Spring 2015 Course Overview (DRAFT 10/22/14)

With instructors bringing more than 45 years of combined experience in the urban economic development field, this class features experiential learning showcasing Denver as a working laboratory for best practices and case studies. We will explore a variety of influences that guide the success and failure of economic development projects, including market considerations, political realities, financing tools and public/private partnerships. Topics to be explored include:

- An understanding of economic development finance tools for projects, infrastructure and commercial districts
- The local, regional and national political influences that shape projects and districts
- The physical site constraints and opportunities that shape projects and districts
- The importance of leveraging resources and creating viable public/private partnerships
- The role of private developers, planners and economic development professionals in guiding projects and districts to success and/or failure

Classes will include interactive guest panels and periodic walking tours. Readings will be topical and often include case studies from current projects and events. Students will be evaluated on a combination of class participation, critical thinking and projects.

The instructors are seasoned practitioners and consultants in the economic development field and principals of the national urban economic development firm Progressive Urban Management Associates Inc. Information on the firm is available at www.pumaworldhq.com.

MURP Curriculum: This course is designed to address the MURP curriculum in several areas, including:

- General knowledge of planning: Economic development is an established emphasis within the planning profession, perhaps growing in importance in a changing economy. Basic principles and best practices for economic development will be explored.

- Planning skills: The class will tap all of the basic skills required in planning and apply them to the economic development context. Class projects will challenge student’s capabilities in research, written and oral communications, and critical analysis of projects and policies. We will utilize existing plans and policies to evaluate the pros and cons of economic development projects. We will focus on the realities of economic development policy-making by examining a variety of organizations, including governments, private organizations and public/private partnerships.

- Values and ethics: Economic development decisions, particularly in the use of incentives, require trade-offs that demand an understanding of civic values and the ethical implications of how decisions relating to public resources are made. We will explore winners and losers in economic development decisions, and, using recent case studies, critique social equity issues and implications.
Assignments and Assessments

- **Mid-Term Paper & Presentation:** Students will submit a maximum 3-page paper on overall impressions of the redevelopment process based upon class presentations and discussion during the first five weeks, and provide a 5 to 10 minute class presentation to present key observations within the paper. Topics to be addressed in the paper include barriers and opportunities to redevelopment, role of planners, role of politics and three lessons learned on how projects and/or districts are successful. (20% of final grade)
  ✓ Presentations and papers due March 6

- **Term Project, Paper and Presentation:** The final term project will require students in groups of two to “adopt” a metro Denver redevelopment project or a commercial district that is utilizing many of the financing and organizational concepts that are explored in the class. If a redevelopment project, it must be site-specific and in the conceptual and/or pre-development phase. If a commercial district, it should have an existing organization guiding its development. Each group will undertake an investigation of the project or district and demonstrate a complete understanding of the following project characteristics:
  1) goals and objectives for the project (or district), development team and community;
  2) develop a profile for the project (or district), development team and community;
  3) interview key players in the project or district, including developers, district managers and public official(s);
  4) demonstrate an understanding of the financing structure for the project or district,
  5) make team recommendations for both the developer (or district manager) and community on how to best implement the project (or improve the district), including design, financing, community relations and project management issues.
A final paper (up to 10 pages narrative plus up to 5 pages of exhibits) and maximum 10 minute presentation to the class will be submitted. (50% of final grade)
  ✓ Select project and submit written one-page outline of approach by February 13
  ✓ Submit project status report, one-page outline by March 13
  ✓ Presentations and papers due May 1

- **Attendance & Participation/Weekly Discussion Points:** Worth 30% of final grade. 15% attendance and class discussion participation and 15% bringing up to three brief written discussion points to each class based upon the week’s reading and/or immersion assignments.

*Notes on Attendance, Participation & Preparation:* There are three components to your attendance and participation grade. First, given the experiential nature of the class, attendance is mandatory unless excused for religious holiday, personal health issue or emergency. If you plan to miss class, make sure to notify Anna or Brad beforehand. Each unexcused class will incur a 2% deduction from your final grade. Second, participation is a fundamental part of your experience in this class. Participation does not just mean “showing up”, nor does it mean responding to each and every question posed. It means actively involving yourself in the discussion by showing up on time, completing all readings before class, actively listening to who is speaking, asking pertinent and pointed questions, offering opinions respectfully, respecting all other viewpoints and otherwise being “deeply present” in class. Third, many of the classes will include presentations from seasoned economic development professionals. It is a matter of basic respect to be prepared for these guests and their topics. Therefore, to demonstrate that you are prepared, we are requiring that students come to each class with up to three discussion points on the week’s topic and readings.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Invited Guests: Proposed</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan 23</td>
<td>Introductions/Intro to Redevelopment Tools &amp; Toolbox</td>
<td>None</td>
<td>P.U.M.A. Tools &amp; Toolbox Newsletter</td>
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<td>Jan 30</td>
<td>Overview of Economic Development Tools for Projects</td>
<td>Cameron Bertron, EPS Brownfields Cassie Milestone, Civic Ventures</td>
<td>TIF info, project pro forma</td>
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<td>Feb 6</td>
<td>Overview of Economic Development Tools for Infrastructure and Districts</td>
<td>Andrew Johnston, City of Denver Department of Finance Andrea Barela, NEWSED CDC</td>
<td>Project profiles – 14th Street, Broadway, Santa Fe Drive, Brighton Boulevard</td>
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<td>Feb 13</td>
<td>Incentives &amp; Ethical Trade-Offs</td>
<td>Brian Duffany, Ben Kelly</td>
<td>NY Times series; Gaylord agreement</td>
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<td>Feb 20</td>
<td>Redevelopment in Different Government Structures: Mayor vs. CM</td>
<td>Gretchen Hollra, City of Denver Mark Deven, City Manager, City of Arvada</td>
<td>Readings on CM vs. strong mayor system, TBD</td>
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<td>Feb 27</td>
<td>Health and Redevelopment: An Emerging Consideration</td>
<td>Chris Smith, Colorado Health Foundation Erica Heller, PUMA</td>
<td>ULI Ten Principles Document; CO4F and Healthy Places websites</td>
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<td>Mar 6</td>
<td>Midterm Presentation: Impressions on How Redevelopment Occurs</td>
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<td>Mar 13</td>
<td>District Case Study: Morrison Road – Ending A Generation of Neglect</td>
<td>Councilman Paul Lopez; Steve Chester, City of Denver Planning Dep’t</td>
<td>ULI Healthy Places Report</td>
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<td>Mar 20</td>
<td>District Case Study: Morrison Road Projects</td>
<td>Revision International Urban Land Conservancy St. Charles Town Company</td>
<td>Project Profiles</td>
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<td>Apr 3</td>
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<td>Apr 10</td>
<td>Project Case Study: Affordable Housing Development Options</td>
<td>Ismael Guerrero, DHA Sue Powers, Civic Ventures</td>
<td>Project Profiles</td>
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<td>Apr 17</td>
<td>Project Case Study: Affordable Housing Policy Options</td>
<td>Tami Door, DDP David Zucker, Zocalo Development</td>
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<td>Apr 24</td>
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<td>May 1</td>
<td>Class Presentations: Final Projects</td>
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<td>May 8</td>
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Absences, Tardiness and Homework
Except for documented health, religious, family or emergency reasons, we will not accept excuses for absences, tardiness or papers not submitted. Unexcused absence incurs loss of two percentage points, and tardiness counts for half of an absence.

Plagiarism
Students are expected to know, understand and comply with the ethical standards of the university, including rules against plagiarism. Plagiarism is the use of another person’s ideas or words without acknowledgement. The following are considered to be forms of plagiarism when source is not noted:

- Word-for-word copying of another person’s ideas or words
- The “mosaic” (i.e. interspersing your own words here and there while, in essence, copying another’s work)
- The paraphrase (i.e. the rewriting of another’s work, while still using their basic ideas or theories)
- Fabrication (i.e. inventing sources)
- Submission of another’s work as your own
- Neglecting quotation marks when including direct quotes

Please visit the UC Denver Writing Center for assistance on plagiarism and on general writing help.

Communication
Unless otherwise noted, we will contact you via Blackboard. In addition, syllabi and readings will be posted on Blackboard. Since Blackboard uses your official school email address (ending with email.ucdenver.edu), please make sure you check this address regularly or have it forwarded to your personal email account.

Students with Disabilities
Students with disabilities who want academic accommodations must register with the Disability Resources and Services (DRS) at UC Denver. Once a student has been registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved. Once you provide us with a copy of DRS’s letter, we will provide any accommodations that DRS has approved.

Office Hours
We don’t offer set office hours, but will make gladly make ourselves available by appointment. Often, best times to meet with us are before or after Friday classes.