University of Florida School of Design, Construction & Planning

DCP 6218 Developing Sustainable Projects
Section 1162, 3.0 Credits

"In the battle of big public ideas, sustainability has won: the task of the coming years is simply to work out the details, and to narrow the gap between its theory and practice."[1]

Semester:	Spring 2016
Class Location:	Rinker 106
Meeting times:	Monday (periods 3 and 4, 9:35-11:30) and Wednesday (period 3, 9:35-10:25)
Instructor:	Katherine K. Henderson, AICP, LEED-AP Adjunct Assistant Professor, Department of Urban & Regional Planning Owner & Principal, KKH Consulting Email: kkhenderson@ufl.edu
Office hours:	Wednesday 10:30-11:30 *by appointment only*
Required text:	Sustainable Development Projects: Integrating Design, Development, and Regulation. David R. Godschalk, Emil E. Malizia. APA Planners Press, 2013. "This nuts-and-bolts guide urges planners, developers, and designers to break out of their silos and join forces to build more sustainable communities." ISBN: 978-1-611901-20-7 Available for purchase at this link. (Other assigned readings will be made available on the course's Canvas site.)
Course website:	https://lss.at.ufl.edu/ This course's Canvas site contains the majority of course materials, including additional assigned readings, lecture slides, assignment instructions, and grades. I post lecture slides after each lecture.
Communication:	Outside of class, email is the best and preferred method of communication. Please allow up to 24 hours for a reply. I will use the course listserv as needed to send email announcements to all enrolled students.
Prerequisites:	There are no prerequisites for the course, though previous coursework in urban planning, sustainability, real estate, and/or public finance would be helpful.
Expectations:	Class preparation, attendance and participation are critical to the discussions and learning objectives and will be reflected in final grades.

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[1] Campbell, Scott. 1996. "Green Cities, Growing Cities, Just Cities?" *Journal of the American Planning Association*, 62(3): 296–312.

Version: August 2015

COURSE DESCRIPTION

This course is designed around a central question: **how do "sustainable" development projects move from concept to reality?** To answer this question, we focus on the real-world strategies, tools, systems and processes that shape the built environment, as well as the persistent challenges to achieving "sustainable" projects and cities. This practical knowledge will improve the students' effectiveness in their future careers in the built environment, regardless of their specific discipline and work setting.

This course is taught simultaneously at both the undergraduate and graduate levels. It is a rigorous, content-heavy course at both levels, with additional material and assignments required for graduate students. Yellow highlighting throughout this syllabus indicates differences between the undergraduate and graduate sections of the course.

This section is intended for graduate students in Urban & Regional Planning, Landscape Architecture, Architecture, Construction Management, Real Estate/Business, and related disciplines. It provides these students with an analytical framework and practical tools for implementing sustainability in the built environment.

"Developing Sustainable Projects" is conducted as a seminar with lectures, discussions, in-class exercises and assignments supported by readings and case studies. Guest lecturers and a local fieldtrip will provide additional perspectives and opportunities for students to interact with other professionals.

We begin by defining "sustainable development" in the context of this course. We then explore the current development system, focusing on the roles of the public sector, designers and real estate developers. With this foundation, we identify the numerous and varied barriers to implementing sustainable development projects along with strategies for overcoming these barriers. Next, we consider the financial aspects of development, providing a mini-introduction to both the public and private financing of the built environment. The course continues with an overview of sustainable infrastructure, including public-private partnerships. This is followed by an examination of the potential economic, social and environmental benefits of alternative development concepts. We then cover relevant local government policy and land use law, and the role of elected officials and the wider community in implementing sustainable development. The midterm exam includes all material presented to this point.

In the final weeks, the instructor and students apply the analytical framework developed in the course to a series of sustainable development case studies. Students present their final case study projects, which they have developed throughout the semester via a series of milestone assignments. At the conclusion of the course, students reflect on their own perspectives, interests and strengths, considering how they might advance the goals of sustainable development in their future career.

KEY CONCEPTS AND THEMES

Implementation; strategy; public/private partnership; navigating the development process; project financing; stakeholders; interdependence of economic, environmental and equity goals; leadership

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:
1. Discuss the interrelated goals of "sustainable development" and associated trade-offs.

2. Name and explain some of the major barriers to implementation of sustainable projects.
3. Outline the development process and the roles of each set of actors in this process.
4. Discuss the evolving roles of the private, public and nonprofit sectors in financing development.
5. Understand key concepts associated with real estate and infrastructure finance.
6. Discuss the importance of new trends in project financing such as public-private partnerships.
7. Identify successful local government initiatives and typical regulatory/code changes needed to facilitate innovative and/or affordable projects.
8. Discuss the role of elected officials in shaping the built environment.
9. Suggest strategies for community engagement to help facilitate sustainable projects.
10. Present a detailed case study analysis (semester project) that identifies project champions and their motivations, agencies involved and their roles, implementation challenges, financing, and general scalability/applicability.

COURSE POLICIES

Attendance and Deadlines
Punctuality, both in terms of attendance and assignments, is an important component of professionalism and as such will be reinforced in this class. The midterm exam will include ALL material presented in class to date, including notes on the board and in-class discussion, much of which will not be available online. I expect you to notify me by email beforehand if you have a conflict that will cause you to arrive late, leave early, or miss a session. Make-up quizzes or other graded in-class work MAY be allowed depending on the specific circumstances.

All assignments must be completed and submitted by the designated time. Written assignments must be uploaded to Canvas BEFORE class on the due date, and a hardcopy of each assignment must also be brought to class that day. If I do not hear from you beforehand by email, the assignment will receive a lower grade: 5 POINTS OFF FOR EVERY 24 HOURS LATE (100 point scale). After 4 days late, Canvas will no longer accept late assignments. Computer problems that arise during submission will not be accepted as an excuse for late work, though exceptions may be granted with LSS ticket documentation as described below under "University Assistance." Make-up options or other special exceptions will be considered individually and will be based on the date, time and nature of the event that delayed your work.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Electronics
As we all know, electronic devices are both extremely useful and extremely distracting. Students will be allowed to use personal electronic devices (laptops and/or tablets) to take notes in class, and at times we will use these devices to conduct research for in-class group assignments. However, students are expected to direct their FULL ATTENTION to class activities and discussion AT ALL TIMES. Using electronic devices to do anything other than course-related activities is rude and a waste of everyone's time, and will reflect poorly on the course participation part of your grade. I further reserve the right to ask students to put away electronic devices at any time while class is in session, for any reason.

UNIVERSITY OF FLORIDA POLICIES

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php. Under the Student Honor Code, "on all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment'" (6C1-4.040(a)). There are also rules governing plagiarism. If you directly quote someone or use an idea from another source, you must attribute those words or that idea. Failure to follow the rules in the Student Honor Code will result in failure on that paper and consequently may result in a failure in this course. In addition, possible disciplinary action may be brought under the Judicial Process for Academic Honesty Violations. If you are unclear about what constitutes plagiarism, please make an appointment with me to discuss this.

In written work, the format for all attributions should follow the format used by the *Journal of the American Planning Association* (JAPA) based upon the *Publication Manual of the American Psychological Association, 6th Edition* (2009). A helpful on-line resource for this format can be found on the Purdue Online Writing Lab website at http://owl.english.purdue.edu/owl/section/2/10/.

University Assistance

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:
Learning-support@ufl.edu   (352) 392-HELP (option 2)   https://lss.at.ufl.edu/help.shtml

Any requests for extensions or make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

GRADING POLICIES AND ASSIGNMENTS

Your grade will be based on your class participation, in-class quizzes, mid-term exam, and case study project (including milestone assignments, final report and final presentation). In general, your chosen

level of engagement and effort, along with your demonstrated ability to think and communicate logically and clearly about complex subjects, will determine your grade.

Graduate student grades will be determined using the following percentage weights:

In-Class Participation	**10%**
In-Class Quizzes	**20%**
Graduate Assignment/Presentation	**15%**
Mid-Term Exam	**20%**
Case Study: Milestone Assignments	**15%**
Case Study: Final Report and Presentation	**20%**

In-Class Participation
This component of your grade reflects the overall quality and frequency of your contributions to in-class discussion and assignments, as well as your attendance and promptness (arriving to class on time). Students will occasionally be asked to prepare discussion questions for class based on assigned readings. Graduate students may occasionally be assigned additional readings (beyond undergraduate-level reading requirements), and asked to prepare summary comments and/or discussion questions for class. Students will also be expected to provide brief commentary on their case study periodically throughout the semester, on the due date of milestone assignments. Well-prepared discussion questions and case study comments will boost class participation grades, as will an overall high level of engagement in both instructor-led and student-led discussions.

In-Class Quizzes
We will have eight short quizzes, usually at the beginning of class on Monday. These quizzes will cover reading assigned for that day as well as material covered during the previous week. Missing a quiz due to unexcused absence (see "Attendance and Deadlines" above) will result in a score of "zero" for that quiz with no opportunity to retake. Students will be allowed to drop their single lowest quiz grade at the end of the semester; remaining scores will be averaged to determine the final quiz grade.

Graduate Assignment/Presentation
In addition to the undergraduate-level assignments, graduate students will complete an additional assignment, either individually or in teams depending on enrollment. This assignment involves preparation of a topical white paper, a brief presentation, and material for class discussion.

Mid-Term Exam
The mid-term exam incorporates material from lectures, in-class discussions, readings, and all other course material presented to date. The instructor will confirm the exam date at least one month in advance, and will provide additional information about the format of the mid-term as part of class discussion prior to the exam.

Case Study Project: Milestone Assignments and Final Report/Presentation
The semester-long case study project is intended to provide a hands-on learning opportunity to reinforce and complement the readings and lectures. Students will complete this assignment in small groups assigned by the instructor. This project will involve in-depth research into an actual development project, including a telephone interview of one or more key people involved in the project.

Eight case study milestone assignments will be due throughout the semester. Milestone assignments provide a structure and schedule for completion of the final project, as well as a regular opportunity for

instructor feedback. Your milestone assignments, if done well, will provide the bulk of the material for your final report and presentation. Assembling the final case study report and presentation from the milestone assignments will require additional work to incorporate all of the pieces, make changes and additions in response to instructor comments, draw conclusions, and prepare presentation material.

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

SCHEDULE OF TOPICS
The order of topics as listed below may change. Reading assignments will be provided via Canvas announcement for the following week. "Q" in the schedule indicates a quiz, "M" indicates a case study milestone due date.

Week One (1/6):   Course Introduction and Context

Week Two (1/11, 1/13):   The Development System

Week Three (1/20):   *MLK Holiday* / Real Estate Feasibility Analysis (Q1) (M1)

Week Four (1/25, 1/27):   The Barriers to Sustainable Development (Q2) (M2)

Week Five (2/1, 2/3):   Funding Community Development (Q3) (M3)

Week Six (2/8, 2/10):   Sustainable Infrastructure / Public-Private Partnerships (Q4)

Week Seven (2/15, 2/17):   Alternative Development Design (Q5) (M4)

Week Eight (2/22, 2/24):   Local Government Policy (Q6)

       SPRING BREAK: 2/29-3/4

Week Nine (3/7, 3/9):   The Community / The Law (Q7) (M5)

Week Ten (3/14, 3/16):   Midterm Exam / Case Study Work Session

Week Eleven (3/21, 3/23):   Plum Creek's Envision Alachua Project (M6)

Week Twelve (3/28, 3/30):   Graduate Student Presentations

Week Thirteen (4/4, 4/6):   Local Fieldtrip OR Case Studies/Current Topics (Q8) (M7)

Week Fourteen (4/11, 4/13):   Local Fieldtrip OR Case Studies/Current Topics (M8)

Week Fifteen (4/18, 4/20):   Student Presentations and Course Wrap-Up

ONLINE COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

DISCLAIMER

This syllabus represents my current plans and objectives for the course. The policies and expectations outlined here, including course policies, UF policies, and grading policies, function as a contract between instructor and students and will therefore remain constant for the duration of the course. However, change to course topics and schedule are not unusual, and will be communicated in class and via Canvas announcement as needed.

PROFESSOR BIO

Katherine K. Henderson, AICP, LEED-AP is an urban planner who specializes in advancing complex planning, transportation and sustainable development projects. Her experience covers a wide range of related disciples, including land use planning, infrastructure finance, green building (LEED), brownfield redevelopment, environmental science and sustainability planning for institutions. Katherine is the Owner and Principal of KKH Consulting. Recent consulting assignments include strategic and financial planning work for the North Carolina and Florida Departments of Transportation on proposed commuter rail corridors, and development of a Sustainability Action Plan for Atlanta BeltLine, Inc.

7