

Instructor / Adjunct Visiting Lecturer

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URBAN PLANNING 357
THE LAND DEVELOPMENT PROCESS

Tues/Thurs 3:30-4:50
TBH Room 223

The planning practice requires an understanding of the land development process. In this class students learn about the decision process used for land development and the technical skills required for reading site plans. The course provides the essential skills necessary in the field of public-sector planning but also provides an understanding of the private-sector decisions necessary for developing land.

This course has three primary goals:

1. To teach students about the physical elements that need to be considered when developing land. This is Part 1.
2. To teach students about the role of the public-sector planner in the process of land development including soliciting interest from developers in developing land to satisfy community-wide goals (request for proposals). This is Part 2.
3. To teach students about what private developers have to consider when deciding to develop land, including understand market analysis. Students will also learn about responding to Request for Proposals (RFPs). This is Part 3.

The course is structured around three topics/projects:

Project 1: Physical Considerations for Land Development.

This part of the course teaches students about the physical conditions of land that has to be considered for development. Students are taught how to interpret existing features of a site including topography, drainage, soils, existing infrastructure and surrounding land use. Students are then taught to understand necessary improvements for land development including infrastructure, buildings, and stormwater management. Examples are given for both "greenfield" and "infill" sites. Basic engineering concepts focused on sustainable infrastructure is taught as well. This portion of the class includes both lectures and hands-on learning.

This section of the course provides a field trip to the Champaign-Urbana Sanitary District and a guest lecturer on sustainable development practices.

Part 2: Understanding Market Analysis Reports and Request for Proposals - Role of the Planner

In this part of the course, students learn about market analysis reports and the process for issuing Request for Proposals (RFP). Students will learn about different RFP processes that have happened locally and will review various market analysis reports. Lectures will focus on understanding how to tie plans and vision to market reality. To complete Part 2 students will draft a Request for Proposals for a given property that is sought by a City to be redeveloped.

Part 3: Responding to a Request for Proposal - Role of the Developer

In small teams, students will have the opportunity to make a proposal on how they would respond to an issued RFP, assuming the role of a developer. The teams will craft a written response and give a presentation at semester's end.

COURSE FORMAT AND EXPECTATIONS

Your participation is crucial in a course of this type. *You are expected to attend class, and I will take attendance at the beginning of each class.* Some days will consist of lectures/discussion. Other days will be workshop days, in which you will be free to work on your projects in class, meet with your group, or perform field work. Some days will require the whole class time, whereas others will require less time.

OUTSIDE OF CLASSROOM LEARNING

This course focuses more on lectures and project assignments rather than reading assignments. However, there are a number of readings and videos students will be assigned to read/watch prior to certain classes, mostly early in the semester. There is no official textbook for the class and all readings/videos will be made available to students. They are listed under the various days in the syllabus schedule below.

GRADING

The assignments for the semester will total up to 1000 points. Following is the contribution of each assignment toward your final grade:

Part #1 – Physical Considerations for Land Development

- 1-1 Finding Existing and Proposed Conditions on a Subdivision Plan - Jacob's Landing Subdivision (100)
 - 1-2 Creating a more sustainable site plan - Meijer Development (100)
 - 1-3 Site Plans from Different Perspectives - Mahomet Development (100)
- (300 pts total)**

Part #2 – Comprehensive Plans, Market Analysis and Request for Proposals

- 2-1 Interpreting Market Analysis Reports (100)
 - 2-2 Drafting a Request for Proposals (200)
- (300 pts total)**

Part #3 – Responding to a Request for Proposals

- 3-1 Written Response (200)
 - 3-2 Presentation (150)
- (350 pts total)**

**Attendance (25) and Participation (25)
(50 pts total)**

Note: There is no final exam for this course.

Grading standards

90+%	Outstanding performance, <i>exceeds</i> expectations, minor errors do not affect overall product.
80-90%	Good performance, <i>meets</i> expectations, minor mistakes may affect some aspects of the product, technically and conceptually correct.
70-80%	Fair performance, does not fully meet all expectations, several technical errors, concept is evident but flawed, solution only minimally satisfies requirements of the problem.
50-70%	Poor performance, barely meets expectations, reflects lack of understanding for the requirements of the problem, serious conceptual and technical errors.
<50%	Failure, does not meet expectations, unacceptable performance.

Late assignments

Late assignments will be penalized 10% of the project's point total per day overdue. Unless otherwise noted in the Project Prompt, all assignments will be required to be uploaded to Compass. The most common excuse given for late assignments is that student tried to upload it to Compass but it didn't work. If there is reason to believe that there is a technical issue with Compass preventing you from uploading your assignment, an exception may be made. Otherwise, expect a reduction in project points.

Attendance and Participation

Attendance and Participation total 50 points of your final grade. Often, this can be the difference in a full letter grade. For attendance, I allow two excused absences over the course of a semester. An excused absence is one where you have notified me with a valid excuse for missing class. Unexcused absences are ones where you haven't notified me and/or there is no valid excuse. Unexcused absences will significantly impact your attendance grade. This is especially true if your absences are during team presentations where you are expected to present or watch others. Arriving late to class or leaving early can also negatively impact your attendance grade. For participation, students that participate regularly and insightfully will receive the full points for participation. This includes being engaged during lectures, asking questions, providing comments, etc. Students that participate only occasionally will receive fewer points and the students that make little effort to participate will receive even less.

Office Hours

On occasion you may need help on an assignment, or want to discuss grades, problems with team coordination, or just get career advice. Since I am teaching this course as a visiting adjunct lecturer, holding set office hours is not practical. However, I can always make myself available by appointment. Of course, you can email me at any time. See contact information at top of the Syllabus. Note that during Project 3 there are many class periods where groups will meet to work and I will be available to meet with students individually.

COURSE SCHEDULE, READINGS & ASSIGNMENTS

Tuesday, January 17 / First Day of Class

- Welcome and Get to Know Each Other
- Overview of Course Syllabus and Expectations
- Homework: bring a picture or map of the neighborhood you grew up in to class on Thursday.

PART ONE PHYSICAL CONSIDERATIONS FOR LAND DEVELOPMENT

Thursday, January 19

- **THE EVOLUTION OF NEIGHBORHOOD DESIGN
FORMAT: LECTURE/DISCUSSION**

This lecture will focus on the evolution of the development of neighborhoods over time. It will explain how the practice has changed with the advent of the automobile and zoning. To finish the class students will present (with one slide) the design of the neighborhood they grew up in.

Preparing for this class:

READINGS:

1. "The Neighborhood Unit" by Clarence Perry, 1929 (copy of original article)
2. Planning Advisory Service: "Neighborhood Boundaries", 1960 (copy of original article)
3. Planning the Built Environment: "Neighborhoods and New Urbanism", 2000 Pages 183-185

ASSIGNMENT DUE: "Is The Neighborhood You Grew Up In Walkable"?

Tuesday, January 24

- **WHAT ARE SUBDIVISION REGULATIONS?
FORMAT: LECTURE / DISCUSSION**

The subdivision of land is a core component of land development and one that planners play an important role. The regulation of how land is divided plays a critical role in how well a community functions. This lecture will review the history of subdivision regulations and look at some local examples.

Preparing for this class:

READING:

1. The Subdivision and Site Plan Handbook, Listoken and Walker. Chapter 1; Background: Evolution of Subdivision Regulation. Pages 129-166.

Thursday, January 26

- **SITE PLANNING - EXISTING CONDITIONS AND PROPOSED IMPROVEMENTS
FORMAT: LECTURE**

In this lectures students learn to understand existing site conditions such as stormwater drainage, slopes and the more important proposed improvements for developing land including roads, sewers, stormwater facilities and utilities.

Explanation of Assignment 1-1: Finding Existing and Proposed Conditions on a Subdivision Plan - Jacob's Landing Subdivision (100pts)

Tuesday, January 31

- **SUSTAINABLE INFRASTRUCTURE
FORMAT: GUEST LECTURE / LESLIE MITCHELL, ENGINEER TECH II, CITY OF
CHAMPAIGN**

Expanding on the last lecture, students will learn about the latest techniques in providing sustainable infrastructure. This will include a presentation on the John Street sustainable drainage improvements in Champaign.

Preparing for this class:

READINGS:

1. Planners Advisory Service; Green Infrastructure: A Landscape Approach PAS Report #571 / 2013 / pages 12-13 AND pages 84-92.
2. Planning Magazine; January 2013, "From Rooftop Gardens to Deep Tunnels"; pages 50-53.
3. Planning Magazine; June 2015, "Green Infrastructure Grows Up"; pages 17-21.

ASSIGNMENT DUE: Assignment 1-1: Finding Existing and Proposed Conditions on a Subdivision Plan - Jacob's Landing Subdivision (100pts)

Thursday, February 2

- **URBANA-CHAMPAIGN SANITARY DISTRICT (UCSD) TREATMENT PLANT
FORMAT: FIELD TRIP / TOUR**

We will travel to the UCSD treatment plan in east Urbana to understand how the sewage treatment process works and to also learn about their effort to sell grey water to the Crocus Chemical Plant in Tuscola. Bruce Ribble/Mark Radii

Tuesday, February 7

- **"GREENFIELD" SITE PLANS FROM AROUND CHAMPAIGN
FORMAT: LECTURE / DISCUSSION**

The class will be presented with various site plans for "greenfield" development around Champaign and learn about the process for their development. This will include residential subdivisions, multi-family complexes and commercial developments. Students will learn how to calculate density and floor area ratio (FAR). There will be a discussion on the topic of the cost of urban services and understanding Fiscal Impact Analysis.

Preparing for this class:

READINGS:

1. Best Development Practices by Reid Ewing, Chapter VI. "Best Housing Practice". Pages 133-152
2. Local Planning, Contemporary Principles and Practice: "The Systems of the City", Pages 343-349

Thursday, February 9

- **"INFILL" SITE PLANS FROM AROUND CHAMPAIGN
FORMAT: PRESENTATION / DISCUSSION**

The class will be presented with various site plans for "infill" development around Champaign and learn about the process for their development. This will include mixed-use development in Campustown, Downtown and developments in other neighborhoods. Students will learn how the review of these plans are different than those of "greenfield" sites.

Explanation of Assignment 1-2: Creating a more sustainable site plan - Meijer Development (100pts)

Tuesday, February 14

- **SITE PLANS FROM DIFFERENT PERSPECTIVE**

FORMAT: LECTURE / DISCUSSION

This class will prepare the students for Assignment 1-3 which is to understand the different perspectives of land development from the viewpoint of planners, developers and residents. The new Latitude project on University Avenue will be used as the case study. Students will write a memorandum to a Plan Commission with comments on the site plan for this development.

Explanation of Assignment 1-3: Site Plans from Different Perspectives - Mahomet Development (100pts)

Thursday, February 16

- **IN-CLASS TIME TO WORK ON ASSIGNMENTS**

FORMAT: NO OFFICIAL CLASS MEETING

Students may attend to get help or have questions answered. Otherwise, students do not need to attend class except to turn in assignment, if necessary.

ASSIGNMENT DUE: Assignment 1-2: Creating a more sustainable site plan - Meijer Development (100pts) ***due by 4:50pm***

PART TWO
COMPREHENSIVE PLANS, MARKET ANALYSIS AND REQUEST FOR PROPOSALS

Tuesday, February 21

- **ESTABLISHING A LAND USE / DEVELOPMENT VISION FOR THE COMMUNITY**

FORMAT: GUEST LECTURE: LACEY RAINS-LOWE, CITY OF CHAMPAIGN

Land development starts with a community vision for growth. This vision is provided in a Comprehensive Plan. The Comprehensive Plan must understand issues of market demand, infrastructure and public services. Lacey Rains-Lowe is a planner with the City of Champaign and will present the details of the City's Comprehensive Plan, called *Champaign Tomorrow*.

Preparing for this class:

You Tube:

1909 Plan of Chicago (jonathan epperson) / 10:56

Chicago's Lakefront / Burnham Park (wttwchicago) / 2:26

Comprehensive Planning 101 (fairfax county government) / 8:00

Thursday, February 23

- **UNDERSTANDING MARKET DEMAND**

FORMAT: GUEST LECTURE: BRIDGET LANE, BUSINESS DISTRICTS INC.

Plans are important but they have to be based in market reality. Developer's won't develop land if there isn't a market to make their development successful - in other words, it has to be able to make money. To understand this, developers, and often city planners, perform market analysis reports to understand viability of land development.

Explanation of Assignment 2-1: Interpreting Market Analysis Reports (100pts)

Preparing for this class:

ASSIGNMENT DUE: Assignment 1-3: Site Plans from Different Perspectives - Mahomet Development (100pts)

Tuesday, February 28

- **THE REQUEST FOR PROPOSAL (RFP) PROCESS - THE PLANNER'S ROLE - PART I**

FORMAT: PRESENTATION / DISCUSSION

What are Request for Proposals? How are planners involved and what goes into to issuing one? This class will look at the recent RFP issued by the City of Chicago for the Michael Reese Hospital site. This is the same site that was subject to the assignment in UP312. Students will understand the basics of RFPs as they relate to the development of land. Some students will share their proposals from UP312 and see how they related to the RFP.

Preparing for this class:

READING: RFP for Michael Reese Hospital Site, Chicago

Thursday, March 2

- **THE REQUEST FOR PROPOSAL (RFP) PROCESS - THE PLANNER'S ROLE - PART II**

FORMAT: PRESENTATION

Following-up on the discussion from Tuesday, 2/28, the RFP for 401 North Neil Street in Champaign will be presented and discussed. Students will hear the story on the process of issuing the RFP and look at the results as well as the process.

ASSIGNMENT DUE: Assignment 2-1: Interpreting Market Analysis Reports (100pts)

Preparing for this class:

READING: RFP for 401 North Neil Street, Chicago

Tuesday, March 7

- **WRITING A REQUEST FOR PROPOSALS (RFP)**
FORMAT: DISCUSSION / INSTRUCTION ON ASSIGNMENT 2-2
Students will individually draft an RFP for a given site in Champaign based on information learned from market analysis reports. This class will explain the assignment.

Preparing for this class:

READING: Market Analysis for Country Fair Shopping Center

Thursday, March 9

- **IN-CLASS TIME TO WORK ON ASSIGNMENT 2-2**
FORMAT: NO OFFICIAL CLASS MEETING
Students may attend to get help or have questions answered.

Tuesday, March 14

- **LAND DEVELOPMENT FOR THE DEVELOPER'S PERSPECTIVE**
FORMAT: GUEST LECTURE: A DEVELOPER
You've learned what planners do to facilitate land development and how they review proposals. What process do developers go through to decide whether or not to develop land? Does it match the city vision? Is there a market demand for the product? What is the cost of developing the land? Will it make money? These are just some of the considerations, the guest lecture will provide more.

Thursday, March 16

- **IN-CLASS TIME TO WORK ON ASSIGNMENTS**
FORMAT: NO OFFICIAL CLASS TIME
Students may attend to get help or have questions answered.

ASSIGNMENT DUE: Assignment 2-2: Drafting a Request for Proposals (200pts)

****due by 4:50pm****

March 21st and March 23rd - SPRING BREAK

PART THREE

RESPONDING TO A REQUEST FOR PROPOSALS - TEAM PROJECT

Tuesday, March 28

- **RESPONDING TO AN RFP - YOU'RE A DEVELOPER NOW**

FORMAT: DISCUSSION / INSTRUCTION ON ASSIGNMENT 3-1 and 3-2

Welcome back from Spring Break. Time to dive into the final Assignments that will carry us through to the end of the semester. In Assignment 2-2 you drafted an RFP as if you were a planner seeking a developer to build on publicly-owned land. Part 3 turns the tables and you will now act as a developer *responding* to an RFP. This Project will be done in small teams. The exact RFP that you will respond to will be presented at this class.

Thursday, March 30

- **IN-CLASS TIME TO WORK ON ASSIGNMENT 3-1**

FORMAT: NO OFFICIAL CLASS TIME

Students may attend to get help or have questions answered.

Tuesday, April 4

- **TEAM MEETINGS WITH INSTRUCTOR**

FORMAT: MEETING

Teams will each meet with Instructor to discuss conceptual plan and approach for RFP response.

Preparing for this class:

DUE: Team's Interim Memo / Conceptual Plan for responding to the RFP

Thursday, April 6

- **ADOBE ILLUSTRATOR AND SKETCH-UP**

FORMAT: DEMONSTRATION BY ERIC VAN BUSKIRK

A review of skills students should have picked-up in UP312 and will assist with Assignment 3-1.

Tuesday, April 11

- **IN-CLASS TIME TO WORK ON ASSIGNMENT 3-1**

FORMAT: NO OFFICIAL CLASS TIME

Students may attend to get help or have questions answered.

Thursday, April 13

- **TEAM MEETINGS WITH INSTRUCTOR**
FORMAT: MEETING
Teams will each meet with Instructor to review progress on their Assignment.

Tuesday, April 18

- **IN-CLASS TIME TO WORK ON ASSIGNMENT 3-1**
FORMAT: NO OFFICIAL CLASS TIME
Students may attend to get help or have questions answered.

Thursday, April 20

- **TEAM MEETINGS WITH INSTRUCTOR**
FORMAT: MEETING
Teams will each meet with Instructor to review progress on their Assignment.

Preparing for this class:
DUE: Draft Report for RFP response

Tuesday, April 25

- **TEAM MEETINGS WITH INSTRUCTOR**
FORMAT: MEETING
Teams will each meet with Instructor to review progress on their Assignment.

Preparing for this class:
Feedback on Draft Reports will be given back to each team with comments.

Thursday, April 27

Class Evaluations will be conducted.

- **PRESENTATION PREVIEWS**
FORMAT: PRESENTATION
Each team will give a short preview of their presentation concepts. Final chance for questions and answers.

Preparing for this class:
Brief presentation of major concepts. Be ready to give it to the class.

Tuesday, May 2

- **FINAL TEAM PRESENTATIONS**
TO BE HELD AT CHAMPAIGN CITY COUNCIL BUILDING

102 NORTH NEIL STREET, CHAMPAIGN

A jury of planners will be present to review the presentations

ASSIGNMENT DUE: Assignment 3-1; Written Response (200)

ASSIGNMENT DUE: Assignment 3-2: Presentation (150)

Note: There will be no final exam for this class. Grades will be given to each student before the end of Finals Week prior to final grades being due.

Student conduct

From the University Student Code, Article 1, Part 3: Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution and suitable to members of the academic community. Students are responsible for knowing their rights and responsibilities as found in the student code at <http://www.admin.uiuc.edu/policy/code/index.html>

Special Circumstances

Every effort will be made to work with students with unusual or unexpected obligations outside the course. Students with disabilities or special needs who require any accommodations to facilitate full participation and completion of the course should contact as soon as possible.