

Adjunct Instructor

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Teaching Assistant

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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 process for developing land. In this class students learn about this decision process including the technical side of reading site plans and understanding zoning and subdivision regulations. It also includes a look at the financial considerations planners and developers need to know when deciding to develop land. 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 will also spend time enhancing your technical skills in mapmaking and in by allowing you to work more with SketchUp.

This course has three primary goals:

1. To teach students about the **physical elements** that need to be considered when developing land and to understand the differences between **infill** and **greenfield** development. 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 (**request for proposals**). Included in this section is what planners need to understand about market demand and assessing costs and revenues of development projects. This is Part 2.
3. To teach students about what private developers have to do when deciding to develop land. Students will also learn about **responding to Request for Proposals** (RFPs). This is done as a group project where students assume the role of a developer by submitting a **development proposal**. 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 to be considered for development. Students are taught about 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. This portion of the class includes lectures and hands-on learning. This section of the course provides a field trip to the Champaign-Urbana Sanitary District to see how sewage is treated.

Part 2: Understanding Request for Proposals (RFP) - Role of the Planner

In this part of the course, students learn about how public-sector planners attract development to their community. Students will learn about the process for preparing Request for Proposals (RFP) and review example RFPs that have been issued locally. Students will also learn about Tax Increment Financing and how to assess the financial aspects of development. Lectures will focus on infill development and how planners in Champaign have worked to attract development to the core of the city. The main project in Part 2 is for students to prepare a Request for Proposals for a site in Champaign.

Part 2 will also include a guest lecture on Market Demand and a site visit to a local infill development project. Part 2 will also provide the opportunity for students to hone their mapping and SketchUp skills.

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

In small teams, students will respond to an RFP and submit a develop proposal. Each student will have an assigned role on their team focused on site/zoning, financial analysis or urban design. At the end of the semester the teams will present their proposals.

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 few 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 800 points. Following is the contribution of each assignment toward your final grade:

Part #1 – Physical Considerations for Land Development

1-1 Reviewing a Site Plan - Jacob's Landing Subdivision (100)

1-2 "Infill vs Greenfield" – Analysis of Projects/Paper (100)

(200 pts total for Part 1)

Part #2 – Review and Preparing a Request for Proposal

- 2-1 Reviewing RFPs/Paper (100)
 - 2-2 Performing a TIF Analysis (25)
 - 2-3 Preparing a Location Map (25)
 - 2-4 Preparing a SketchUp Model (25)
 - 2-5 Preparing an RFP (175)
- (350 pts total for Part 2)**

Part #3 – Development Proposal: Responding to a Request for Proposals

- 3-1 Written Proposal (200)
- (200 pts total for Part 3)**

Attendance and Participation (50 pts total)

Note: There are no exams for this course – it's completely project-based.

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 5% 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 the 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. Sometimes, 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 you simply miss class. Unexcused absences will significantly impact your attendance grade. 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 an adjunct instructor, holding set office hours is not practical for me. 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 groups individually.

Our Teaching Assistant is Tooma Zaghoul. Tooma is currently getting his Master's Degree from the Department. He will be assisting in course coordination and with grading assignments. He is the best "first point of contact" if you need help with something related to the class. Tooma and I will be coordinating frequently. He will be especially helpful to you when we get to the section of the course on mapmaking and SketchUp.

Readings / Videos

All the readings/videos for this class will be provided to you. They aren't long but they are important to the various lectures I will give. The readings are as follows:

- Reading: National Association of Homebuilders (NAHB). Land Development Checklist.
- Reading: The Subdivision and Site Plan Handbook, Listoken and Walker. Chapter 1; Background: Evolution of Subdivision Regulation. Pages 129-166.
- Planning Advisory Service – Complete Streets; Best Policy and Implementation Practices; pages 1-6
- North Carolina Department of Transportation: Complete Streets Planning and Design Guidelines; pages 9-12
- What Happens After You Flush – YouTube (10:02), SciShow, 2014
- Where Does it Go – The Movie – YouTube (9:23), 2008
- City Works – How Stormdrains Work - YouTube (5:49), 2011
- The Water Cycle; National Science Foundation– YouTube (6:47), 2013
- Reading: Planning the Built Environment. The Hierarchy of Streets; Pages 85-90
- Reading: City Council Report on Elimination of Parking Requirements in University District
- Reading: Champaign Plan Commission Report for Jacobs Landing
- Reading: City Council Report for Midtown Plaza Development Agreement

COURSE SCHEDULE, READINGS & ASSIGNMENTS

AS OF: FEBRUARY 4, 2018

Tuesday, January 16 / First Day of Class

- Welcome and Get to Know Each Other
- Overview of Course Syllabus and Expectations

PART ONE PHYSICAL CONSIDERATIONS FOR LAND DEVELOPMENT

Thursday, January 18

- **WHO ACTUALLY DEVELOPS LAND?
WHAT ARE THE ROLES OF THE DIFFERENT PROFESSIONS?
FORMAT: LECTURE/DISCUSSION**
Planners, Developers, Engineers, Architects, Landscape Architects, Bankers, Investors, etc. Who are all these people and what are their roles in the process of developing land?

Preparing for this class:

READING:

1. National Association of Homebuilders (NAHB). Land Development Checklist.

Tuesday, January 23

- **WHAT IS A SUBDIVISION? UNDERSTANDING THE HISTORY OF SUBDIVIDING LAND AND HOW CITIES REGULATE SUBDIVISIONS TODAY.
FORMAT: LECTURE/DISCUSSION**
In this lecture students understand the history of subdividing land for development and what measures are typically in place today to ensure that land development is orderly and safe.

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 25

- **EXISTING AND PROPOSED CONDITIONS FOR LAND DEVELOPMENT. WHAT YOU NEED TO KNOW.**

FORMAT: LECTURE/DISCUSSION

In this lecture students learn about physical conditions for developing land including stormwater drainage, soils, slopes, etc. Also, this lecture explains the differences between storm and sanitary sewers and how they system is critical to the land development process.

Preparing for this class:

VIDEOS TO WATCH:

What Happens After You Flush – YouTube (10:02), SciShow, 2014

Where Does it Go – The Movie – YouTube (9:23), 2008

City Works – How Stormdrains Work - YouTube (5:49), 2011

The Water Cycle; National Science Foundation– YouTube (6:47), 2013

Explanation of Assignment 1-1: Reviewing a Site Plan - Jacob's Landing Subdivision.

Explanation of Assignment 1-2: Infill vs Greenfield: Analysis of Development Projects.

Tuesday, January 30

HIT THE ROAD: UNDERSTANDING STREET CLASSIFICATION AND STREET DESIGN: LECTURE/DISCUSSION

In this lecture students learn about the classification of streets and how their design is important to the land development process. The lecture will also include background on the redesign of Green Street through Campustown.

Preparing for this class:

READING:

Planning the Built Environment. The Hierarchy of Streets; Pages 85-90; and Street Capacity 91-104.

Planning Advisory Service – Complete Streets; Best Policy and Implementation Practices; pages 1-6

North Carolina Department of Transportation: Complete Streets Planning and Design Guidelines; pages 9-12

Thursday, February 1

DEVELOPMENT SITE PLANS – THE STORY OF BRISTOL PLACE

Presentation on how Bristol Place in Champaign is being redesigned for a new neighborhood. There will be an emphasis on the site planning that has taken place for this project.

Tuesday, February 6

- **"GREENFIELD" DEVELOPMENT – THE STORY OF JACOBS LANDING
FORMAT: LECTURE / DISCUSSION**

In Assignment 1-1 students learned about the technical details of designing the Jacobs Landing Subdivision. This lecture will tell the story of how Jacob's Landing was proposed and how it changed due to the economy.

Preparing for this class:

READING: Champaign Plan Commission Report for Jacobs Landing

ASSIGNMENT DUE: Assignment 1-1: Reviewing a Site Plan - Jacob's Landing Subdivision (100pts).

Thursday, February 8

- **ACHIEVING BETTER "INFILL" DEVELOPMENT – REGULATING DESIGN
AND PARKING IN THE UNIVERSITY DISTRICT.**

FORMAT: GUEST LECTURE: Ben LeRoy, City of Champaign Department of Planning and Development; UofI DURP Alum.

In this guest presentation, Ben LeRoy from the City of Champaign will discuss the changes recently adopted zoning changes that are resulting in higher quality infill development in the University District. He will also present the City's bold move to deregulate parking and discuss the rationale and study behind that decision.

Preparing for this class:

READING: City Council Report on Elimination of Parking Requirements in University District

Explanation of Assignment 2-1: Reviewing RFPs.

PART TWO REVIEW AND PREPARING A REQUEST FOR PROPOSALS

Tuesday, February 13

- **FIELD TRIP – TOUR OF MIDTOWN PLAZA**

FORMAT: Field Trip

Midtown Plaza is a new mixed-use development on First Street between Springfield Avenue and White Street. The project is being built by The University Group and it received financial incentives from the North Campustown TIF District. This field trip will tour the property and hear from the architect/designer, Keddy Hutson, about the process for designing and building this project which is hoped to be “catalytic” for Midtown.

READING: City Council Report for Midtown Plaza Development Agreement

Thursday, February 15

- **RECAP OF MIDTOWN PLAZA AND UNDERSTANDING TAX INCREMENT FINANCING (TIF)**

FORMAT: Lecture/Discussion

This presentation follows the tour of Midtown Plaza. It will present the background story of how Midtown Plaza was proposed and the Development Agreement that provided TIF financial incentives. This lecture will include explanation on how TIF works.

Preparing for this class:

VIDEO TO WATCH:

Understanding TIF

ASSIGNMENT DUE: Assignment 1-2: Infill vs Greenfield: Analysis of Development Projects.

Tuesday, February 20

- **UNDERSTANDING MARKET DEMAND**

FORMAT: GUEST LECTURE FROM 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.

NOTE: THIS CLASS WILL BE HELD AT 123 DAVID KINLEY HALL WHICH IS IN THE BUILDING DIRECTLY NORTH OF TBH. WE WILL MERGE OUR CLASS WITH UP475 FOR THIS PRESENTATION.

Preparing for this class:

ASSIGNMENT DUE: Assignment 2-1: Reviewing RFPs (100pts).

ASSIGNMENT DUE: Assignment 2-2: Performing a TIF Analysis (25 pts).

Thursday, February 22

- **WHAT IS A REQUEST FOR PROPOSAL (RFP)? – UNDERSTANDING THE PLANNER'S ROLE**

FORMAT: LECTURE/DISCUSSION

What are Request for Proposals? How are planners involved and what goes into to issuing one? This class will look at RFPs and provide a real-life example from Champaign, 401 North Neil Street.

Tuesday, February 27

- **NO CLASS TODAY. INSTRUCTOR OUT OF TOWN**

Thursday, March 1

- **WRITING A REQUEST FOR PROPOSAL (RFP)**

FORMAT: PRESENTATION

In this class we will discuss Assignment 2-5, Preparing an RFP. We will review the expectations of the assignment and how students will go about preparing their RFP.

Tuesday, March 6

- **URBANA-CHAMPAIGN SANITARY DISTRICT (UCSD) TREATMENT PLANT
FORMAT: FIELD TRIP / TOUR (Pending / To Be Confirmed)**
We will travel to the UCSD treatment plan in east Urbana to understand how the sewage treatment process works. Mark Raddi, Director of Engineering for the UCSD will give the tour.

Thursday, March 8

- **HOW TO MAKE A LOCATION MAP
FORMAT: PRESENTATION/WORKSHOP**
In this class, students will learn how to make a location map in Adobe Illustrator.

Preparing for this class:

VIDEO TO WATCH:

Making a Location Map or Adobe Illustrator Basics

Tuesday, March 13

- **HOW TO DESIGN A BUILDING IN SKETCHUP
FORMAT: PRESENTATION/WORKSHOP**
In this class, students will learn how to design a basic building using SketchUp.

Preparing for this class:

VIDEO TO WATCH:

Basics of SketchUp

Thursday, March 15

- **IN-CLASS TIME TO WORK ON ASSIGNMENT 2-5
FORMAT: NO OFFICIAL CLASS TIME**
Students may attend to get help or have questions answered. Attendance to this class is not required but it's a good time to get ahead on you project and get help before heading off to Spring Break.

ASSIGNMENTS DUE: Assignment 2-3: Location Map (25 pts).
Assignment 2-5: Preparing an RFP (175 pts).

March 19th and March 23rd - SPRING BREAK

PART THREE

DEVELOPMENT PROPOSAL – RESPONDING TO AN RFP - TEAM PROJECT

Tuesday, March 27

- **DEVELOPMENT PROPOSAL – RESPONDING TO AN RFP
FORMAT: DISCUSSION / INSTRUCTION ON PROJECT THREE**

Welcome back from Spring Break. Time to dive into the final Project that will carry us through to the end of the semester. Project 3 allows you to act as a developer and *respond* to an opportunity to develop property. This is a team project with team members having specific responsibilities.

In this class you will learn about your teams and the details of Project 3. We will also review the schedule for the rest of the semester.

ASSIGNMENTS DUE: Assignment 2-4: SketchUp Model (25 pts).

Thursday, March 29

- **TEAM MEETINGS WITH INSTRUCTOR TO SEE CONCEPT PLAN – SEE MEETING SCHEDULE IN PROJECT PROMPT.**

Tuesday, April 3

- **WORK IN TEAMS**
No organized class today but teams are expected to meet and coordinate their work. Instructor will be at class to meet any team for help.

Thursday, April 5

- **TEAM MEETINGS WITH INSTRUCTOR TO SEE CONCEPT PLAN – SEE MEETING SCHEDULE IN PROJECT PROMPT.**

Tuesday, April 10

- **WORK IN TEAMS**
No organized class today but teams are expected to meet and coordinate their work. Instructor will be at class to meet any team for help.

Thursday, April 12

- **INDIVIDUAL TEAM MEMBER ASSIGNMENTS DUE**
We will meet as a class to collect individual Project 3 assignments. As a class we will discuss putting the pieces together for the final RFP response.

Tuesday, April 17

- **WORK IN TEAMS**
No organized class today but teams are expected to meet and coordinate their work. Instructor will be at class to meet any team for help.

Thursday, April 19

- **DRAFT RFP RESPONSES DUE**
We will meet as a class to collect the draft report. As a class we will discuss revising the draft and preparing for final report.

Tuesday, April 24

- **WORK IN TEAMS**
No organized class today but teams are expected to meet and coordinate their work.

APA NATIONAL CONFERENCE IN NEW ORLEANS, LA
Instructor will be out of town

Thursday, April 26

- **FINAL RFP RESPONSES DUE**
We will meet as a class to collect the draft report. As a class we will discuss revising preparing for the showcase.

ASSIGNMENTS DUE: Assignment 3-1; Response to Request for Proposal (200)

Class Evaluations will be conducted.

Tuesday, May 1st

- **RFP SHOWCASE /SOCIAL / AWARD PRESENTATION**

Last class – attendance mandatory

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.

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.

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>

Counseling Center

The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services. <https://counselingcenter.illinois.edu/>