

restorative environmental design

envd 4764 · fall 2010

three credit seminar
College of Architecture and Planning
University of Colorado at Boulder
Tuesday/Thursday, 2:00-3:15
ENVD, Room 120

Instructor: Dr. Tori Derr
Phone: 720.232.0789
Email: victoria.derr@colorado.edu

Office Hours: Wednesday, 9:30-11 am
or by appointment
Location: ENVD 205, 303.492.1001

What is the use of a house,
if you haven't got a decent planet to put it on?
- Henry David Thoreau

Introduction

We live in a time of both great need and great opportunity. Our planet is changing rapidly, largely from human-driven causes: climate change, large scale extinctions, and toxic environments stem from a human disconnection from nature. The built sector alone is thought to be responsible for nearly half the emissions that result in global warming. Yet architecture and planning can make a significant contribution to more sustainable societies. They can also help create restorative environments, which not only address critical ecological needs but also help to rebuild human connections to the natural world. It is an exciting and important time in the fields of architecture and planning to help lead society toward a more sustainable future.

This course focuses on the theory and practice of sustainable, green, or restorative environmental design. This design approach has two goals: (1) low-impact environmental design to minimize adverse impacts of design on natural systems and human health; and (2) biophilic design to foster beneficial connections between people and nature in the built environment. Ultimately, sustainable design and planning, or restorative environmental design, are about understanding and building connections between human communities and the ecological communities that sustain all life.

Teaching Philosophy

This course is a seminar. We will use a variety of seminar tools, including lectures, student presentations, active discussion, film and case study critiques, world cafés, guest lectures, as well as design and planning activities and charrettes. There will be opportunities for individual and team work in the course, as both are important in learning and professional settings. We will use CU Learn to post the syllabus, some course readings, and presentations. In addition, grades will be posted to CU Learn as they accrue throughout the semester. Each student will be responsible for registering and making sure they can access materials through CU Learn.

Course Framework

Part I: Sustainability, Connectivity & Ecological Design (Weeks 1-3)

This section of the course will focus on some of today's most pressing environmental issues, such as climate change, habitat destruction and reduction, and toxic environments, as well as approaches to addressing these issues, including sustainable development, design, and planning. We will look at ways to build connectivity into design through the Mannahatta case study. Students should come away from this section with an understanding of the environmental issues discussed and how design can address these issues.

Part II: Design for Whom? Biophilia and its relationship to design; designing for different populations (Weeks 4-9)

This section of the course will focus on biophilic design, which fosters beneficial connections between people and nature in the built environment. Students should come away from this section understanding the benefits humans derive from nature in the built environment, how built environments promote healing, and how these benefits are distributed among different populations. Students will also learn through case examples and discussion how design can promote these connections.

Part III: The elements of sustainable design (Weeks 10-14)

This section of the course will focus on various elements of sustainable design, including minimizing impacts, maximizing efficiencies, and choosing materials that foster restorative environmental design. Students should come away from this section understanding the ecological basis and some of the options and approaches available for sustainable design.

Part IV: Pulling it all together: design and planning charrettes and presentations (Weeks 15-16)

Students will work in teams to apply the concepts learned in Parts I-III of the course to a specific design problem. Seminar participants will identify specific design problems from case material discussed.

Learning Outcomes

Students should be able to effectively communicate issues and approaches to restorative environmental design, including:

- a) Ecological and environmental problems restorative environmental design seeks to address;
- b) Human benefits derived from connections to nature in the built environment;
- c) Low-impact technologies to minimize environmental impacts and sustain human health;
- d) Design approaches to address both environmental and human needs for connectivity.

Students should also come away with approaches and methods to restorative environmental design that can be incorporated into future professional or studio projects.

Course Requirements and Assessments

- 1) Attendance and Participation (15%): Students are expected to attend all classes and actively participate in course discussions and activities. Rubric 1 will be used to assess student participation. A total of 10 points will be possible, which will be multiplied by 0.15 to obtain the final participation grade.

Rubric 1	(1)	(2)	(3)	(4)	(5)
Attendance	Student missed 9 or more days of class	Student missed 7-8 days of class	Student missed 5-6 days of class	Student missed 3-4 days of class	Student missed 0-2 days of class
Participation	Student did not participate in class activities	Student participated in some class activities	Student participated in most class activities	Student actively participated in most class activities	Student actively and respectfully participated in all class activities

- 2) Student-led discussions and case studies (40%): Students will lead class discussions and present case studies during Parts II and III of the class. Student-led discussions are an opportunity for students to master content, develop communication skills, integrate topics into a broader understanding of design, develop their own insights, and to constructively express or question the value of this material to the overall course focus. (See the handout on group discussions posted on CU Learn). Student-led discussions should run for approximately 45 minutes. Rubric 2 will be used for 15 possible points for student-led discussions.

Rubric 2	(1)	(2)	(3)	(4)	(5)
Content mastery	All major content missing	Most major content missing	Some major content missing	Most major content present	All major content present
Communication skills	Information unclear; No discussion stimulated	Most information unclear; limited discussion	Some information unclear; some discussion stimulated	Most information clear; good discussion	Information extremely clear; excellent & lively discussion
Integration, Insights & Values	No links made to course concepts; no personal insights given; no discussion of values	Few links made to course concepts; few personal insights; no curiosity about new solutions; weak discussion of values & merit of concepts	Fair consideration of links to course concepts; some personal insights with alternative solutions; some articulation of value & merit of concepts	Good links to course concepts and personal insights; good consideration of alternatives; good articulation of the value & merit of concepts	Excellent consideration of links to course concepts and personal insights; excellent alternatives; excellent articulation of value & merit of concepts

Students also will prepare one case study presentation. Case study topics will be assigned the first two weeks of class. Case studies should highlight critical issues associated

with the topic through case studies of actual designs or plans. Presentations can be given individually or by a team and should be 15-20 minutes with additional time for questions and discussion. Each presentation should provide a summary of the assigned case study, and at a minimum reflect:

- The location of the case, and environmental and design issues addressed in the case study
- What were the prevailing issues that were discussed in this case?
- What specific processes were used in planning and/or design and building?
- Were there differing viewpoints about approaches to use? If so, how were these addressed?
- How does this contribute to the course's focus on restorative environmental design? What could be done to improve it?

Rubric 3 will be used for each presentation for a total of 25 possible points:

Rubric 3 (each criteria will be scored on a scale of 1-5 with 5 being the highest)	
Degree to which design problem addressed (including all bullets above)	
Degree to which restorative environmental design concepts addressed (both low-impact and biophilic)	
Degree to which design ideas developed (details of project that reinforce larger concepts)	
Quality and Persuasiveness of presentation: Discussion/activities well organized; material presented in an interesting and interactive way; class participation was facilitated in creative ways; questions from the class were handled well; group adhered to time limits	
Group collaboration: All group members will be required to rate each other's level of participation (1-5, with 5 highest). Students also grade themselves. Each student's specific collaboration grade will consist of the average of the group's grades. In cases of individual presentations, if any, a score of 5 will be given for the additional work required.	

- 3) Design Diaries (30%): Students will write a total of 10 one-page (500 words or less) commentaries that include a critical examination (not a summary) of the week's issues in relation to elements of design found in Boulder or other nearby locations. Commentaries should include sketches, photographs, or digital images of the design elements that are included within the commentary. Diaries will be collected three times in the semester. This is an opportunity to explore the ideas in class and incorporate them into your own design aesthetics and ideas. Commentaries may highlight exemplary design principles, or may be used to critique designs that are unsustainable or do not support the concepts discussed, or any combination of the above. At each collection, Rubric 4 will be used to assess diary grades. An average of 10 assignment grades will comprise the final grade for design diaries.

Rubric 4	(1)	(2)	(3)	(4)	(5)
Images	No image(s) provided or do not communicate the concept(s)	Image(s) only somewhat communicate concepts	Image(s) communicate concepts	Image(s) clearly communicate concepts	Image(s) clearly communicate concepts; relevant details provided
Writing Style/Structure	Unprofessional writing; >7 spelling/grammar errors	Some unprofessional writing; 3-6 spelling/grammar errors	Mostly professional writing; 1-2 spelling/grammar errors	Professional writing; No spelling/grammar errors	Excellent professional writing; No spelling/grammar errors

Rubric 4 (cont.)	(1)	(2)	(3)	(4)	(5)
Reflection (x3)	No relation to the week's readings given; little thought given	Limited discussion of connection to readings; limited thought given; readings summarized but not critiqued	Some discussion of week's readings; applications or design ideas considered	Good discussion of week's readings; readings critiqued with thoughtful applications or design ideas	Excellent discussion of readings and high level, original critique and thought to applications and designs

4) Design Charrettes (15%): Teams will apply the concepts and processes from the semester to an aspect of sustainable design or planning. Designs will be presented the last week of class. The design and presentation should address each of the same criteria as the case study presentations. Rubric 3 will be used in grading design charrette participation and presentations. These points will be multiplied by 0.15 toward the final grade.

Grades

Grades will be posted on CU Learn as they are assigned throughout the semester.

Final grades will be assigned as follows (and as described above):

- Attendance and Participation (15%)
- Student-led Discussions and Case Studies (40%)
- Design Diaries (30%)
- Design Charrettes (15%)

Grades will be based on the following scale:

A	4.0	95-100%	C	2.0	74-76%
A-	3.7	90-94%	C-	1.7	70-73%
B+	3.3	87-89%	D+	1.3	67-69%
B	3.0	84-86%	D	1.0	64-66%
B-	2.7	80-83%	D-	0.7	60-63%
C+	2.3	77-79%	F	0.0	59% or lower

Required Texts: Students are required to purchase the following texts. These can also be obtained through the CU or Boulder Public Library Systems. All other readings will be provided in pdf or web-accessible forms through CU Learn.

- Kellert, S.R., J.H. Heerwagen, and M.L. Mador. 2007. Biophilic Design: The Theory, Science, and Practice of Bringing Buildings to Life
- Sassi, P. Strategies for Sustainable Architecture

Schedule

Dates are approximate for each section and for guest-speakers or in-class activities. Due dates for case study presentations and design diaries are fixed.

	Dates	Assignments
Part I: Sustainability, Connectivity & Ecological Design	8/24-9/9	8/26: Ecological Footprint 9/2: World Café 9/9: Mannahatta Exercise
Part II: Design for Whom? Biophilia and its relationship to design; designing for different populations	9/14-10/14	9/14: Design Diary Due 9/16: Case Study 1 9/23: Case Study 2 9/20: Case Study 3 TBD: Guest Speaker Stephen Kellert 10/14: Case Study 4 & 5
Part III: Elements of Sustainable Design	10/19-11/18	10/19: Design Diary Due 10/21: Case Study 6 & 7 TBD: Guest Speakers Louise Chawla, Brian Fuentes 10/28: Case Study 8 11/2: Case Study 9 11/11: Case Study 10 11/18: Design Diary Due
Fall Break	11/23-11/25	
Part IV: Applications	11/30-12/9	Design Charrettes & Presentations

Readings for Part I: Sustainability, Connectivity & Ecological Design

Tuesday, 8/24: Course Overview, Introductions

- ✓ Homework for Thursday's 8/26 class: Ecological Footprint Calculator:
<http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>
(do the longer version of the choices offered; print out, write down, or bring digital version of your footprint, including different types of acres used (energy, land, etc.)

Thursday, 8/26: What is Sustainability? Ecological Issues

Sassi, P. 2006. Strategies for Sustainable Architecture, Introduction and Chapter 1

Tuesday, 8/31, What is Sustainability? Design and Planning Issues

Sassi, P. 2006. Strategies for Sustainable Architecture, Chapter 1

McDonough, W. and M. Braungart. 1998. "The NEXT Industrial Revolution." Atlantic Monthly, 282:82-92.

Corbett, J. and M. Corbett. 2000. Designing Sustainable Communities: Learning from Village Homes. Washington, DC: Island Press. Ch. 1 and 3.

Thursday, 9/2: What is Sustainability? World Café

Zencey, E. 2010. Theses on Sustainability. *Orion*, May/June 2010.
<http://www.orionmagazine.org/index.php/articles/article/5502/> (SKIM)

Tuesday, 9/7: Introduction to Connectivity: the Mannahatta Project, Landscape Conservation, Fragmentation, Biological Corridors

Williams, D. 2007. Chapter 2 and 1st part of 3 in *Sustainable Design: Ecology, Architecture, and Planning*. John Wiley & Sons.

Beier, P. et al. 2008. Connectivity Design: Best Management Practices
[http://corridordesign.org/dl/docs/corridordesign.org BMPs for Corridors.pdf](http://corridordesign.org/dl/docs/corridordesign.org%20BMPs%20for%20Corridors.pdf)

Collinge, S.K. 1996. Ecological Consequences of Habitat Fragmentation: Implications for Landscape Architecture and Planning. *Landscape and Urban Planning* 36: 59-77.

Thursday 9/9: Connectivity: The Mannahatta Project/Imagining the Future Exercise

Williams, D. 2007. Chapter 3 in *Sustainable Design: Ecology, Architecture, and Planning*. John Wiley & Sons.

Part II: Design for Whom? Biophilia and its relationship to design: designing for different populations

Tuesday, 9/14: Biophilic Design

Kellert, S. 2008. Dimensions, elements, and attributes of biophilic design. In Kellert, S. et al., eds. Biophilic Design. Ch. 1.

Beatley, T. 2008. Towards biophilic cities: strategies for integrating nature into urban design. In Kellert, S. et al., Biophilic Design. Ch. 17.

Thursday, 9/16: Building Practices using Biophilia

Cramer, J. and W. Browning. 2008. Transforming building practices through biophilic design. In Kellert, S. et al., eds. Biophilic Design. Washington, DC: Island Press. Ch. 22.

Wilson, A. 2008. Biophilia in Practice: Buildings that connect people with nature. In Kellert, S. et al., eds. Biophilic Design. Washington, DC: Island Press. Ch. 21.

Hildebrand, G. 2008. Biophilic Architectural Space. In Kellert et al., eds. Biophilic Design. Ch. 16.

✓ **Student Case Study 1: Biophilic Design**

Tuesday 9/21: Designing in Place

Bender, T. 2008. Bringing Buildings to Life. In Kellert, S. et al., eds. Biophilic Design. Washington, DC: Island Press. Ch. 20

Sassi, P. 2006. Strategies for Sustainable Architecture, Chapter 2, "Community"

Jackson, J. 1994. Chapter 11. A Sense of Place, A Sense of Time. New Have: Yale University Press.

In Class: "Name that Place," Germany after the wall, Uncompromising Architecture, Chapter 2: Africa, 13:25-; In Class: Mark Lakeman, City Repair Project, 58:25-1:02:53

Thursday, 9/23: Healing Design

Sassi, P. 2006. Strategies for Sustainable Architecture, Chapter 3, "Health and Well-Being"

Jackson, L. 2003. The Relationship of Urban Design to Human Health and Condition. *Landscape and Urban Planning* 64:191-200.

http://urban.csuohio.edu/~sugie/papers/LUP2000_2007/IUP2003_the%20relationship%20of%20urban%20design%20human%20health.pdf

Dellinger, Barbara. 2010. "Healing Environments." Chapter 3 in Evidence-based Design for Health Care Facilities.

<http://www.nursinglibrary.org/Portal/CMSLite/GetFile.aspx?contentid=94300#page=64>

In Class View: Healing Gardens of New York (middle 20 minutes)

✓ **Student Case Study 2: Healing Design: Healthcare Center for Cancer Patients, Denmark, NORD architects**

Tuesday, 9/28: Design for Whom?

Hartig, T., T. Bringslimark, and G. Grindal Patil. Restorative Environmental Design: What, When, Where, and for Whom? Chapter 9 in Biophilic Design.

Oates, D. 2010. EcoCity Dreaming. *Orion Magazine*. May/June 2010.
<http://www.orionmagazine.org/index.php/articles/article/5500/>

✓ **Student Led Discussion**

Thursday 9/30: Designing Connections to Nature across the Lifespan

Cooper-Marcus, C. and C. Francis. 1998. "Outdoor Spaces in Housing for the Elderly." Chapter 5 in *People Places: Design Guidelines for Urban Open Space*. John Wiley & Sons

Hart, R.A. 1982. "Wildlands for Children: Consideration of the Value of Natural Environments in Landscape Planning." *Landschaft* 14, (1), 34-39.

Corbett, J. and M. Corbett. 2000. Designing Sustainable Communities: Learning from Village Homes. Washington, DC: Island Press. Ch 2.

✓ **Student Case Study 3: Designing across the Life Span: Village Homes, Davis**

Tuesday, 10/5: Designing for and With Children

Moore, R. and C. Cooper-Marcus. 2008. "Design for healthy childhoods and a healthy planet." In Kellert, S. et al., eds. Biophilic Design. Washington, DC: Island Press. Ch. 10.

Louv, R. 2008. Children and the success of biophilic design. In Kellert, S. et al., eds. Biophilic Design. Washington, DC: Island Press. Ch. 11

In Class Review: Madison Children's Museum; 10 eco-friendly classrooms; Teton Science School: Designs and Planning

Thursday, 10/7: The Process of Participation in Sustainable Design and Planning

Arnstein. S.R. 1969. "A Ladder of Citizen Participation," *JAIP* Vol. 35(4):216-224.

Corbett, J. and M. Corbett. 2000. Designing Sustainable Communities: Learning from Village Homes. Washington, DC: Island Press. Ch. 9.

Campbell, S. 1996. "Green Cities, Growing Cities, Just Cities? Urban Planning and Contradiction in Sustainable Development"
http://www.cnr.uidaho.edu/css386/Readings/Campbell_Greencities.pdf

✓ **Student Led Discussion**

Tuesday, 10/12: Designing for Low-Income Communities

Indigenous Community Enterprises, <http://www.icehome.org/> (browse site)

Low-Income Housing in Jamaica (on CU Learn)

Habitat for Humanity <http://www.oikos.com/esb/34/HFHhouse.html>

Bringing Home the Benefits of Energy Efficiency to Low-Income Housing

<http://www.practitionerresources.org/cache/documents/663/66381.pdf>

✓ **Student Led Discussion**

Thursday, 10/14: Design for Whom?

✓ **Student Case Study 4: Sustainable South Bronx**

✓ **Student Case Study 5: Urban Village Pilot Project**

✓ **Design Diaries Collected**

Part III: The elements of sustainable design

Tuesday, 10/19: Sustainability in Design and Planning: Green Building and Beyond
(All Readings on CU Learn)

Williams, D.E. 2007. Sustainable Design: Ecology, Architecture, and Planning. Chapter 5: Architectural Design

Kibert, C. 2007. Intro in Sustainable Construction: Green Building Design. John Wiley & Sons. Chapter 1.

Kats, G. 2010. Greening our Built World: Costs, Benefits and Strategies. Chapter 1.1, 1.2, and 2.8 Washington, D.C.: Island Press. (On CU Learn)

✓ **Student-led Discussion**

Thursday, 10/21: Examples of Sustainable Design and Planning

In Class: Critique Clips of Garbage Warriors (Earthships) and Uncompromising Architecture (community and high-end cob)

✓ **Student Case Study 7: Curitiba, Brazil**

Tuesday, 10/26: Ecological and Organic Design, Biomimicry

Kibert, C. 2007. in Sustainable Construction: Green Building Design. John Wiley & Sons. Chapter 5

Tsui, E. "Principles of Evolutionary Design:" <http://www.tdrinc.com/prin.html> and Lessons from Nature: <http://www.tdrinc.com/natarch.html>

Mang, P. 2010. Regenerative Design: Sustainable Design's Coming Revolution. Design Intelligence. <http://www.di.net/articles/archive/2043/>

As Homework, view Janine Benyus on Biomimicry in Design on TED talks (less than 20 minutes).

http://www.ted.com/talks/janine_benyus_shares_nature_s_designs.html

✓ **Student-led Discussion**

Thursday, 10/28: Sensory Aesthetics & Biomimicry

Heerwagen, J.H. and B. Gregory. 2008. Biophilia and Sensory Aesthetics. Chapter 13 in Biophilic Design.

Kieran, S. Evolving an environmental aesthetic. 2008. Ibid. Ch. 14.

- ✓ **Student Case Study Presentation 8: Sensory Aesthetics & Biomimicry: Samara House**
- ✓ **Student Case Study Presentation 9: Sensory Aesthetics & Biomimicry: Eastgate Building, Harare, Zimbabwe**

Tuesday 11/2: Low-Impact Design and Planning: Building Materials and Waste Reduction

Sassi, P. 2006. Strategies for Sustainable Architecture. Chapter 4

Rosenthal, J.K., R. Craudereuff, M. Carter. 2008. Urban Heat Island Mitigation Can Improve New York City's Environment: Research on Impact of Mitigation Strategies on the Urban Environment. Sustainable South Bronx Working Paper. (SKIM; on CU Learn)

- ✓ **Student Case Study: Low-Impact Design: Building Materials: Koh Kood Children's Ecological Center, Thailand**
- ✓ **Study Case Study: Urban Heat Mitigation/Green Roofs, California Academy of Sciences**

Thursday, 11/4: Natural Building Movement

Guest Lecturer, Brian Fuentes, Architect

Tuesday, 11/9: Low-Impact Design and Planning: Energy

Sassi, P. 2006. Strategies for Sustainable Architecture. Chapter 5.

Kats, G. 2010. Greening our Built World: Costs, Benefits and Strategies. Chapter 1.3 and 1.4 (Energy) Washington, D.C.: Island Press. (On CU Learn)

In Class: Critique clips from Fuel, Vertical Farming

✓ **Student-led Discussion**

Thursday, 11/11: Low-Impact Design and Planning: Water

Sassi, P. 2006. Strategies for Sustainable Architecture. Chapter 6.

Wiland, H. and D. Bell. 2006. Edens Lost & Found: How Ordinary Citizens are Restoring Our Great American Cities. Chapter 4: Los Angeles: A City Different.

Kats, G. 2010. Greening our Built World: Costs, Benefits and Strategies. Chapter 1.5 (Water-Related Savings) Washington, D.C.: Island Press. (On CU Learn)

✓ **Student Case Study: Steinhude Sea Recreation Facility**

Thursday, 11/18: The Cost and Tracking of Sustainable Design

Esty, D. and A. Winston. 2006. Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage: Introduction, Chapter 1, Chapter 7, and Chapter 8. (On CU Learn)

Matthiesen, L.F. and P. Morris. 2008. The Cost of Green Revisited: Re-examining the Feasibility and Cost-Impact of Sustainable Design in Light of Increased Market Adoption. (On CULearn)

✓ **Student-led Discussion**

✓ **Design Diaries Collected**

Tuesday/Thursday 11/23-11/25: Fall Break

Part IV: Applying Sustainability and Biophilia

Tuesday, 11/30: World Café Revisited

Thursday, 12/2: Design Charrette In-Class

Tuesday, 12/7: Design Charrette In-Class

Tuesday, 12/9: Design Charrette Presentations

Policies, Rules & Regulations

Academic Honesty & Plagiarism

Students at the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy at this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu, 303 725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information on the Honor Code can be found at www.Colorado.EDU/policies/honor.html and at www.Colorado.EDU/academics/honorcode/

“The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Un-cited, plagiarized material shall be treated as academically dishonest, and the paper will be assigned an 'F' as a result. If the student is confused as to what constitutes plagiarism, he/she should review the CU Honor Code on this topic, or see the instructor.”

Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an 'F' for the entire course.”

Students should note that their work may, at the discretion of the instructor, be evaluated through TurnItIn.com, a plagiarism service provided to all faculty members at CU-Boulder; and that this service retains a copy of the submitted work for future comparisons.” (Honor Code Office.)

NOTE: Students are required to include a signed honor code pledge on all class work.

Disabilities

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact 303 492-8671, Willard 322 or www.Colorado.EDU/disabilityservices.

Accommodation for Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In this class, we will work with individuals on a case-by-case basis. Please contact the instructor in a timely

manner so that accommodations can be arranged. Policy details at www.Colorado.EDU/policies/fac_relig.html

Discrimination

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Learning Environment

Students and faculty members each have a responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty members have a professional responsibility to treat students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See policies at www.Colorado.EDU/policies/classbehavior.html and www.Colorado.EDU/studentaffairs/code.html#student_code/