

SYLLABUS | LA 404 – Landscape Architecture Comprehensive Project

Spring Semester 2026 | MWF 1:00-4:50pm | AB 215 studio

COURSE DESCRIPTION

Analytical, conceptual, and design development processes applied to a comprehensive project in landscape architecture. Emphasizes guided independent design work based on individual initiative.

Credit hours: 6, Prerequisites: LA 451

INSTRUCTORS

Paul Maginnity

Assistant Teaching Professor, ASLA

AB 113 | paul.maginnity@bsu.edu | MW 11:00a-12:30p, F 10:30a-12:30p: or by appt.

Chris Marlow

Associate Professor, PLA, ASLA

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COURSE RATIONALE

A comprehensive design project, or capstone project, is a student-initiated final project that demonstrates the breadth of learning and development throughout the course of the undergraduate program. The comprehensive project provides students with the opportunity to apply what they have learned, explore and enhance their design skills by participating in a self-initiated design project.

The comprehensive project emphasizes critical thinking, application of design process, skill development, research, and communication of ideas. The primary culmination of this work is a well-articulated written report (25% of the course grade, meeting the University Core Curriculum requirements for Tier 3 Capstone and Writing Emphasis) and a public exhibition/review that demonstrate evidence of process, advanced research, analysis, synthesis, and conclusion/response.

Through the comprehensive project, the final semester is a time for the student to demonstrate ability to independently identify and solve a design problem utilizing appropriate design process. It is also a time to reflect on the previous four or more years of landscape architecture education.

LA 404 provides the opportunity for a student to work with a faculty mentor and possibly additional University faculty or other professionals to focus on specific areas of interest. Through this opportunity, students can practice the art of communicating, interpreting, and responding to ideas and critique in order to develop an independent project. Neither faculty mentors nor other faculty or professionals will be responsible for officially assessing student work. Instead, they will be available to students in an advisory capacity. The instructors will do their best to pair the student with a mentor whose interests and/or expertise align with the student and their project. The student is solely responsible for initiating contact and arranging a meeting schedule with their mentor. The student is welcome to seek other mentors as desired but must inform their instructors in advance.

Finally, the course provides the student the opportunity to: 1) analyze, conceptualize, and develop the design of a comprehensive project in landscape architecture, 2) present a public review of their work utilizing different media forms, 3) write a report that explains the project, 4) demonstrate how design process was used, and 5) present a professional-level design solution and/or conclusions generated as part of the project.

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COURSE LEARNING OUTCOMES

Critical Thinking and Problem Solving	Clearly articulate and apply knowledge gained and conclusions generated from individual research in a comprehensive design project. Apply design process skills to identify a design problem, conduct research/investigation appropriate to the problem, and propose appropriate design responses. Apply multiple principles and practices of environmental sustainability in a comprehensive design project.
Oral / Written Communication	Articulate a self-identified design problem, supporting research, and proposal into a coherent written report that effectively describes the comprehensive project. Apply professional communication skills (written, graphic, and verbal) required of an entry-level landscape architect to thoroughly convey design intent to persons inside and outside of the department through public review. Effectively demonstrate a clear and logical design process.
Collaboration and Teamwork	Consult with a professional and/or faculty mentor in solving a tangible landscape architectural design project. Provide meaningful feedback and effectively contribute to peer projects through reviews and critiques.
Professionalism and Work Ethic	Effectively utilize and apply time management skills in completing a comprehensive design project.
Technology and Media Skills	Leverage different media forms and existing technology to solve problems, accomplish tasks, and represent work for public review.
Creativity and Originality	Strategically demonstrate innovation, ingenuity and inventiveness to overcome problems and achieve/propose design outcomes.

TEXT

No textbook is required for this course. Students are expected to utilize appropriate literature reviews, the library, archives, personal references, and other sources appropriate to their projects.

COURSE FORMAT AND ATTENDANCE

The course modality will be in-person. The course is intended to operate like a *small office* where the design studio shall serve as each student's on-campus office/workspace. Unless announced otherwise, the class will have **mandatory 1:00-2:00pm Monday meetings** for updates, reminders, demonstrations, discussion, Q&A, etc. Depending on the topic(s), these meetings are generally expected to last between 15 and 60 minutes. It will be essential that students treat this meeting and all remaining "studio office hours" as a working routine. Students are expected to be actively engaged with progress presentations, individual or small group critiques/reviews, and independent study/design/production during every class period (MWF 1:00 – 4:50pm). See the tentative semester schedule for more detail. Any changes in the schedule will be announced during Monday meetings, via email and/or a Canvas announcement. It is the responsibility of the student to plan their schedule accordingly and stay current with all course-related announcements, updates, revisions, etc.

All students are expected to engage with their instructors by showing **daily progress and updates**. Students will

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also be expected to advance their projects outside of studio hours. When necessary, and at the discretion of the instructors, **the student may use “studio office hours” to conduct site visits, library research, client/stakeholder/mentor meetings, etc.** (except on scheduled/announced presentation days or during Monday meetings). Students may be allowed to work outside of studio no more than 1 day every 2 weeks. In such cases the student must notify the instructors in person or via email in advance if they plan to be “out of the office.” In exchange, the student will submit a one- to two-page *Progress Report Form* (details to be provided) outlining all progress made. The outline could include drawings, mapping, diagramming, images (e.g., site photos), accounts of people interviewed, scans or screenshots of sources, or any other specific documentation of progress. This documentation must be submitted to faculty *by the beginning of the following class period*. Failure to submit a progress report or should the instructors deem the progress to be insufficient, an unexcused absence may apply. Late submittals will receive feedback, but the Progress & Participation grade will be subject to the penalty. Students not excused will be noted as absent. Absenteeism will also be reflected in the Progress & Participation grade.

Course communications will generally happen via Canvas and BSU email. At a minimum, students should check the course Canvas page (where all necessary course resources, announcements, etc. will be managed) and their BSU email in the mornings before class and again in the evening.

Staying organized, demonstrating consistent weekly progress, and asking good questions will generally result in shorter and/or more productive office meetings and one-on-one sessions. Students should organize their materials prior to class time and bring specific questions for their instructors to address in one-on-one project critiques/reviews. This will help facilitate efficient advancement of every project.

GENERAL PROJECT REQUIREMENTS

Project types may and will vary widely. Most final projects will involve a site and a clearly identified design prompt that will address the specifics of that site; let’s call this a *buildable* project type. The designer’s intent must be clearly and professionally documented. For this project type, each student shall meet minimum criteria, including (but not limited to):

- Project title and location
- Vision/concept statement
- Project narrative
- Vicinity/orientation map
- Site inventory (existing conditions)
- Site analysis
- Concept development/diagramming
- Master/site plan(s)
- Detail/plan enlargements
- Site sections or section-elevations
- 3-D illustrations (perspectives, axons, models, etc.)
- Construction documentation (grading plan, planting plan, details, etc.)

Any *buildable* project requires appropriate construction documentation that illustrates minimum competency addressing site engineering and technical problems (e.g., grading/drainage/planting plans, roadway design/alignment, erosion and sediment control plans, construction details, site/environmental systems, site logistics plan, etc.). In consultation with the instructor(s), each student is required to produce selected site engineering and/or technical drawings/documents that demonstrate how specific aspects of the project would be implemented.

Some projects may be more *abstract* (somewhat less buildable). In such a case, minimum criteria shall be defined in collaboration with the instructor(s) and the faculty mentor, with final approval from the instructor(s).

EVALUATION

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There will be no quizzes or exams. The instructors will provide one-on-one evaluations routinely throughout the semester. Each student's final course grade will be determined by a multi-part evaluation of the following items (primary course deliverables in **bold**). Refer to the semester schedule (available on Canvas) for due dates. Further details and expectations for each will be provided during class.

- **Midterm Oral Presentation (25% of final grade).** Each student will have approximately 30 minutes to verbally present their project, including time for Q&A. Multiple reviewers (professional practitioners, alumni) will be invited to offer their suggestions and insights to help guide the advancement of student projects. Professional attire and communication are mandatory.
- **Final Signature Artifact (20% of final grade).** Each student will design one major *signature* communication piece that tells the story of their capstone project in a distinctive way of their choosing. Each student will have approximately 30 minutes (including Q&A) to present their project. Professional attire and communication are mandatory.
- **Final Report (25% of final grade).** One written executive summary shall describe and illustrate the design process executed in the student's final project. The following are some of the criteria that will be used to evaluate the document.
 - Content and depth of comprehensive project. The design solution must meet the intent of the vision, goals, and program developed throughout the semester.
 - Organization of the subject material. Sequencing of content must be clear and sensible.
 - Legibility. The report must be informative, clearly written, and grammatically correct.
- **Final Display (20% of final grade).** One final display board must thoroughly, yet concisely, summarize the final project. Professional graphic presentation is essential, and shall pay special attention to layout, graphics, and writing. If the instructors deem a student's work to be incomplete, insufficient, and/or unprofessional, they may choose not to publicly display that work with their classmates' work.
- **Progress & Participation (10%).** Reflection of attendance, punctuality, productivity, communication, engagement, improvement, and professionalism.
- **Digital Documentation.** Each student shall produce, present, and submit their final project (midterm and final oral presentations, final report, and final display) in a digital format (PPTX, PDF, AI, INDD, DOCX, etc.) and provide all documentation (drawings, photographs of models, etc.) that support those presentations. Digital Documentation submission is a requirement of all major components and therefore integrated into the grades for each.

The four items below will be factors in determining a student's final course grade:

- **Collaboration.** The degree to which the student works with fellow students, the instructor, and their mentor is very important to the overall success in their project and the course. While each project is an individually developed endeavor, it is necessary to work with your mentor(s) and other students in order to develop and refine ideas and strategies.
- **Participation.** The overall effectiveness of the student in group discussions, meetings with the faculty mentor, and attendance at the midterm and final presentations.
- **Design Process.** This course is designed to allow the student to demonstrate their understanding of design process. The ability of the student to follow rigorous design process will be evaluated by the instructor.
- **Written Drafts.** Preliminary drafts of part or all of the final report may be requested during the semester. Each draft shall include *any previous drafts* that include instructor comments. Students should utilize the BSU Writing Center regularly to improve their written work.

Grading Scale

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A (94-100)	Distinguished Work – responds fully to developed design prompt; expresses its purpose clearly and persuasively; reflects a rigorous and in-depth process; demonstrates superior design, technical, and graphic execution, with great attention to detail and accuracy; maintains a high level of excellence and creativity; may exceed project requirements; changes/revisions to final are unnecessary or minor.
A- (90-93)	Nearly Distinguished Work.
B+ (87-89)	Very Good Work.
B (84-86)	Good Work – demonstrates a solid understanding of the concepts, forms, structures, and their application in the project, but requires some changes/revisions to clearly and completely communicate or to do so with complete accuracy.
B- (80-83)	Average to Good Work.
C+ (77-79)	Above Average Work.
C (74-76)	Average Work – realizes the design adequately and competently, but contains numerous minor errors or flaws; needs moderate revisions to fully communicate and thoroughly demonstrate implementation of concepts and/or requires moderate revisions to achieve complete accuracy.
C- (70-73)	Below Average Work.
D+ (67-69)	Poor Work.
D (64-66)	Very Poor Work – partially incomplete and/or demonstrates a poor understanding of process and/or concepts; solutions are inconsistent, significantly inaccurate, and/or fail to meet minimum requirements; work requires extensive revisions.
D- (60-63)	Extremely Poor Work.
F (0-59)	Failure – substantially incomplete and/or demonstrates a failure to either comprehend or implement the subject matter; most phases of work are incomplete, unacceptable, and/or work was not submitted.

Important Notes:

Passing LA 404 requires the completion of the Midterm Oral Presentation, Final Oral Presentation, Final Report, Final Display, and the submission of all pertinent documentation. However, completion alone does not necessarily guarantee a passing grade.

A student must earn a final course grade of C- or better in order to avoid retaking the course. See departmental Retention Standards in the current Undergraduate Catalog:

<https://bsu.smartcatalogiq.com/2024-2025/undergraduate-catalog/estopinal-college-of-architecture-and-planning/landscape-architecture/major-in-landscape-architecture-bla/>

INCOMPLETE (I) GRADE POLICY

In accordance with University policy, a grade of “I” (incomplete) represents incomplete work and is given only when it is determined that the student should be afforded the opportunity to finish assigned coursework. As a general policy, INCOMPLETE (“I”) GRADES WILL NOT BE GIVEN in this course. Only for extenuating circumstances (e.g., documented illness, family crisis, or the like), and through private consultation between student and instructor(s), will an incomplete be given. In such cases, the instructor will follow the proper policies and will outline the requirements & time limit for completing unfinished work.

LATE WORK

Late work will be penalized at the discretion of your instructor(s). However, students should expect a 10-point penalty for work received after the specified deadline and five (5) points per day thereafter. Computer failure or related technical problems will not constitute an acceptable excuse for late work; students must plan responsibly and back-up your work in multiple locations.

GENERATIVE AI STATEMENT

The use of Artificial Intelligence (AI) to complete any assignment (in part or entirely) can be beneficial (brainstorming, image editing/creation, research, writing assistance, etc.), but it can also undermine your learning/development and/or be a form of cheating. Therefore, if AI is not explicitly part of a given assignment’s workflow or deliverables, the student must consult with the instructor on the use of AI tools (e.g., ChatGPT, Claude, Midjourney, Adobe Firefly, or others) for completing assigned work. The student must cite any AI-generated material that informed/shaped their work. Using an AI tool to generate content without proper

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attribution constitutes a violation of Ball State University's [Student Academic Ethics Policy](#). If it is appropriately determined by the instructor that the work submitted by the student is not their own (by way of plagiarism, unapproved use of AI tools, or other forms of cheating), a grade of zero (0) may be assigned for that work.

ACADEMIC ETHICS

Academic dishonesty, such as plagiarism, involves violations of procedures which protect the integrity of the coursework completed by a student. Honesty, trust, and personal responsibility are fundamental attributes of the University community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of knowledge. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity.

The design studio is a place for hands-on exploration, discovery, application, and learning. The student is encouraged to observe and discuss assignments/projects with fellow students. However, all work submitted for evaluation must be the result of individual effort. No form of cheating will be tolerated in any academic assignment. If it is appropriately determined by the instructor(s) that the work submitted by a student is not their own (by way of plagiarism, fabrication, or cheating), the student should expect a grade of zero (0) to be assigned for that work. The instructors will adhere to university [Academic Integrity policies and procedures](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. The student should check with instructors if they are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books).
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing).
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Two important things to remember about academic dishonesty: (1) it is self-defeating (e.g., unprofessional, embarrassing, career-impeding if hired and found unable to perform) and (2) *planning in advance* and *staying on-schedule* are arguably the best ways to avoid cheating. Students are strongly encouraged to immediately contact the instructor(s) if they are having difficulty making progress or meeting deadlines.

EMERGENCIES OR TECHNICAL ISSUES

In Case of Emergency

If, for any reason, an emergency situation occurs during class and your instructors are unable to coordinate a response, PLEASE IMMEDIATELY LOCATE AND ACTIVATE THE RED CALL BUTTON LOCATED ON THE WALL in your studio and/or the AB 210 classroom (and other classrooms in which you may meet). Students should also call 9-1-1 or University Police at 765-285-1111.

Technical Assistance

If a student needs technical assistance with Canvas or other IT/hardware/software issues, they should contact the [BSU Help Desk](#) at 765-285-1517 or toll-free at 1-866-771-3276. The student may also visit the link below and follow the *Knowledge Base* link to find useful how-to videos and answers to many frequently asked questions. They are available for walk-in support at Tech Center, Bracken Library, room 101.

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UNIVERSITY POLICIES AND STATEMENTS

University/Disability Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact your instructor(s) as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in their office before any accommodations can be provided. You can contact Disability Services at 765-285-5293 or dsd@bsu.edu. Please note that instructors are not authorized to determine disability, provide certification of disability, or to arrange for a determination of disability.

Student Leaves

Leaves and excuses by reason of bereavement (e.g., funeral, jury duty, medical, sports, religious holidays) shall comply with university [Attendance Policies](#). Arrangement for completion of assigned work shall be made with the instructors.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit BSU's [Title IX web page](#) or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu.

As your instructors, we are mandatory reporters under the Title IX policy and required to report any information we receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after we report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant chooses to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

Anti-Bias, Anti-Harassment, Sexual Harassment

To report a bias, harassment, or sexual harassment incident, use the reporting process found at the Say Something link.

- Ball State University's [Say Something](#)
- Ball State University's [Anti-Harassment Policy](#)
- Ball State University's [Statement on Sexual Harassment](#)

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within five (5) school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process](#).

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STUDENT SUPPORT SERVICES

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on “Navigate” in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center. Supplemental Instruction is available in select courses. If a student has an SI leader for their course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: [BallStateLC](https://www.instagram.com/BallStateLC).

The Writing Center

All writers improve with practice and feedback, so students in this course are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on their writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, students should plan ahead because appointments book quickly!

The Basic Needs Hub

If a student is having difficulty affording enough food, does not have a safe and reliable place to sleep, and/or is experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about an experience, receive one on one assistance, or learn more about resources, students can submit a [Basic Needs Assistance Form](#).

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, students can contact them at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

The Speaking Center

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message. The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

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STUDENT PRIVACY

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. Likewise, this syllabus is subject to change in the event of extenuating circumstances. The most current version of the schedule and syllabus will always be available on Canvas. Please check there regularly for updates and contact your instructors if you have any questions.

SYLLABUS DISCLAIMER

This syllabus is intended to serve as a guide for the course and is subject to change at the instructor's discretion. While the core learning objectives and assessment methods will likely remain consistent, adjustments may be necessary due to unforeseen circumstances, pedagogical considerations, or to best meet the needs of the class. Students will be notified of any significant changes in advance.