Instructor

Arlan M. Colton FAICP
Cell: 520-977-8555
azplanner@cox.net
Office hours immediately after class or by appointment

Course Overview

This course is a lecture/seminar class designed primarily for graduate planning students. The course will provide the student with the foundations, procedures and real world exposure for comprehensive planning, as it is generally practiced today and focusing further on implementation strategies for the plan. Land use regulation, structure and processes will be covered as well subdivision regulation in the context of plan implementation. Implementation of other elements of the plan will be addressed. Exposure to growth management concepts both as part of the plan and of the regulatory framework will be addressed. Issues of equity will be a sub-focus. Given the location of the University of Arizona, all of this subject matter will be addressed from an Arizona and Pima County perspective, drawing contrasts to how that might differ from the national experience.

Prerequisites

There are no pre-requisite courses.

Learning Objectives

Students taking this course are expected to:

- learn the basics of comprehensive planning from conceptualization to implementation;
- understand the different tools utilized in comprehensive planning and land use regulation;
- learn the more sophisticated methods of land use planning and regulation;
- understand the equity issues associated with planning and zoning;
- learn different techniques utilized in growth management;
- get significant exposure to real world planning practice particularly in Pima County, Arizona and the West; and
- gain experience writing a planning related staff report.
Structure and Organization

This course is a lecture/discussion class so attendance is important. Students are expected to contribute to class discussions and participation. Students are expected to have done assigned reading prior to class and be able to give some insights into the readings.

There will be an attendance sheet for each class, taken at some point during the class.

Students are responsible for all material presented orally and in the assigned readings and other material. According to university policy, students missing more than four class periods may be automatically dropped from the class. It is recommended that students notify the instructor if they anticipate being absent from class. Prior excused absences will not count against the student’s grade.

Do not expect to get class notes from the instructor. Students missing class are expected to get notes from other students unless some arrangements have been made with the instructor.

Important notes:
There is a reading list at the end of the syllabus for students interested in getting more depth to a particular topic brought up in class. Students should visit the instructor during office hours or make an appointment if they have questions, complaints, need to discuss issues brought forth in class or need direction in further research.

Students will only get out of this course what they put into it. A general rule of thumb is that graduate students should spend 3-4 hours outside of class for every hour of class in preparation and reading. This may be hard to do at times with demands from other classes or work, but being prepared is a minimum expectation of the instructor. Changes may be made to this syllabus, other than the grade and absence policies, with adequate notice to students.

Electronic devices may certainly be used for taking notes, looking up references to contribute to the discussion or similar. Cell phones should be silenced during class. The use of cell phones, reading materials such as newspapers, playing computer games on cell phones or computers, or engaging in any other activity that shows disrespect to fellow students or the professor, are not allowed during the class. A student may be asked to leave class and not return for the period and will be marked down on participation.

Required Readings and Textbooks
There are two required textbooks for the course:


A strongly recommended text, though not required, is:

Additional required readings will be available on the class D2L site.

**Website links for Required Materials:**
Pima Prospers: [www.pimaprospers.com](http://www.pimaprospers.com)
Imagine Greater Tucson: [http://capla.arizona.edu/Drachman/IGT](http://capla.arizona.edu/Drachman/IGT)
Economic Development 101 – American Planning Association webinar: [https://www.youtube.com/watch?v=dunRwa4Rg_g](https://www.youtube.com/watch?v=dunRwa4Rg_g)
Sustainable Comprehensive Planning – start about 7 minute mark to avoid intro stuff: [https://www.youtube.com/watch?v=s8Tch2iFK3E](https://www.youtube.com/watch?v=s8Tch2iFK3E)

**Supplemental Material:**

*Other material may be distributed in class or made available through alternative means.*

**Grading & Weights**

All material for grading is to be handed in, emailed to the instructor and/or posted to the D2L site for this class, as noted in the respective place in the syllabus.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Point Distribution</th>
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<tbody>
<tr>
<td>Participation and Attendance</td>
<td>15</td>
</tr>
<tr>
<td>Mini-Papers - Up to 2 pages each Due- 9/11 beginning of class</td>
<td>10 (5 each)</td>
</tr>
<tr>
<td>Mid Term Exam (take home) Due- 11/6 beginning of class</td>
<td>20</td>
</tr>
<tr>
<td>Staff report (Paper) Due- 12/4 beginning of class</td>
<td>30</td>
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<tr>
<td>Final Exam (take home) Due- 12/13 by email 3 PM deadline</td>
<td>25</td>
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To be a successful planner, you must be able to write well. The quality of the writing will be 10% of the grade for each written submittal.

The University has defined letter grades as follows:

- A – Excellent
- B – Good
- C – Satisfactory
- D – Poor
- F - Failure

Therefore, earning an A requires excellence and is not the default grade for completing all the requirements for the course.

Students who believe they have been unfairly graded should follow the multi-step procedure outlined in the CAPLA Grade Appeal:

[http://architecture.arizona.edu/student-forms-and-procedures](http://architecture.arizona.edu/student-forms-and-procedures)
University Policies

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/2015-16/policies/classatten.htm

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02

Academic Environment
According to the ABOR 5-308, Student Code of Conduct, “the aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.”

The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.arizona.edu/threatening-behavior-students.

Accessibility and Accommodations
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may affect your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Inclusive Excellence
Inclusive Excellence is a fundamental part of the University of Arizona’s strategic plan and culture. As part of this initiative, the institution embraces and practices
diversity and inclusiveness. These values are expected, respected and welcomed in this course.

This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

**Student Code of Academic Integrity**
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Academic fraud may result in failure of the course. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity).

The University Libraries have some excellent tips for avoiding plagiarism available at: [http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html).

**Additional Resources for Students**
- U of A Non-discrimination and Anti-harassment policy: [http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf](http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf)
- UA Academic policies and procedures: [http://catalog.arizona.edu/2012-13/policies/aaindex.html](http://catalog.arizona.edu/2012-13/policies/aaindex.html)
- Student Assistance and Advocacy information: [http://deanofstudents.arizona.edu/studentassistanceandadvocacy](http://deanofstudents.arizona.edu/studentassistanceandadvocacy)
- Office of Diversity ([http://diversity.arizona.edu/](http://diversity.arizona.edu/))
- Campus Health Counseling and Psych Services (CAPS) [http://www.health.arizona.edu/counseling-and-psych-services](http://www.health.arizona.edu/counseling-and-psych-services)

The University of Arizona’s academic mission and code of conduct is reflected in the following statement:

“The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change, and respect for the rights of individuals. Self-discipline and a respect for the rights of others in the University community are necessary for the fulfillment of such goals.”

**Professionalism**
Faculty members as well as future employers expect graduates of University programs to be equipped with a set of skills and values. These include teamwork, analytic ability, communication, honesty, cooperation, flexibility, initiative, perseverance,
social responsibility, curiosity, and respect for others. Use of pages and cellphones are not allowed during class periods. Disruptive behavior toward the instructor or other students will result in failing the class.

**UA Nondiscrimination and Anti-harassment Policy**
The University is committed to creating and maintaining an environment free of discrimination: [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

**Confidentiality of Student Records**
Please see [http://www.registrar.arizona.edu/ferpa/default.htm](http://www.registrar.arizona.edu/ferpa/default.htm)

**Subject to Change Statement**
Information contained in this course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

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**Fall 2017 Course Schedule**

If class material is not completed by the end of a class period, it may be carried over to the next or a future class. Symbols: *=Textbook **=D2L site

**Section I: The Plan**

**Week 1 – 8/21**  
**COURSE INTRODUCTION**  
Course logistics, philosophy and outline; student interviews; Writing; Comprehensive Planning –basic historic origins and practice; Intro to Arizona planning statutes  
**Readings:** None

**Week 2 – 8/28**  
**COMP PLAN OVERVIEW, INTRO TO EQUITY AND INTRO TO VISIONING**  
Basic comprehensive planning process. Types of comprehensive and sub-plans; 21st Century Comprehensive Plan; Visioning intro; Mini-papers – assignment and guidelines  
**Readings:**  
*Kelly, Chapters 1-3  
**Pima Prospers Chapter 1 Plan Introduction (web link above)  
**MINI-PAPERS ASSIGNED Assignment due 9/11 to D2L site and in class:**  
Mini-paper comparing 2 comprehensive plans.  
Mini-paper comparing 2 vision processes.
Week 3 – 9/4  
LABOR DAY (NO CLASS)

Week 4 - 9/11  
COLLABORATIVE PROCESS; VISIONING; COMP PLAN PRE-PLANNING I
Collaborative processes. Visioning; Plan for Planning; Public Participation Plans; Scoping; Branding; Communication Plan; Stakeholders and Citizens; Basic Project Management

Readings:
* Kelly, Chapter 6
** History of Envision Utah, pages 1-23 only
** Imagine Greater Tucson website including document link, and executive summary link: http://capla.arizona.edu/Drachman/IGT
** Pima Prospers Appendix C (web link above)

Guest speakers: Tahnee Robertson and Colleen Whitaker, Southwest Decision Resources

Mini- Papers due 9/11 in class and to D2L site

Week 5 – 9/18  
COMP PLAN PRE-PLANNING II; CONSULTANTS RFP/RFQ
Agency and Consultant perspectives; Forming a plan; Plan structure

Readings:
Pima Prospers - Appendix A (web) – SKIM

Week 6 – 9/25  
THE COMP PLAN PROCESS BEGINS; DATA; STAFF REPORT WRITING
Info gathering – data and maps, estimates and projections, data analysis; SWOT; Scenario Planning; Term paper related- How to write a staff report

Readings:
* Kelly, Chapters 4, 5
***”Bridging the Gap: Incorporating Science Based Information into Land Use Planning” Stein, Bruce, pages 52-58; Lasting Landscapes: Reflecting on the Role of Conservation Science in Land Use Planning; Rebecca Kihlsinger and Jessica Wilkinson editors; Environmental Law Institute 2007.
** Envision Utah – Scenario Planning
**TERM PAPER – Staff Report ASSIGNED—due 12/5 in class and to D2L site**

**Video** – Sustainable Comprehensive Planning – start about 7 minute mark to avoid intro stuff:
https://www.youtube.com/watch?v=s8Tch2iFK3E


Week 7 – 10/2

**LAND USE – DEVELOPMENT, CONSERVATION, MAPPING**
The Use of Land – development, conservation, community design, cultural resources

**Readings:**
* *Kelly, Chapters 7, 16, 18*
* *Beyond this Point, There Be Dragons” Colton, Arlan and Ruther, Sherry, pages 71-79; Lasting Landscapes: Reflecting on the Role of Conservation Science in Land Use Planning; Rebecca Kihlslenger and Jessica Wilkinson editors; Environmental Law Institute 2007.*
* *Pima Prospers, Chapters 3 (Use of Land), 8 (Legend and Maps), skim through Chapter 9 (Special Area and Rezoning Policies)*

**Guest speaker:** canceled

Week 8 – 10/9

**PHYSICAL INFRASTRUCTURE; COST OF DEVELOPMENT; HUMAN SERVICES**
Linking Land Use, Transportation and Environmental Quality

**Readings:**
* *Kelly, Chapters 8, 19*
* *Pima Prospers, Chapter 5 (Human Infrastructure) Chapter 4 (Physical Infrastructure); Chapter 7 (Cost of Development)*
* *Planning for Human Services”, Frank So, Planning and Community Equity, Planners Press 1994.*

Week 9 – 10/16

**HOUSING; REDEVELOPMENT; HUMAN SERVICES CONTINUED**
Housing;

**Readings:**
* *Kelly, Chapter 18, 20*
* **Housing Arizona, 93rd Arizona Town Hall Background Report, 2008. Arlan Colton, “Planning Arizona’s Housing” Chapter 6***

**Guest speaker:** Ann Vargas, Habitat for Humanity, formerly City of Tucson Housing

Week 10 – 10/23

**PUBLIC HEALTH; ECONOMIC DEVELOPMENT; PLAN**
**INTERPRETATION**  Economic Development; Fiscal Analysis, Adoption

**Readings:**  
*Kelly, Chapters 9, 21  
**How to Create and Implement Healthy General Plans, Public Health Law and Policy with Raimi Associates, 2008, beginning through page 50 only.**  
**Video** – Economic Development 101 – American Planning Association webinar [https://www.youtube.com/watch?v=dunRwa4Rg_g](https://www.youtube.com/watch?v=dunRwa4Rg_g)  
**Pima Prospers, Chapters 6 (Economic Development), Appendix D (web)  
**Pima Prospers, Chapter 10 (Plan Administration)**

**Guest speaker:** Dr. Francisco Garcia – Pima County Assistant County Administrator for Health Services, Chief Medical Officer

**TAKE HOME MIDTERM EXAM - Handed out: 10/23 Due: 11/6**

**Section II: The Implementation**

**Week 11 – 10/30**  
**PLAN IMPLEMENTATION; SUB-AREA PLANNING**  
Plan Implementation and Monitoring; Linking Planning and Community Financing – Budget and CIP; Sub-area Planning; Creative Placemaking

**Readings:**  
*Kelly, Chapters 14, 17  
**Pima Prospers, Appendix B (skim only), Implementation Work Plan memo**

**Guest speaker:** Carla Blackwell, Pima County –Plan Implementation

**Week 12 – 11/6**  
**LAND USE REGULATION I**  
From Planning to Regulation: Implementation; Intro to Zoning Codes and PADs (Specific Plans); Development Standards/Guidelines

**Readings:**  
*Kelly, Chapter 10, 11  
**Land Use; Challenges and Choices for the 21st Century, 91st Arizona Town Hall Background Report, 2007. Edgar Ramirez De La Cruz, “Land Use Regulation” Chapter 3.**  
**Fair and Healthy Land Use: Environmental Justice and Planning –PAS Report 549/550, 2007 Craig Anthony Arnold, “Comprehensive Planning and Environmental Justice” Chapter 4.**

**MID-TERM DUE AT BEGINNING OF CLASS AND TO D2L SITE**

**Week 13 – 11/13**  
**LAND USE REGULATION II**  
Fun with Zoning, Planned Developments and entitlement processes; Conforming the Zoning Code; Code Amendments; Regulation vs. Incentives; Subdivisions, Development Plans, Unsubdivided Lands, Development Agreements

**Readings:**  
*Kelly, Chapter 12  
**Chapter 5, “True West- Implementation: Effective Development Code

Week 14 – 11/20 GROWTH MANAGEMENT I
Growth Management Techniques

Readings:
*Kelly, Chapter 13
*Porter, Chapters 1-3, 8

Week 15 – 11/27 GROWTH MANAGEMENT II
Growth Management Techniques; the Arizona Experience

Readings:
*Porter, Chapters 5-7, 9

Week 16 – 12/4 STRATEGIC PLANNING; COURSE WRAP-UP
Ethics; Making Change, Loose Ends and Free Advice

Readings:

TERM PAPER DUE 12/4

TAKE HOME FINAL EXAM: Handed out: 12/4  Due: 12/13  3:00 PM Submitted electronically to both D2L and azplanner@cox.net
Note: this will be a synthesis test, not only looking specifically at the work since the mid-term but also bringing the entire class together.

Further Reading Recommendations

This list is provided to help students wanting to read more about any topics discussed in class. It is not a required reading list and it is by no means a complete list of the wealth of books and articles available. Some books may be out of print but may be available from the instructor or in the Planning office.
*** - Build your personal library – highly recommended

***American Planning Association, ed. 1994. Planning and Community Equity. Chicago, IL:
American Planning Association.


MA: George Allyn & Bacon.

