<u>College of Agriculture, Food and Environment</u>	Department (Full name):	<u>Department of Landscape Architecture</u>
Major Name (full name please):	<u>Landscape Architecture</u>	Degree Title:	<u>Bachelor of Science</u>
Formal Option(s), if any:	<u>N/A</u>	Specialty Field w/in Formal Options, if any:	<u>N/A</u>
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>		
Contact Person:	<u>Ned Crankshaw</u>	Phone:	<u>257-7295</u>
		Email:	<u>ncranksha@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>Any university course with the GWR designation as selected by the student</u>
B. GCCR Program Outcomes and brief description:
1. <u>Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are program outcomes, not course outcomes. Please specify the program-level SLOs for C&C in your program:</u> <u>Design Communication – Apply a range of communication skills, including graphic, oral, and written, which will individually or in combination convey the problem solving process used to arrive at a planning/design proposal in a manner appropriate to the audience.</u>
2. <u>Please provide a short GCCR description for your majors (limit 1000 characters):</u> Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan: <u>Composition and oral/visual communication is essential to a successful professional design career. This includes the writing of design process and solutions via proposals and reports, presentation of process and solution(s) to an audience, and discussion</u>

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with the peers at a minimum. Therefore, all landscape architecture majors are required to complete LA 222 and LA 223 where several assignments are intended to meet this universal undergraduate requirement. Compose text that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience. Orally and visually present a design process and product to an audience of peers, professional, and/or the public. The composition and communication requirements will involve multiple drafts/rehearsals with input from peers that will focus on generating content, revising, editing, and proofreading.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: LA 222 (was LA 834) Landscape Architecture Design Studio II

- new or existing course? Existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? No
- projected enrollment per semester: Maximum ~25

Course #2 (if applicable): Dept. prefix, number, and course title: LA 223 (was LA 841) Landscape Architecture Design Studio III

- new or existing course? Existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? No
- projected enrollment per semester: Maximum ~25

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
Date of agreement: _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see

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the draft Senate GCCR rule linked [here](#));

- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- **overview of delivery model:** summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

LA 222 and LA 223 are required for a BS in Landscape Architecture, these two courses are taken after freshman year.

- **assignments:** overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

Each student will submit a report and a proposal in conjunction with his/her design project work. Each student also has to prepare a 10-minute live or recorded oral with visual aid presentation on his/her project or present a precedent case study to peers, community members, and/or guest critics.

- **revision:** description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

Design writing can differ from some other styles of composition in that it can contain highly technical language with a designer or design team placing particular emphasis on precise and concise writing. At least three different peer (student) reviewers will review the composition and communication assignments in draft form. Prior to peer-review, drafts are expected to be technically complete documents that satisfy all of the specific criteria described for the final submission. Incomplete drafts cannot be used for satisfying the intent of the draft, review, and revise process of the GCCR. Therefore, text and/or graphic placeholders are not appropriate for use. At least four peer-reviewed drafts of compositions are to be submitted as part of the final submission package which is similar to our LA 105 class. Resubmission of a final submission for grading is at the discretion of the faculty member in charge of the assignment. A similar process is used for the presentation component.

- other information helpful for reviewing the proposal:

We have required, a draft, feedback, revise approach on our visual and oral presentations as standard operating procedure because it is fundamental to design process. The Landscape Architecture Program underwent a major program revision and several course number(s) have changed. With the major program revision we reviewed/assessed each of the courses/studios to take advantage of new faculty as well as the GCCR. With this opportunity we see the GCCR fitting into the 2nd and 3rd studios most effectively because we expect students to continually use the skills and abilities in each of the four follow-on studios and related courses. We also expect to build on a solid organizational and technical foundation established in CIS/WRD 110/111 that was reinforced in LA 105 the previous academic year of the student. The changes made in this proposal concerns primarily when the GCCR is accomplished with the approach/content the same as was previously submitted and approved at all university levels.

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

Initially, we will review the progress at the end of first and second offering of each for instructional modification internally and then as part of the normal rotational cycle of SLO as required.

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

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Formal assesment will be conducted by the Department Chair, DUS, and other impacted faculty in normal rotation of the undergraduate program assessment SLOs.

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	LA 222 and LA 223, Landscape Architecture, Bachelor of Science
Contact Person Name:	Ned Crankshaw
Phone:	257-7295
Email:	ncranksha@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	October 8, 2014	Ned Crankshaw (Chair) / 257-7295 / ncranksha@uky.edu
Providing Program <i>(if different from Home Program)</i>		N/A / /
Cross-listing Program <i>(if applicable)</i>		N/A / /
College Dean	October 10, 2014	Larry Grabau / 257-3468 / lgrabau@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	11/05/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

Syllabus

Instructor: Chris Sass, Ph.D.
Office Address: S-305D Agricultural Science North
1100 Nicholasville Road
Lexington, Kentucky 40546-0091
Office Phone: (859) 257-3485 (voicemail is available)
Email: Chris.Sass@uky.edu
Office Hours: Monday 8:00-10:00AM or by appointment

Para-professional:
Email:

Class Schedule: MWF 1:00–4:50 PM (Lecture & Studio)
Class Location: Good Barn Studio Space
Credit Hours: 6
Additional Hours per week: As many as it takes
Prerequisites: Successful completion of LA 822

Course description

Design studio emphasizing site analysis, program development and master planning. We will use an actual site to emphasize relationships between landscape analysis processes, landscape topology and design. Project presentation and public speaking sessions are videotaped and critiqued. Lecture: three hours per week. Studio: nine hours per week.

Introduction and Course Objectives

“In our every deliberation, we must consider the impact of our decisions on the next seven generations.”
Iroquois Maxim (1700s)

This course is designed to expand your understanding of site analysis, ecological connections, design and master planning. Emphasis will be placed on data driven design that enhance and are the heart of sustainable solutions. You will be expected to present your work in a professional manner, explaining both graphically and verbally your design intent and reasoning. Site visits and ground truthing will be crucial to successful design solutions. In addition to the basic tenets of site analysis, we will be reading *Desert Solitaire: A Season in the Wilderness*, a novel by Edward Abbey, to stimulate your personal philosophy about the surrounding landscape. The expectations are that we all work hard, are respectful of each other, and have fun doing so as this makes for a much more academically challenging and prosperous experience.

Student learning outcomes

Students completing this course should be competent in:

1. Analyze and Characterize landscape variables for inventory and analysis
2. Apply honed observation skills
3. Organization and compilation of complex landscape variables and program elements
4. Predict connections and consequences between design solutions and the natural and cultural assets of a site

Graduation Composition and Communication Requirement Information

Assignment(s) in this course partially fulfill the University of Kentucky Graduation Composition and Communication Requirement. Assignments (GCCR) in conjunction with LA 223 assignments. More detailed information is provided in the GCCR section on page 3 of this syllabus.

Required Texts

LaGro Jr., James A. 2013. *Site Analysis: Informing Context-Sensitive and Sustainable Site Planning and Design*. John Wiley and Sons, Inc. New York, New York.
Abbey, Edward. 1968. *Desert Solitaire: A Season in the Wilderness*. Ballantine Books.

Teaching Philosophy

To get an "A" in my class:

- You must have fun learning, it sounds trite, but trust me.
- You must communicate with me; let me know what is going on, communication is key to your learning success.
- You should challenge me academically as much as or more so than I challenge you. I expect to learn from you as well.
- Please bring your good attitude to class and I will bring mine. A good attitude can get you places, as well as M & M's.
- Be prepared to enjoy hard work, as hard work is necessary to attain the skills and knowledge needed for the workplace.
- You shall not harass your neighbor and you shall respect their opinion, even if it is not the same as yours.
- Be prepared to think critically, as this is the key to the door of creativity.
- You are responsible for what you learn. I will give you enough to survive, you will need to dig a little to get the "A."

The gist, work hard and have fun learning.

Attendance

This course depends on activities completed during formal class time that promote a productive learning environment. Thus, attendance is expected for this course. Although there are no points given for attendance, attendance will be taken as part of the "My Five" discussed below. It is to your advantage to not be late for class. Attendance will begin on the first day of class following the end of the Add Period (Sept. 3, 2014). If the University cancels classes, then those classes will not be counted.

Exceptions can be made for extenuating circumstances, provided you submit appropriate documentation. As standard operating procedure set forth by the university, the following information controls how absences should be addressed. Students need to notify the professor of absences **prior to class** when possible. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. My advice, be communicative.

Religious Holidays

University policy requires you to provide the instructor a note stating that you should not be academically penalized by course requirements when you have legitimate religious observance grounds and that accommodation should be made for your observance. The note is to be supplied at the beginning of the term. For this course, the beginning of the term is considered no later than the last class period for this course to add the course to your schedule (September 3, 2014). The Offices of Institutional Diversity, the Dean of Students, and the Ombud make the determinations of religious holidays. In short, my intent is to happily and fully accommodate religious observance(s) while providing a productive learning environment. The websites below are helpful in identifying the high holy days of many religions:

<http://www.interfaithcalendar.org/>

<http://www.pbs.org/wnet/religionandethics/multifaith-calendar/>

<http://www.bbc.co.uk/religion/tools/calendar/>

Withdrawal

Students are expected to withdraw from the class if more than 20% (nine days) of the classes scheduled for the semester are missed (excused or unexcused) per university policy. Students are asked here to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence. Being **late or missing four** or more class sessions will result in no points for "My Five."

Semester assignment descriptions & grade point distribution

Projects (varied points possible)

This course will consist of Six (6) major projects that will make up the majority of the possible points and final grade. Within these major projects, readings and "mini-projects" will be assigned to assist you in completing the overall project and task at hand. Projects include:

1. LaGro Discussion questions (9) (25 each)
2. Abbey Discussion (150)
3. Field Trip Guides (150)
4. Reports (4) (150 each)
5. Site analysis (GCCR) (400)

6. Master Plan (400)
7. My Five (5% of semester total)

“My Five” consists of attitude, attendance, reasoning, problem solving, and class participation. It is my take on what you have contributed to the class and to your peers.

Mid-term & Final grades

Mid-term and final grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

There will be no comprehensive final for this course during finals week.

Late assignments/projects will not be accepted. Excused absences in accordance with University policy require written documentation and are required to waive this rule. Late assignments and projects will receive 0 (zero) points, just as if you were late for work, you get nothing. If you anticipate losing computing access, a zombie apocalypse, your social life taking an inordinate amount of your time, being abducted by aliens, or any other inconvenience, I suggest you start early. Maintaining a written calendar is the best way to achieve good time management skills.

The Content below is intended to be included with syllabi for both courses being used to fulfill the GCCR so that students are reminded of the integrated and continuing process of discipline focused writing to fulfill this requirement. The GCCR designated assignments may vary in timing during a term because these studios often take advantage of real site design projects. Therefore timing flexibility of when this happens in a given semester is important to maintain so that there can be synergy between a design process and the GCCR requirements.

Graduation Composition and Communication Requirements Information

Select assignments in LA 222 (was LA 834) and LA 223 (was LA 841) are used in conjunction to satisfy the University of Kentucky's Graduation Composition and Communication Requirements (GCCR). The GCCR requirements are widely seen as a bare *minimum* (not a maximum) of what is expected for a student graduating from college today in order to be minimally prepared for the workforce regardless of discipline. The intent is that you will further build upon the knowledge, skills, and abilities developed during your pre-college education experiences as well as your UK Core demonstrated competency in courses such as CIS 110 (<https://ci.uky.edu/icr/node/504>) and CIS 111 (<https://ci.uky.edu/icr/node/505>). Routinely you will be required to communicate via written, oral, and visual/graphic individual pieces and integrated products in this studio and other studios/courses as well as in graduate school and/or professional practice after graduation from the UKLA program. There are many types of composition and communication assignments in the Landscape Architecture Program. In order to fulfill the GCCR only three specific assignments will be used to help you complete this aspect of your University of Kentucky graduation requirements. The intent is for you to be able to report on a design process (your own and/or someone else's) as well as propose how to use design to address landscape opportunities and constraints relative to a call for design commission proposals. You will rely on peers to help in this process. You may co-author or co-present material. The minimums are specified below in terms of time and length are provided as individual requirements and require scaling based on the number of students involved in the production authorship. You will compose and communicate in documents and presentations that are substantially longer and complex in future studios and courses. You should see the following assignments as a series of stepping stones to more encompassing and complex works as you move through the program and beyond.

General Information and Resources

In order to receive GCCR recognition, you must have completed the UK Core composition and communication requirements, 30 credit hours or more of college course credit. An average grade of “C” or better is required of all designated GCCR credit intensive assignments produced in the designated course. All of the requirements must be completed prior to graduation. A formal oral or visual assignment, demonstrated discipline information literacy, as well as at least 4,500 words of English composition are all components of the GCCR. (Note: This document explaining the GCCR requirements is approximately 1,900 words.)

- *Draft, Review(3), Revise, Review(1), Revise, Submit(4 drafts+final) Process.* An iterative process is as essential to effective composition as it is in a design process. Design writing can differ from other styles of composition in that it can contain highly technical language with a designer or design team placing particular emphasis on precise and concise writing. At least three different peer (student) reviewers will review the composition and communication assignments in draft form. Prior to peer-review, drafts are expected to be technically complete documents that

satisfy all of the specific criteria described for the final submission. Incomplete drafts cannot be used for satisfying the intent of the draft, review, and revise process of the GCCR in this program. Therefore, text and/or graphic placeholders are not appropriate for use in the drafts supplied to peer-reviewers. Before final product submission for grading, a composition must be read, revised as necessary, and approved for completeness by another student who did not read a previous draft. At least four peer-reviewed drafts of compositions are to be submitted as part of the final submission package. Resubmission of a final submission for grading is at the discretion of the faculty member in charge of the assignment.

- *Process/Timing.* Similar to the timing used in LA 105, you will have studio time to peer-review each other for the composition and communication pieces. For example, a typical process might begin on a Wednesday with the first three reviewers providing feedback to the author by the end of class. The author then revises the composition/presentation for the beginning of class on Friday so that the fourth reviewer can double check for completeness, provide a final proofreading, and provide feedback. The author revises once more for the final document and assembles the submission package that includes the previous four drafts. In consultation with the instructor, the final submission package might all be bound in a ½ inch 3-ring binder with a printed cover and the final document on top of the four draft documents.
- *Resources Beyond the Studio.* As a reminder, there are at least three resources that can help you with meeting the GCCR requirements that you have likely used in the UK LA program in previous courses (e.g., LA 105). You are unequivocally encouraged to use the resources early and often to accomplish GCCR. Accessible directly from your “Connected Device” is the Purdue University Online Writing Lab at <https://owl.english.purdue.edu/owl/>. This source is helpful for many basic composition questions and is generally available 24/7. The second is the Dr. Robert E. Hemenway Writing Center at <http://wrđ.as.uky.edu/writing-center> and in the Hub of W.T. Young Library typically with the capacity to schedule in person one-on-one work sessions or online for almost 60 hours per week (six days) during the term. The third resource is the Multimodal Communication Consulting Center (MC3) at <http://ci.uky.edu/icr/mc3> and in 107A Grehan Building, where there are in-person one-on-one peer tutors available to you via an appointment for 38 hours during the weekdays.

LA 222 Landscape Architecture Design Studio II

The signature assignment in this studio will involve a composition reporting on an overall site design process that is intended to synthesize foundational design knowledge, skills, and abilities that you have learned and developed as if it was for a client presentation. The student created written document will integrate appropriate table(s) and Figure(s) to address a design program, physical/biological/cultural site inventory, appropriate analyses, and finally design solution(s).

The minimum assignment mechanics involve a draft/review/revise iterative process in parts and as a whole via peer(s) prior to final submission for formal evaluation by the instructor for course grade calculation. In terms of specific quantitative characteristics, this document will be at least 2,000 words in length not including title, abstract, tables, captions, glossary, and reference list. This document will follow the functional elements of the American Psychological Association (<http://www.apastyle.org/> and <https://owl.english.purdue.edu/owl/section/2/10/>) in terms of writing and formatting of at least 12 appropriate primary references. The written portion(s) will essentially be free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience. Any professional jargon used is defined and clarified as part of the submission through either text and/or visual representation. All graphic components will at a minimum conform to landscape architectural professional conventions of supporting information such as context map, caption, legend, color, direction, scale, and labeling.

LA 223 Landscape Architecture Design Studio III

This studio intent is to further a student’s appreciation and expertise for a design process and what it means to engage design to identify opportunities and constraints related to interactions of physical/biological/cultural systems to propose a variety of solutions. The studio focuses on the rapid development of design ideas and process at the home and neighborhood scales. At this point in your design education, you have acquired familiarity with general design vocabulary, process, product, and communication. This studio continues to focus on refining skills in communicating design process primarily through an integrated written and graphically illustrative product.

One major objective is to facilitate writing as another mode of design communication. In the process, you will draw on previously used professionally relevant, primary sources as well as search for and integrate new sources of design precedent and related literature. You will evaluate and use relevant authoritative sources in the context of a design process to communicate your design process and solution(s) in a way to persuade a review panel with and without design expertise to commission your proposal.

The clear and concisely written document will integrate appropriate figure(s) and table(s) to address a design program, physical/biological/cultural site inventory, appropriate analyses, and finally design solution(s). The minimum assignment mechanics involve a draft/review/revise iterative process in parts and as a whole via peer(s) prior to final submission for formal evaluation for course grade calculation. In terms of specific quantitative characteristics, this document will be at least 2,500 words in length not including title, abstract, tables, captions, glossary, and reference list. This document will follow the functional elements of the American Psychological Association in terms of writing and formatting of at least 20 appropriate primary references. The written portion(s) will essentially be free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience. Any professional jargon used is defined and clarified as part of the submission through either text and/or visual representation. All graphic components will at a minimum conform to landscape architectural professional conventions of supporting information such as context map, caption, legend, color, direction, scale, and labeling.

Design Related Presentation

Each student will deliver a live or previously recorded oral presentation that utilizes visual aids based on particular parts, an entire design process, or a precedent case study as appropriate to the studio in consultation with the instructor. The 10-minute minimum formal presentation with additional time for audience questions and presenter responses or discussion is essential. The audience can be to other members of the studio, department, and/or an audience that is not readily known to the student such as a professional design jury or community partner. You are free to use presentation tools and techniques that will convey the intended essential points to the audience including but not limited to PowerPoint or Prezi. Students are encouraged to draw on previous UK Core and LA courses to create an informative and inspired presentation. It is the student's responsibility to be sure the necessary resources are in place to deliver the presentation; although the faculty member is available to assist you.

Similar to the composition aspect of the GCCR, a draft, feedback, and revision, process is required for the presentation portion. Depending on presentation mode, several means could be used to meet this requirement. For example, if PowerPoint is used in a live presentation mode, feedback from at least three audience members on printed "notes" pages and subsequent discussion is appropriate to meet the university requirement. Use of technologies like a video recorder with individual reviewer notes, VoiceThread, YouSeeU, Microsoft VideoPal or Adobe Connect are all appropriate as well to use during presentation development and formal delivery. The intent is to provide flexibility in formulating, improving, and delivering a formal presentation appropriate to the course and discipline content. Depending on specific presentation opportunities and constraints, the instructor and student will develop a suitable submission package that documents the draft/feedback/revise process.

General Evaluation Guidelines

When reviewing assignments for grading purposes, the following are the generalized descriptions used to evaluate your work. If you have questions about these general descriptions, please ask for more information.

Grading Scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- E = ≤ 59%

Plus and minus grades will be assigned for each letter grade as follows:

- 0-3 = Minus
- 4-6 = Straight
- 7-9 = Plus

Excellent 90-100 (A)

This is work that reflects truly superior ability, logically thought out, and presented. Changes or revisions would be minor, if any. The student demonstrates a superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking; a superior ability to organize, analyze, and integrate ideas with a thorough familiarity of the relevant literature and techniques.

Good 80-89 (B)

Work that illustrates comprehension of the theory and concepts involved in the project, but may need slight revision. This work represents more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with relevant literature and techniques. There are no spelling and/or

grammatical errors. Direct writing is demonstrated, meaning the submission has minimal to no prepositional phrases, superfluous word choice(s).

Acceptable 70-79 (C)

This work shows and indicates satisfactory understanding and execution of the project. Moderate revisions would be necessary before it could be discussed with a client. The student demonstrates an adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner in this performance. The student displays an adequate understanding of the relevant issues, and a general familiarity with the relevant literature and techniques. There are multiple spelling and/or grammatical errors and the writing is less than direct.

Below Acceptable 60-69 (D)

The work is incomplete, poor, and inconsistent. Work shows lack of comprehension of subject matter and would require extensive revisions. A performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner is only partially successful. The student displays some understanding of the relevant issues and some familiarity with the relevant literature and techniques. The writing needs to be revised for spelling, word choice, sentence structure, and grammar.

Not Acceptable 0-59 (E)

Work is incomplete and project shows a failure to comprehend and present subject matter. The final work is not provided in any appropriate format.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. In other words, if it doesn't feel right, it probably ain't.

Part II of Student Rights and Responsibilities (<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission. You can also review <http://www.uky.edu/Ombud/Plagiarism.pdf>. The Ombud web site also includes a link to a Prentice Hall Companion Website "Understanding Plagiarism"

http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html. The site includes brief quizzes on related topics.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be the student's work. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Professional Ethics & Disruptive Behavior

The instructor(s) and the University of Kentucky respect the dignity of all and value differences among members of our academic community. This course contains a lot of discussion. There might even be some debate. This is part of academic discovery. You may respectfully disagree from time-to-time. As a student, you clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, as a faculty member we have the right --and the responsibility-- to ensure that all academic discourse occurs in a context characterized by respect and civility. Therefore, an accepted level of civility will not include attacks of a personal nature or statements

denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors. If this type of behavior occurs, we will follow the most appropriate course of action through the University of Kentucky.

University of Kentucky Student Code of Conduct and Information Technology

We will follow policies and procedures set forth by the University of Kentucky. More information can be found at <http://ukcc.uky.edu/policies> and related pages. More information about student conduct can be found at <http://www.uky.edu/StudentAffairs/Code/>.

Disability Resource Center

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours or any other way we can communicate about your needs. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Resolution of Differences

I appreciate you bringing my attention to any perceived or real errors or omission I may have made so that we can resolve those potential differences. In the event that we cannot reach a resolution, I encourage you to exercise your right to contact the University's Academic Ombud's Office. General and contact information can be found at: <http://www.uky.edu/Ombud/index.php>.

Tobacco-Free Campus

Remember, the University's tobacco-free policy prohibits the use of all tobacco products throughout all areas of the contiguous UK campus in Lexington, indoors and out (including parking areas and personal vehicles while on campus). Prohibited tobacco products include traditional cigarettes, e-cigarettes, chewing tobacco, pipes, cigars, and snuff, among others. Staff, faculty and students who violate the policy may face disciplinary action. Obviously, the classroom/studio fall into this and by extension field trips related to this course are included. Use of the products during class will be grounds for you to be required to leave the class for the remainder of the period as if it was an unexcused absence. To learn more about the tobacco-free policy, including links to tobacco cessation resources, visit: <http://www.uky.edu/TobaccoFree/> The University community appreciates your ongoing respect for, and compliance with, this policy.

Syllabus subject to change

The instructor reserves the right to modify this syllabus and subsequent course assignments during the semester to meet the learning objectives of this course. Prior notice will be given if this occurs. Please alert me to any errors/omissions that you may find in this syllabus.

Class Schedule (subject to change)

Aug	27	Intro to Class – <i>LaGro Chapter 1 Discussion questions</i>
	29	Discussion questions Chapter 1, <u>Physiography/Hydrology</u> begin maps/report, <i>Assign Chapter 3</i>
Sept	1	Labor Day – No School
	3	Discussion questions Chapter 3, <u>Geomorphology/Lithology</u> begin maps/report, <i>Assign Chapter 2</i>
	5	Discussion questions Chapter 2, <u>Site Visit</u>
	8	Design Week
	10	Design Week
	12	Design Week
	15	Work Day, <u>Intro to Program Development</u> (Lynch and Hack)
	17	Site Visit - <u>map/ground truthing</u> , <i>Assign Chapter 4</i>
	19	<u>Solar radiation/Temperature</u> , Maps/reports due for Physiography, Geomorphology, Hydrology
	22	Discussion questions Chapter 4
	24	<u>Climate/Atmospheric moisture</u> begin maps and reports
	26	<u>Soils</u> begin maps and reports, <i>Assign Chapters 5 & 6</i>

	29	<u>Wildlife habitat</u> assign expected wildlife / T & E
Oct	1	<u>Vegetation and disturbance</u> assign expected vegetation associations
	3	Discussion questions Chapters 5 & 6 Site visit
	6	Plant transects – In field
	8	Plant transects – In field
	10	<u>Species interactions</u> , Maps and reports due for Climate, Moisture, Wildlife, Vegetation
	13	<u>Succession</u>
	15	<u>Spatial variation/Landscape ecology</u>
	17	<u>Synecology, Ecosystem classification</u> begin ecosystem classification
	18	Field Trip Guides (Talk to LA 105 about Lower Howard's Creek)
	20	<u>Aesthetic resources</u> – MIDTERM – <i>Assign Chapter 7</i>
	22	Ecosystem classification due , <u>Site Analysis</u> (vulnerability), Site visit
	24	Discussion Chapter 7 , <i>Assign Chapter 8</i> (First draft of site analysis due, edit)
	27	<u>Site Analysis</u> , (site suitability)
	29	<u>Site Analysis</u> , work day (Second edit)
	31	<u>Site Analysis</u> , Final Site Analysis due end of class
Nov	3	Discussion Chapter 8 , Program Development
	5	Program Development
	7	
	10	Program Development due , Begin <i>Desert Solitaire</i> by E. Abbey
	12	<i>Begin Master Plan Design, Assign Chapter 9</i>
	14	Design Concepts
	17	Discussion questions Chapter 9
	19	Design Concepts desk crits
	21	Site visit
	24	Development of one conceptual design
26	Thanksgiving Break	
28	Thanksgiving Break	
Dec	1	Discussion of Ecological Ethics – <i>Desert Solitaire</i> , Leopold, Rolston III
	3	Design Development / Program Development
	5	Finish Design
	8	Presentation Boards due Midnight
	10	<u>Final Pin-up</u> (post 'em and toast 'em)
	12	<u>Final Boards corrections due</u>
	15-19	Finals Week – Good luck!

Key:

Due
Assigned
Lecture Topic

LA 223 - 001
Landscape Architecture Design Studio III

Spring 2015

ESGB MWF 1:00 – 4:50 pm

Ned Crankshaw

S305 Agriculture Science Center
ned.crankshaw@uky.edu
859/771-5328
Hours: MWF 9:00 - 11:00

Colleen Clines

caclines@gmail.com

Design Studio III, like all studios, is about landscape architectural design **process** and the development of places for human habitation. This studio will concentrate on opportunities in urban and suburban environments to create more sustainable places – places with higher community values and lower environmental costs. Sustainability in the context of this class is considered broadly: not simply the sustainability contributed by the technical details of site design, but the sustainability of communities that thrive as urban places, therefore reducing sprawl and increasing social attachment.

The project permutations of this theme are the following:

- Community space, townscape, and building
- The city as places and systems that support human needs
- Urban social space
- Urban infill design
- Site scale sustainability

Studio Activities

The major part of the studio will consist of design projects mixed with readings and discussions dealing with design for people and sustainability. Readings are required and synopses or essay quizzes will be used to create a measure of accountability to the readings.

For GCCR reviewers: Design projects in this studio are different every year. Two or three major projects are used as arenas for the continued development and practice of design process, the application of subject knowledge from readings and discussions, and the continued development of communication skills (graphic, written, and oral). There is not a "standard" calendar used/reused each year. The draft/review/feedback will be implemented in a similar fashion that our program has somewhat standardize on for rapid and broad review and feedback from peers prior project submission. We effectively use this process in LA 105 and LA 222 as well as other courses and studios.

Readings from Cities for People and The Social Life of Small Urban Spaces will be used to inform your project work. 101 Things I Learned in Architecture School is for general use, and Guidelines and Performance Benchmarks 2009 will be part of the evaluation of the second project.

In addition the following enrichment activities are a required part of the studio:

- Field trips in Lexington and Louisville, Dates TBA
- Department – sponsored lectures
- Field trip, April 17 - 21

Graduation Composition and Communication Requirements Information for the Bachelor of Science in Landscape Architecture Degree

Select assignments in LA 222 and LA 223 are used in conjunction to satisfy the University of Kentucky's Graduation Composition and Communication Requirements (GCCR). The GCCR requirements are *minimum* (not a maximum) of what is expected for a student graduating from college to for citizenship and productive work regardless of discipline. The intent is to build on the knowledge, skills, and abilities developed during your pre-college education and in your UK Core courses such as CIS 110 and CIS 111. You will be constantly called on to competently communicate through written, oral, and visual/graphic media this and other UKLA courses as well as in graduate school and/or professional practice after graduation from UKLA. As you already have experienced, composition and communication assignments are threaded throughout the Landscape Architecture Program. In order to fulfill the GCCR three specific assignments are targeted. The intent is for you to be able to report on a design process (your own and/or someone else's), to make a proposal for a design process to address landscape opportunities and constraints relative to a call for design proposals, and to demonstrate competency in the oral presentation of visual material.

You will rely on peers to help in this process. You may co-author or co-present material. The minimums specified below in terms of time and length are provided as individual requirements and require scaling based on the number of students involved in authorship. You will compose and communicate in documents and presentations that are substantially longer and complex in future studios and courses. You should see the following assignments as a series of stepping stones to more encompassing and complex works as you move through the program and beyond.

General Information and Resources

In order to receive GCCR recognition, you must have completed the UK Core composition and communication requirements and 30 credit hours or more of college course credit. An average grade of "C" or better is required of all designated GCCR credit intensive assignments produced in the designated course. All of the requirements must be completed prior to graduation. A formal oral or visual assignment, demonstrated discipline information literacy, as well as at least 4,500 words (LA 222 = 2,000 words and LA 223 = 2,500 words) of English composition are all components of the GCCR.

- *Draft, Review, Revise, Review, Revise, Submit Process.* An iterative process is as essential to effective written composition as it is to a design process. Design writing can differ from other styles of composition in that it can contain technical language and emphasizes precise and concise writing. At least three different peer (student) reviewers will review the composition and communication assignments in draft form. Prior to peer review, drafts are expected to be technically complete documents that satisfy all of the specific criteria described for the final submission. Incomplete drafts cannot be used for satisfying the intent of the draft, review, and revise process of the GCCR in this program. Therefore, text and/or graphic placeholders are not appropriate for use in the drafts supplied to peer reviewers. Before final product submission for grading, a composition must be read, revised as necessary, and approved for completeness by another student who did not read a previous draft. At least four peer reviewed drafts of compositions are to be submitted as part of the final submission package. Resubmission of a final submission for grading is at the discretion of the faculty member in charge of the assignment.
- *Process/Timing.* Similar to the timing used in LA 105, you will have studio time to peer review each other for the composition and communication pieces. For example, a typical process might begin on a Wednesday with the first three reviewers providing feedback to the author by the end of class. The author then revises the composition/presentation for the beginning of class on Friday so that the fourth reviewer can double check for completeness, provide a final proofreading, and provide feedback. The author revises once more for the final document and assembles the submission package that includes the previous four drafts. In consultation with the instructor, the final submission package might all be bound in a ½ inch 3-ring binder with a printed cover and the final document on top of the four draft documents.
- *Resources Beyond the Studio.* There are at least three resources that can help you with meeting the GCCR requirements. You have likely used these in previous courses, such as LA 105. Use the resources early and often to accomplish GCCR. Accessible online directly is the

Purdue University Online Writing Lab at <https://owl.english.purdue.edu/owl/>. This source is helpful for many basic composition questions and is generally available 24/7. The second is the Dr. Robert E. Hemenway Writing Center at <http://wrd.as.uky.edu/writing-center> and in the Hub of W.T. Young Library. The Writing Center has the capacity to schedule one-on-one work sessions in person or online for almost 60 hours per week (six days) during the term. The third resource is the Multimodal Communication Consulting Center (MC3) at <http://ci.uky.edu/icr/mc3> and in 107A Grehan Building, where there are in-person one-on-one peer tutors available to you via an appointment for 38 hours during the weekdays.

GCCR Specifics for LA 223: Landscape Architecture Design Studio III

Design project narrative

The signature assignment in this studio is a composition reporting on a complete site design process. This piece will synthesize design process, site analysis, design alternatives, and design recommendations as if it was for a client presentation. The student-created written document will integrate appropriate table graphic materials to address the design program, physical/biological/cultural site inventory, appropriate analyses, and finally design solutions.

The minimum assignment mechanics involve a draft/review/revise iterative process in parts and as a whole via peer(s) prior to final submission for formal evaluation by the instructor. This document will be at least 2,500 words in length not including title, abstract, tables, captions, and reference list. The document will follow the functional elements of the American Psychological Association (<http://www.apastyle.org/> and <https://owl.english.purdue.edu/owl/section/2/10/>) for written content and for the formatting of at least 20 appropriate primary references. The written portion(s) will essentially be free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience. Any professional jargon used will be defined and clarified as part of the submission through either text and/or visual representation. All graphic components will at a minimum conform to landscape architectural professional conventions for graphic design communication and will include support information such as context map, caption, legend, color, direction, scale, and labeling.

Design Related Presentation

Each student will deliver a live or previously recorded oral presentation that incorporates visual materials based on an entire design process, a precedent case study, or a particular aspect of analysis as appropriate to the studio and in consultation with the instructor. The presentation will be minimum 10-minutes in length with additional time for audience questions and presenter responses. The audience can be other members of the studio, department faculty and students, and/or an audience that includes professional design jury members or community partners. You are free to use presentation tools and techniques that provide a platform for organizing information including, but not limited to, PowerPoint or Prezi. Students are encouraged to draw on previous UK Core and LA courses to create an informative and inspired presentation. It is the student's responsibility to be sure the necessary resources are in place to deliver the presentation, though the faculty are available to assist you.

Similar to the composition aspect of the GCCR, a draft, feedback, and revision, process is required for the presentation portion. Depending on presentation mode, several means could be used to meet this requirement. For example, if PowerPoint is used in a live presentation mode, feedback from at least three audience members on printed "notes" pages and subsequent discussion is appropriate to meet the university requirement. Use of technologies like a video recorder with individual reviewer notes, VoiceThread, YouSeeU, Microsoft VideoPal or Adobe Connect are all appropriate as well to use during presentation development and formal delivery. The intent is to provide flexibility in formulating, improving, and delivering a formal presentation appropriate to the course and discipline content. Depending on specific presentation opportunities and constraints, the instructor and student will develop a suitable submission package that documents the draft/feedback/revise process.

Required Textbooks

There are four required texts for LA 223. The first three are available at Amazon and other on-line booksellers, the fourth is a public domain file that is downloadable from the department network:

Cities for People, Jan Gehl

The Social Life of Small Urban Spaces, William H. Whyte
101 Things I Learned in Architecture School, Matthew Frederick
Guidelines and Performance Benchmarks 2009, The Sustainable Sites Initiative

Learning portfolio

The portfolio for LA 223 will include but not be limited to:

1. The class syllabus, project statements, and handouts
2. Notes of all kinds: in class, process notes, field observation notes
3. Photographs of project sites and field trip locations
4. Reading material other than the textbooks
5. Any other relevant material
6. Printed copies of scans or photographs of process work
7. Printed copies of final project work

Evaluation

The semester grade will consist of the accumulated evaluations of all design projects, the grades for GCCR assignments (which must meet a minimum of a 'C' grade to complete GCCR), synopses or quizzes, any other assignments, the portfolio, and class participation.

- Approximately 75% of the semester grade is based on design projects and the GCCR assignments
- Approximately 25% is based on synopses, quizzes, the learning portfolio, other assignments, and class participation

No one can successfully complete the studio without completing all studio projects. Criteria for project evaluation will be based on the goals of the specific project, and the weight of design project grades will be proportionate to the time invested from the semester schedule.

Mid-term grades will be given in accordance with University policy.

Attendance

Attendance is required for all studio meetings. Each three unexcused absences will result in a one letter grade drop from the final grade. If you are not present when roll is called, you will be considered absent. Extenuating circumstances such as illness, death or other family emergency, or serious personal problems should be discussed with me in advance of an absence.

Due Dates

A project submitted on time, but incomplete, will be evaluated as it stands. A project submitted late will be lowered one letter grade each calendar day it is late. You must present your project on the day of a review to receive a grade for the project.

Project Submissions

All submissions will be identified with the name of the responsible party(s). Any scaleable drawings will include a graphic scale. All plans will show a north arrow. If any of these are lacking, one letter grade will be deducted from the evaluation.

Group Work

This studio involves group work. All group members will have the opportunity to evaluate the function of the group and its members at project conclusion.

Academic Integrity

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, [photographs, drawings] or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism (from the Office of the Academic Ombud).

Plagiarism will result in no points being awarded on the assignment and could result in additional action.

Accommodation for Disabilities

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, www.uky.edu/drc) which coordinates services available to students with disabilities (from the Office of the Academic Ombud).