NOTE: Assignments, schedule, and readings are subject to change. Please see Canvas for.

Instructor: Carrie Makarewicz, Ph.D., Assistant Professor
Department of Planning and Design
Office: CU Building, #513
Phone: 303-315-1008
E-Mail: carrie.makarewicz@ucdenver.edu
Office hours: Mon. 1:30pm–3:00 pm, or by appointment.
Course Website: Canvas

Class Meeting Days:
Sec. 001 Mon. 9:30am - 12:15pm, Rm. 3301
Sec. 002 Tues. 4:00pm- 6:45pm, Rm. 490

Teaching Assistant: Max Lubarsky
Email: Max.Lubarsky@ucdenver.edu
Office hours: By appointment

COURSE OVERVIEW

I. Course Purpose

The purpose of this course is to provide introductory and practical information about the roles of various actors in building cities, including planners, public works, plan commissions, elected officials, private developers, financiers, and the public. Specifically, the course will cover the policies, tools, regulations, plans, funding sources, and processes that act as the bridge between planning and development. The course proceeds along the stages of the development process, beginning with the goals and intentions of plans and regulations that are used to guide development in cities. Subsequent stages include the private development process from the idea for a project and site acquisition, to market and feasibility analysis, obtaining financing, and occupancy and lease-up. Other supporting tools and policies include infrastructure and public facilities planning, public financing tools, fiscal impact analysis, and public funding sources for economic development, such as tax increment financing, and Community Development Financial Institutions, and federal grants.

II. Course Format

The course employs engaged and critical learning techniques in and out of the classroom to facilitate understanding and retention of the material covered in the course. These include lectures, readings, in-class group activities, independent assignments, and team field work. Since there is no single way that development—public or private—occurs in cities, the course surveys the general methods, processes, and tools that most planners, cities and developers use, but does not teach a single development process. Through the material you will build your knowledge of the multiple paths to development and how they vary by use, jurisdiction, government, historical context, and developer. Sustainable practices will be covered within these processes.

Each session will be run as a combination lecture and workshop, with substantial student participation. The first 10 minutes of each class will begin with a written quiz based on the readings. In the first five minutes, students will answer the 2 or 3 questions independently. In the second five minutes, students will exchange their quiz with the person in front or beside them in order to receive feedback and discuss answers. The lecture will draw from the readings and other material. It is imperative that you attend class and do the reading assignments. I have made an attempt to keep the reading assignments at a manageable length so that everyone will do the readings and participate in the discussion. The bold
numbers in parenthesis (##) after each week’s topic and each reading indicates the page length. Use this as a guide to plan enough time to do a thorough review of the reading assignments before class.

The second half of each class may include class activities, guest speakers, additional lecture and discussion, student presentations, and short videos.

The course has seven graded activities, including three homework assignments, a group presentation and paper on a recently completed development, class participation, and a final exam. See the Assignment section of this syllabus and Canvas for more details.

III. LEARNING OUTCOMES

The Department of Planning and Design has incorporated the Planning Accreditation Board’s (PAB) standards for teaching planning knowledge, skills and values into the curricula of our courses. The following primary PAB Learning Outcomes will be assessed in this course:

**PRIMARY**

- **Planning law:** particularly the institutional contexts in which regional and local planning occurs – *These concepts will be tested on the final and evaluated in your city case study reports.*

- **Governance and Participation:** appreciation of the roles of officials, stakeholders, and community members in planned change. *Your review of a recent project in your case city, and your final paper and presentation will be evaluated in part based on how well you describe the governance and participation in recent developments and the city’s development planning process.*

- **Plan Creation and Implementation:** integrative tools useful for sound plan formulation, adoption, and implementation and enforcement. *Plan implementation and enforcement will be reinforced through the Downtown Denver Project Analysis, Staff Report, and city case study assignments.*

- **The Future:** understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future. *This will be taught through the study of fiscal impact analysis.*

- **Planning Process Methods:** tools for stakeholder involvement, community engagement, and working with diverse communities. *We will review a variety of community engagement tools and discuss their effectiveness in terms of promoting equity, inclusivity, and democracy through readings and in-class discussions. Types of involvement and engagement theories will be on the final exam.*

- **Growth and Development:** appreciation of economic, social, and cultural factors in urban and regional growth and change.

- **Professional Ethics and Responsibility:** appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics). *In class discussions, readings, and the final exam will cover issues of ethics and responsibility.*

IV. COURSE PREREQUISITES

There are no course prerequisites for this course but students who are not in the Masters of Urban & Regional Planning program need permission from the instructor to enroll. To do well in the course, students should have basic knowledge of the urban planning and development process through other introductory planning, public policy, and real estate development courses, or through work experience.
V. COURSE CREDITS
The course is worth 3 credit hours and applies to the core course credit hours in the MURP program.

VI. COURSE SCHEDULE
NOTE: Updates on class speakers & in-class activities will be posted on the Canvas Calendar periodically

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Assignment Due</th>
<th>In-Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td>MLK Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/25</td>
<td>Development Context: Developers, Plans, Geography, and History</td>
<td>Downtown development site: Part I</td>
<td>Establish Teams &amp; cities Prep for Field Trip</td>
</tr>
<tr>
<td>3</td>
<td>2/1</td>
<td>The Development Process</td>
<td>Downtown development site: Part II</td>
<td>Field Trip</td>
</tr>
<tr>
<td>4</td>
<td>2/8</td>
<td>Codes, Regulations, and Processes that Guide Development</td>
<td>Development Review: City contact &amp; project</td>
<td>Plan commission videos</td>
</tr>
<tr>
<td>5</td>
<td>2/15</td>
<td>The Development Review Process, Traffic Impacts, and Parking</td>
<td>Example staff reports</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/22</td>
<td>Feasibility and Market Studies</td>
<td></td>
<td>Market Study Data</td>
</tr>
<tr>
<td>7</td>
<td>2/29</td>
<td>Financing Development: the Proforma and Sources</td>
<td>Staff Report</td>
<td>Proforma workshop</td>
</tr>
<tr>
<td>8</td>
<td>3/7</td>
<td>Types of Development Projects: PUD, LEED, Infill, and TOD</td>
<td></td>
<td>Project case studies</td>
</tr>
<tr>
<td>9</td>
<td>3/14</td>
<td>Public Finance Overview</td>
<td>Proforma</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/21</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/28</td>
<td>Planning Infrastructure</td>
<td></td>
<td>Potential guest speaker</td>
</tr>
<tr>
<td>12</td>
<td>4/4</td>
<td>Fiscal Impact Analysis</td>
<td>Development Review notes on interview and site visit before class</td>
<td>Potential guest speaker</td>
</tr>
<tr>
<td>13</td>
<td>4/11</td>
<td>Tools for Redevelopment</td>
<td></td>
<td>Potential guest speaker</td>
</tr>
<tr>
<td>14</td>
<td>4/18</td>
<td>Community Development Finance</td>
<td>Development Review Team Presentation before class</td>
<td>Dev. Review Presentations</td>
</tr>
<tr>
<td>15</td>
<td>4/25</td>
<td>Public Participation</td>
<td></td>
<td>Dev. Review Presentations</td>
</tr>
<tr>
<td>16</td>
<td>5/2</td>
<td>Final Exam Review</td>
<td>Development Review Team Paper 5/4</td>
<td>Dev Review Presentations</td>
</tr>
<tr>
<td>17</td>
<td>5/9</td>
<td>FINAL EXAM</td>
<td>Final (25 pts)</td>
<td>Final Exam Review</td>
</tr>
</tbody>
</table>

VII. REQUIRED TEXT AND READING MATERIALS
• All other readings will be posted to Canvas under Modules. Please check each week to ensure you have the latest readings.

VIII. ASSIGNMENTS
For more detailed grading rubrics on each assignment, please see the current instructions for each assignment on Canvas. The rubric will explain how the points will be assigned based on an evaluation of whether and how well the requirements are met.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation, Attendance, and In-class Worksheets</td>
<td>Weekly</td>
<td>12</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly reading quizzes (1 point each)</td>
<td>Weeks 2-15</td>
<td>13</td>
<td>15%</td>
</tr>
<tr>
<td>Denver downtown development project Part I</td>
<td>1/25 &amp; 1/26</td>
<td>2.5</td>
<td>2.5%</td>
</tr>
<tr>
<td>Denver downtown development project Part II</td>
<td>2/1 &amp; 2/2</td>
<td>2.5</td>
<td>2.5%</td>
</tr>
<tr>
<td>Staff Report</td>
<td>2/29 &amp; 3/1</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Pro forma scenario answers</td>
<td>3/14 &amp; 3/15</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Recently Completed Project Case Study</td>
<td></td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>City contact &amp; project description</td>
<td>2/8 &amp; 2/9</td>
<td>(2.5)</td>
<td>(3%)</td>
</tr>
<tr>
<td>Notes on city interview and site observation</td>
<td>4/4 &amp; 4/5</td>
<td>(2.5)</td>
<td>(3%)</td>
</tr>
<tr>
<td>Development Review Team Presentation</td>
<td>4/18 &amp; 4/19</td>
<td>(12)</td>
<td>(12%)</td>
</tr>
<tr>
<td>Development Review Team paper</td>
<td>5/4</td>
<td>(12)</td>
<td>(12%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>5/9 &amp; 5/10</td>
<td>20</td>
<td>(20%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

ASSIGNMENT DETAIL

PARTICIPATION (12 pts)
Participation is based on attendance, active listening, and contributions to in-class discussions and group work. There also may be in-class group worksheets that you will complete in class or at home that will count toward your grade. I recognize that each student participates differently. Frequent verbal contribution is not necessary to receive full participation points. I will track attendance, particularly for the excused and unexcused absences for which you contact me.

WEEKLY READING QUIZ (13 pts)
At the beginning of each class, there will be a written quiz with 2 to 3 general questions from the assigned readings. Each one is worth 1 point (0.8 points for your answer and 0.2 points for your review comments on another person’s answers). If your answer reference specific examples from the text and attempt to answer the question, you will receive full points. These will be open notes, including notes you may take in the PDF.

If you miss a quiz, you may submit a 1 to 2 page response to the quiz in MS Word to Canvas with my approval. I will send you the quiz after class and your response will be due by the following class. This should be a more thorough answer than you would provide in class on the written quiz.
**Denver Downtown Development Project (5 pts)**

Through this assignment, you will observe how a development project (building, park, multi-building development, etc.) is a reflection of the developer's vision and goals, as well as historical trends, public input, and official plans, codes and regulations. You will do this by selecting a recent development, viewing your selected site, preferably in person, or online if necessary (e.g. via Google Street View), and then comparing the built and functional characteristics of the project to the related plans and zoning code. From this comparison, you will write a short summary of how and whether the development conforms to and reflects the multiple influences on development outlined in the readings for Week 1 (i.e. Brown, Ryan, CPR Interview, and LoDo Historic Guidelines). This is not an in-depth analysis. It is to help you apply the content from the first and second weeks' readings to the actual built environment.

This assignment will be completed in two parts. The first part is to select a site and write a brief summary of the site, including the project's name, e.g. Speer Tower, address, and general location within downtown Denver, e.g. north Downtown, LoDo, Union Station area, etc. Downtown is roughly bounded by Grant St. on the east, 25th on the north, the Platt River on the West, and 13th Avenue on the south. In the second part, you will write a short summary (about 1 page) that compares the project's design and use characteristics to the applicable plans and zoning.

**Staff Report (10 pts)**

For this assignment, you will assume the role of a planner in the City of Denver, Community Development & Planning Department. A developer/property owner has submitted a request that requires plan commission review. Based on the submitted documents from the developer, and materials from the Denver Planning Department, you need to determine if the city should Approve, Deny, or Approve with conditions the request. You will summarize your decision, using criteria from the City's planning documents, by writing a "Staff Report". The staff report will follow the City of Denver's format. More details will be provided in class and on Canvas.

**Proforma (10 pts)**

You will be given a set of city goals and priorities, background costs, and potential scenarios for a proposed development. Using this information, you will create a basic proforma in MS Excel to calculate the outcomes for two or more possible scenarios. We will provide instruction through a sample proforma, in-class instruction, readings, and an optional workshop outside of class.

**Recent Development Team Project: Case Study, Presentation, and Paper (30 pts)**

This is the major project for the course and will be completed as a team. The purpose of this project is twofold: 1) to understand the process, timeline, steps, and interactions between the public and private sectors in the development of a physical project, e.g. building, structure, etc.; and 2) to provide a critical review of the project based on its relation to the site, the need for the project, and the service or function it provides. To complete the case, each team first will select a completed project to study from beginning to end. The project should be open and operating by the time of your study. Your team should select a city or neighborhood within Denver by February 8th and 9th, but sooner is better. Once you select your project, submit it on Canvas on the Team Project Pages and to the Assignment. The City contact can be a planner or other staff member from the City who worked on the project, a consultant to the developer, the developer, or the current property manager or broker. The contact should be someone who is aware of at least part of the process by which the structure was designed, permitted, and constructed.
Once the project is selected and the initial contact is confirmed, the team members should begin gathering background data on the site in order to present the project in a 10-minute presentation to the class during the last 3 weeks of class, April 18th/19th to May 2nd/3rd. Data will be collected through interviews, newspaper articles, and site visits. Your project study should include as many of the following items as possible. However, I realize you may not have the time or ability (given developer availability, confidentiality, etc.) to obtain all this information. Do your best to tell a complete story in relation to the topics of the course.

Developer: who was the developer; are they a national or local firm; was it a special partnership for this project; have they developed other projects in the city or region; how large is the firm; do they have a specialty; what pieces of the development do they handle, etc.?

Project Description: What is the project; how large is the project or building; what is the use or uses; who are the intended tenants/users; who is the current owner; what is the building type, e.g. height, bulk, construction materials, and style? Include pictures of the project for your presentation from your site visit(s) and other sources.

Total Costs and Financing: What was the total cost of development? Who was the lender(s) on the project? What did the land cost? Was there public subsidy or cost-sharing, e.g. in the infrastructure, or through land conveyance?

Timeline: From the time the project was conceived to the time the “doors were opened” how long did this project take? When was the land purchased? Were there delays, and why? Alternatively, was it ahead of schedule, and why?

Site: How large is the site? What is the zoning, and does the project conform or did the project receive a variance or other zoning or code change? Approximately how much of the site does the project cover and how is it situated on the site? Is there landscaping and does it meet or exceed the zoning or subdivision guidelines? Describe the access to the site: how many driveways, and from which streets; are there turning restrictions into or from the project; is there pedestrian and/or bike access? How much parking is on the site, and does it match the zoning requirement? What was on this site before this project was developed?

Tenants: Who are the current tenants in the development; is the project completely occupied; is it leased or owner-occupied; what types of amenities or finishes were necessary for the tenants, e.g. is it a medical office building that needs special doorways for patients and interior electrical and HVAC systems for medical equipment and health reasons?

Development review: What was the city’s process for reviewing and approving this project, and how long did the planning review process take? Did they follow their typical process, if they have one? How many departments were involved? Was there a hearing for a zoning change; was it decided via the plan commission; was there a follow-up city council or committee meeting; were there public comments?

Infrastructure: What infrastructure was required for this project? Did the site already have infrastructure? Did the infrastructure need to be upgraded or augmented for this project? Who paid for the infrastructure—City or developer? Were the infrastructure upgrades on-site and/or off-site?
Critical Review: Provide a critique of this project based on your review of the process, your participant observation of the site now that it’s in operation, and if possible, any public or media coverage of the site, including newspaper stories, neighborhood blogs, or staff reports.

**Final Exam (20 pts)**
This will be a cumulative exam for the entire semester. Questions will be in multiple choice, matching, fill in the blank, and short answer format. I will provide a thorough study guide three weeks before the exam and we will have an in-class final exam review the last week of class.

**IX. Reading Assignments**

**Module 1. The Development Process**

**Week 1 (Jan 18th & 19th): No class in observance of the Martin Luther King, Jr. Holiday**

**Week 2: (Jan. 25th & 26th) Development Context: Developers, Plans, Geography, & History (67)**


**Week 3 (Feb. 1st & 2nd): The Development Process (65+1520 Market Street Documents)**

4. 1520 Market Street Documents (review for field trip on February 1st and 2nd):
   - Site Acquisition and As Built Conditions
   - Building, parking and design details
   - City staff reports and developer presentations, May and June 2013

**Week 4 (Feb. 8th & 9th): Codes, Regulations and Processes that Guide Development (48+SKIM 2 Documents)**


**OPTIONAL**


**WEEK 5 (FEB. 15TH & 16TH): THE DEVELOPMENT REVIEW PROCESS (53 + SKIM OAKLAND PARKING PROPOSAL)**


**OPTIONAL**


***Review for Staff Report Homework***


**WEEK 6 (FEB. 22**th** & 23RD): FEASIBILITY AND MARKET STUDIES (81+ TERMS AND EXAMPLES)**

3. Miles et al. 2007. “Ch. 16 The Feasibility Study,” pp. 391-413 (23)
5. SKIM: Market Study Terminology (9)
6. SKIM: ArLand_BoulderNorthBroadwayMarketStudy_2013 (57)

**OPTIONAL**


**WEEK 7 (FEB. 29**th** & MAR 1ST): FINANCING DEVELOPMENT: THE PRO FORMA AND SOURCES (78)**

1. Miles, et al. 2007. “Ch. 7 Real Estate Finance: Background,” pp. 149-175. (26)
4. 1520 Market street proforma

**OPTIONAL  ***RECOMMENDED FOR THE PROFORMA HOMEWORK***


**WEEK 8 (MAR. 7**th** & 8TH): TYPES OF DEVELOPMENT: PUD, LEED, INFILL, TOD (56 + SKIM REPORTS)**


**OPTIONAL**


**Module 2. Public Sector Supports for Development**

**WEEK 9 (MAR. 14TH & 15TH): Public Finance Overview (58)**

**Optional**

**WEEK 10. SPRING BREAK (MAR 21ST & 22ND)**

**WEEK 11 (MAR. 28TH & 29TH): Planning Infrastructure (91)**
2. Elmer, Vicki and Adam Leigland. 2014. “Ch. 4. Institutions of Infrastructure: The Providers”, “Ch. 6. The Infrastructure Program and its Preparation”, “Ch. 7. Smart and Sustainable Development Rules”, “Ch. 8 Developing the Public Infrastructure Project”, and “Ch. 9. CIP and the Capital Budget”. In Infrastructure Planning and Finance: A Smart and Sustainable Guide for Local Practitioners, pp. 51-68, 87-152. London: Routledge. (84)

**Optional**

**WEEK 12 (APR. 4TH & 5TH): Fiscal Impact Analysis (60)**
**Optional**


**WEEK 13 (APR. 11th & 12th): TOOLS FOR REDEVELOPMENT (43+ SKIM 60 PG. REPORT)**


**WEEK 14 (APR. 18th & 19th): COMMUNITY DEVELOPMENT FINANCE (39)**


**WEEK 15 (APR. 25th & 26th): PUBLIC PARTICIPATION (39 + SKIM 80 PAGE FIELD GUIDE)**


**WEEK 16 (MAY 2nd AND 3RD): FINAL EXAM REVIEW**

1. Review your class notes

**WEEK 17. (MAY 9th & 10th): FINAL EXAM**

**X. Grading Procedures**

**Attendance Policy:** Students are expected to attend each class. You will receive credit for attendance through participation and the in-class quiz. Excused absences are set by the university policy available from this website:

http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf. These include anticipated events, such as religious observances, required military obligation, required court or jury appearance, etc., as well as unanticipated or emergency situations, such as death of a family member, extraordinary illness, required employment travel, etc. Class missed for these reasons will not be counted against your grade. Please notify me as soon as possible to let me know the date and reason for your absence.
Unexcused absences are those that do not meet the university’s requirement for excused absences. You should notify me of these as well. If necessary, I will allow you to make up the work missed, including the quiz, through a supplementary assignment.

**Late Work Policy:** Unless pre-arranged with me, late assignments will be reduced 10 percentage points for each day they are overdue. If you have an extenuating circumstance that prevents you from submitting an assignment on time, please contact me by email, after class, or during my office hours. *Please submit your work through Canvas even if it is past the deadline. If the assignment is closed, you can submit it through the Inbox feature. Sending the assignment to my email will mean the assignment is not recorded in Canvas where the grading is recorded.*

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F”.

**Graded participation and assignments:** Grades will be returned via the course’s Canvas shell. Students can access their scores at any time within the Canvas gradebook. Grades will be updated periodically throughout the semester. Please note, that the cumulative grade in Canvas during the semester is not always reflective of your grade in the course since some assignment grades may not yet be recorded. You will receive a notification via Canvas when these grades are posted. For final grades, CU Denver utilizes web grading which is accessed through UCDAccess. All web grading information can be found at [www.ucdenver.edu/studentservices/resources/registrar/faculty-staff/](http://www.ucdenver.edu/studentservices/resources/registrar/faculty-staff/)

**DEPARTMENT GRADING SCALE**
This course uses the grading scale of the university and the MURP Department:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (94 to 100)</td>
<td>Exceptional scholarship and superior work products that significantly exceed stated requirements in scope and/or quality</td>
</tr>
<tr>
<td>A- (90 to 93)</td>
<td></td>
</tr>
<tr>
<td>B+ (87 to 89)</td>
<td>Commendable scholarship and accomplished work products that somewhat exceed stated requirements in scope and/or quality</td>
</tr>
<tr>
<td>B (84 to 86)</td>
<td></td>
</tr>
<tr>
<td>B- (80 to 83)</td>
<td></td>
</tr>
<tr>
<td>C+ (77 to 79)</td>
<td>Satisfactory scholarship and work products that meet or almost meet stated requirements in scope and/or quality</td>
</tr>
<tr>
<td>C (74 to 76)</td>
<td></td>
</tr>
<tr>
<td>C- (70 to 73)</td>
<td></td>
</tr>
<tr>
<td>D+ (67 to 69)</td>
<td>Inadequate scholarship and inferior work products that clearly fail to meet stated requirements in scope and/or quality</td>
</tr>
<tr>
<td>D (65 to 66)</td>
<td></td>
</tr>
<tr>
<td>D- (60 to 63)</td>
<td></td>
</tr>
<tr>
<td>F (59 or lower)</td>
<td>Unacceptable scholarship and work product</td>
</tr>
</tbody>
</table>

**COURSE PROCEDURES**
**XI. COURSE POLICIES: TECHNOLOGY AND MEDIA**

I will use Canvas to send you messages regarding course changes, assignments, grading, and other course matters. You may email me directly or through Canvas. I will respond to course related matters within 24 hours. Please feel free to email me a second time if you do not hear from me, or if the matter is urgent.

**Check your bio on Canvas to make sure notifications are being sent to you and to an email you prefer.** You can add emails if you do not regularly check your CU Denver email. However, as part of this course, you should be using your @ucdenver.edu email. Not receiving an email or announcement from me that I send through Canvas is not an excuse for missing an assignment or class update.

**Canvas:** All required course materials and information will be posted and exchanged through Canvas, including information on required readings, assignment instructions, assignment submissions, assignment grades, and course announcements. For certain items, I may bring paper handouts to class, but the majority of materials will be electronic. You should log into Canvas regularly to stay informed of course matters.

**Laptop and Mobile Device Usage:** You may use your laptop during the class time as long as you are using it to take notes on the course or to access information during the in-class exercises. Out of courtesy to myself and your classmates, and to maximize your learning experience, I ask that you not check email, browse the internet, or use your computer for other personal uses during the class time. **We will have a 15 minute break each class during which you can use your laptop for other uses.**

Please also remember to turn off your phone ringer and set it to vibrate during the class time.

**Library-supplied online databases and collections.** For the case study, you will need to use both primary and secondary data collection techniques. For secondary data, the Auraria physical and online Libraries should provide access to the necessary news articles, online media, and journal articles that you will need for your case study, [http://www.auraria.edu/](http://www.auraria.edu/). For actual planning reports for your case city, you will need to search the internet, call or email your case city’s planners and go to your case city.

If there is a book or journal article that the Auraria library does not carry, you can request books and copies of journal articles from other Colorado institutions through Prospector, and books not carried by a Colorado library via the Interlibrary Loan System.

The Auraria Campus’s librarians are available by appointment to help you with your research. Contact the following libraries by email to arrange a time to meet:
- Karen Sobel is the College of Architecture & Planning’s liaison ([karen.sobel@ucdenver.edu](mailto:karen.sobel@ucdenver.edu))
- Eric Baker assists with social science research, ([eric.baker@ucdenver.edu](mailto:eric.baker@ucdenver.edu))
- Thomas J. Beck focuses on professional studies, including business and government data and research ([thomas.j.beck@ucdenver.edu](mailto:thomas.j.beck@ucdenver.edu)).

**XV. COURSE POLICIES: STUDENT EXPECTATIONS**

**Class time:** Please arrive on time for class and stay until the end. If you need to come late or leave early, please let me know. We normally will take a break from 10:45am -11:00am.
Research: I expect you will research your case studies with peer-reviewed information available through the library as well as, news, media and other reports available online or by request from your case city. Please make use of the Auraria Library and librarians as necessary in order to conduct a thorough and interesting case.

Writing Center: The University offers students help with writing through the Writing Center. [Link to Writing Center](http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx)

UNIVERSITY POLICIES

XII. Access

Disability Access: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in North Classroom 2514, Phone: 303-556-3450, TTY: 303-556-4766, Fax: 303-556-4771. I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter. [DRS requires students to provide current and adequate documentation of their disabilities. Once a student has 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]

XIII. Academic Honesty

Student Code of Conduct: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook at [http://www.ucdenver.edu/faculty_staff/faculty/center-for-facultydevelopment/Documents/academic_honesty.pdf](http://www.ucdenver.edu/faculty_staff/faculty/center-for-facultydevelopment/Documents/academic_honesty.pdf)

Plagiarism is the use of another person’s ideas or words without acknowledgement. The incorporation of another person’s work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word-for-word copying of another person’s ideas or words; the “mosaic” (interspersing your own words here and there while, in essence, copying another’s work); the paraphrase (the rewriting of another’s work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another’s work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge.

Multiple submissions involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor’s authorization. Misuse of academic materials includes: theft/destroying of library or reference materials or computer programs; theft/destroying of another student’s notes or materials; unauthorized possession of another student’s notes or materials; theft/destroying of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when
forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another’s act(s) of academic dishonesty.