

**Adjunct Instructor**

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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 all the considerations that must go into the decision to develop land. This includes an understanding of the physical conditions of land, knowledge about what infrastructure is needed to develop land, and what planning and financial decisions need to be considered to develop land. The course is structured to give students a glimpse into the land development process as experienced by the practicing **planner** and practicing **developer**. Lectures and examples are provided from real-life examples here in Champaign-Urbana. Several field trips are planned to give a first-hand look at how land development happens. Students get an opportunity to learn how local planners and developers handle land development cases. Finally, the course allows for some creative thinking as student groups propose a development proposal for a given site.

This course has three primary goals:

1. To teach students about the **infrastructure** that is need when developing land. This is Part 1.
2. To teach students about the **roles of the planner and the developer** in the process of land development. This is Part 2.
3. To allow students to collaborate in a team to create a development proposal for a given site. The teams act as a Developer by submitting a **development proposal** in response to a Request for Proposals issued by the City. This is Part 3.

**COURSE FORMAT AND EXPECTATIONS**

My goal with this class is to give you a lot of practical information and share my experiences as a practicing planner as it relates to land development. I hope that this inspires you more about the planning profession. I also intend for my class to be a little different from most of your theory-based classes. I do this through a variety of lectures, field trips, guest speakers and working assignments. I treat the class like a workshop. There are no tests.

Your participation is important 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 team project in class, meet with your group, or perform field work. Some days will require the whole class time, whereas others will require less time.

### **READINGS / VIDEOS**

This course focuses more on lectures and project assignments rather than reading assignments. However, there are several short readings and many short 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 class will total 700 points. Each assignment comes with a detailed Project Prompt. Following is the contribution of each assignment toward your final grade:

#### **Part #1 – Physical Considerations for Land Development**

- 1-1 Reviewing a Subdivision Plat – Jacob’s Landing Subdivision (100)
  - 1-2 Reviewing a Site Plan – Midtown Plaza (100)
- (200 pts total for Part 1)**

#### **Part #2 – Development Perspectives and Request for Proposals**

- 2-1 Development Perspective Paper – Latitude Development (100)
  - 2-2 Performing a TIF Analysis (25)
  - 2-3 Reviewing an RFP (100)
  - 2-4 Preparing a Location Map (25)
- (250 pts total for Part 2)**

#### **Part #3 – Development Proposal – Responding to and RFP - Team Project**

- 3-1 Development Proposal (200)
  - 3-2 Self-Evaluation and Team Evaluation (25)
- (225 pts total for Part 3)**

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

*Note: There are no exams for this course – it’s completely assignment/project-based.*

### **Grading standards**

Below are the grading standards for assignments and your final grade. Please note that I *do* use “pluses” and “minuses” as described below.

90+%	Outstanding performance, <i>exceeds</i> expectations, minor errors do not affect overall product. 90%-92% is an A-. I don’t use A+
80-90%	Good performance, <i>meets</i> expectations, minor mistakes may affect some aspects of the product, technically and conceptually correct. 80%-82% is a B-, 88%-89% is a B+
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. 70%-72% is a C-, 78%-79% us a C+.
60-70%	Poor performance, barely meets expectations, reflects lack of understanding for the requirements of the problem, serious conceptual and technical errors. 60%-62% is a D-, 68%-69% is a D+.
<60%	Failure, does not meet expectations, unacceptable performance. No pluses or minuses with a grade under 60%

### **Late assignments**

**Late assignments will be penalized 5% of the project's point total for each day the assignment is late.** 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. I reserve the right to adjust this policy (typically in favor of the student) on a case-by-case basis depending on circumstances.

### **Attendance and Participation**

Attendance and Participation total 25 points of your final grade. Sometimes, this can be the difference in a full letter grade. For attendance, I excuse two absences over the course of a semester. Arriving late to class or leaving early can also negatively impact your attendance grade. For participation, students that are engaged and participate regularly will receive higher point totals for participation. Students that are not engaged and do not participate will receive 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. I have a full time job at the City of Champaign. However, I can always make myself available by appointment. Of course, you can email me at any time. Note that during Project 3 there are many class periods where groups will meet to work and I can be available to meet with individuals at that time.

### **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. They are as follows:

- Video: YouTube. What Happens After You Flush. (10:02), SciShow, 2014  
<https://www.youtube.com/watch?v=xyU34Fhi0FY&t=183s>
- Video: YouTube. Where Does it Go – The Movie. (9:23), 2008  
<https://www.youtube.com/watch?v=QT7FYQBbcRE&t=499s>
- Video: YouTube – How Stormdrains Work - (5:49), 2011  
<https://www.youtube.com/watch?v=U7w8cyNhx30&t=26s>
- Video: YouTube. The Water Cycle; National Science Foundation. (6:47), 2013  
<https://www.youtube.com/watch?v=al-do-HGulk&t=9s>
- Reading: The Subdivision and Site Plan Handbook, Listoken and Walker. Chapter 1; Background: Evolution of Subdivision Regulation. Pages 129-166.
- Reading: Planning the Built Environment, Larz T. Anderson. Wastewater Management. Pages 45-60.

- Reading: Facility Plan Report. Campustown Sanitary Sewer Improvements. Donohue & Associates for the City of Champaign – 2018. Pages 2-39.
- Reading: Sixth Street Sanitary Sewer Evaluation Report. Donohue & Associates, Pages 1-9
- Reading: City Staff Report to City Council – Sixth Street Sanitary Sewer Cost Share Agreement SS 2018—049.
- Video: Champaign City Council Meeting from December 4, 2018. Study Session at 1:21:12 into the video. Sixth Street Sanitary Cost Share Agreement.  
<http://champaign.cablecast.tv/CablecastPublicSite/show/4555?channel=1&seekto=4872>
- Video: YouTube: Ever wondered where the rain goes? Sustainable drainage animation. (3:34), 2013  
<https://www.youtube.com/watch?v=LMq6FYiF1mo>
- Video: YouTube: John Street Watershed. Sustainable Solutions for Flooding. (3:15), 2010  
<https://www.youtube.com/watch?v=LMq6FYiF1mo>
- Reading: Complete Streets: Best Policy and Implementation Practices. Planning Advisory Service. Pages 1-6
- Reading: Planning the Built Environment. The Hierarchy of Streets and Street Capacity; Pages 87-103
- Video: YouTube: Complete Streets – Planning 101. (2:21), 2012  
<https://www.youtube.com/watch?v=sc-GKNeclbg>
- Video: YouTube: Multimodal Corridor Enhancement (MCORE) Project. (4:01), 2015  
[https://www.youtube.com/watch?time\\_continue=201&v=f42qebvoGvc](https://www.youtube.com/watch?time_continue=201&v=f42qebvoGvc)
- Video: YouTube: Complete Streets: It's About More Than Bike Lanes. (11:03), 2011  
<https://www.youtube.com/watch?v=XAit2vi7U-s>
- Video: YouTube: Pop-up complete streets in suburban Chicago. (4:31), 2017  
<https://www.youtube.com/watch?v=XAit2vi7U-s>
- Video: YouTube: Don't Blame Scooters. Blame the Streets. (5:39), 2018  
<https://www.youtube.com/watch?v=c2YInNlzMDQ>
- Reading: Curtis Road Interchange Master Plan. City of Champaign.
- Video: Curtis Road Interchange Master Plan Study Session with Champaign Plan Commission. October 19, 2016. CGTV Online. (31:12)  
<http://champaign.cablecast.tv/CablecastPublicSite/show/3955?channel=1>

- Reading: RFP for 200 Block of South Vine Street. City of Urbana, 2015.
- Reading: RFP for 200 Block of South Vine Street. City of Urbana, 2018.
- Reading: RFP for 401 North Neil Street. City of Champaign, 2015.
- Video: YouTube: How does a TIF “Tax Increment Financing” work? (2:49), 2018  
<https://www.youtube.com/watch?v=yH4ulBcj-Y0>
- Video: YouTube: Curious City: Untangling TIFs with Sharpies (7:06), 2013  
<https://www.youtube.com/watch?v=Kmx4ryRc2Gc>

## **COURSE SCHEDULE, READINGS/VIDEOS & ASSIGNMENTS**

*AS OF JANUARY 15, 2019*

### **Tuesday, January 15 / First Day of Class**

- Overview of Course Syllabus and Expectations
- Exercise on understanding how land development works

## **PART ONE PHYSICAL CONSIDERATIONS FOR LAND DEVELOPMENT**

In Part One; Physical Considerations for Land Development, students learn about the technical aspects of land development. They learn how to read site plans, subdivision plats and learn the key components of land development infrastructure: sewers, stormwater management and transportation. This section of the class is structured with key field trips.

### **Thursday, January 17**

- **WHO ACTUALLY DEVELOPS LAND?**  
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/VIDEO:** None.

### **Tuesday, January 22**

- **INFRASTRUCTURE FOR LAND DEVELOPMENT – AN OVERVIEW.**  
FORMAT: LECTURE/DISCUSSION  
In this lecture students learn about physical conditions for developing land and the key pieces of infrastructure needed for land development. This is an overview lecture and specific pieces of infrastructure will be highlighted in more detail in the classes scheduled from January 29 – February 7.

***Preparing for this class:***

**READING/VIDEO:**

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

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

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

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

**Thursday, January 24**

• **SUBDIVISIONS AND SITE PLANS**

FORMAT: LECTURE/DISCUSSION

In this lecture students understand differences between subdivisions and site plans. Students will learn the key pieces of information provided on subdivision plats and site plans, what they mean and how planners read them.

***Explanation of Assignment 1-1: Reviewing a Subdivision Plat Plan - Jacob's Landing Subdivision (100pts)***

***Explanation of Assignment 1-2: Reviewing a Site Plan – Midtown Plaza (100 pts)***

***Preparing for this class:***

**READING/VIDEO:**

Reading: The Subdivision and Site Plan Handbook, Listoken and Walker.

Chapter 1; Background: Evolution of Subdivision Regulation. Pages 129-166.

**Tuesday, January 29**

• **SANITARY SEWERS - THE KEY TO EVERYTHING**

FORMAT: LECTURE / DISCUSSION

In this lecture students learn about the most important piece of infrastructure in land development – the sanitary sewer. This lecture will explain how a sewer system works and will highlight recent sanitary sewer issues in Campustown.

***Preparing for this class:***

**READING/VIDEO:**

Reading: Planning the Built Environment, Larz T. Anderson. Wastewater Management. Pages 45-60.

Reading: Sixth Street Sanitary Sewer Evaluation Report. Donohue & Associates, Pages 1-9

Reading: Facility Plan Report. Campustown Sanitary Sewer Improvements. Donohue & Associates for the City of Champaign – 2018. Pages 2-39.

Reading: City Staff Report to City Council – Sixth Street Sanitary Sewer Cost Share Agreement SS 2018—049.

Video: Champaign City Council Meeting from December 4, 2018. Study Session at 1:21:12 into the video. Sixth Street Sanitary Cost Share Agreement.  
<http://champaign.cablecast.tv/CablecastPublicSite/show/4555?channel=1&seekto=4872>

### **Thursday, January 31**

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

#### ***Preparing for this class:***

**READING/VIDEO:** None.

### **Tuesday, February 5**

- **STORMWATER MANAGEMENT - THE SECOND KEY TO EVERYTHING**  
FORMAT: LECTURE / DISCUSSION  
In this lecture students learn about the impacts of development on stormwater runoff and how measures have to be taken to avoid flooding and groundwater contamination. An emphasis will be placed on understanding the historical flooding issues in Campustown and what the City of Champaign did to fix the problems.

#### ***Preparing for this class:***

**READING/VIDEO:**

Video: YouTube: Ever wondered where the rain goes? Sustainable drainage animation. (3:34), 2013

<https://www.youtube.com/watch?v=LMq6FYiF1mo>

Video: YouTube: John Street Watershed. Sustainable Solutions for Flooding. (3:15), 2010

<https://www.youtube.com/watch?v=LMq6FYiF1mo>



### **Thursday, February 7**

- **TOUR OF THE BONEYARD SECOND STREET BASIN**

FORMAT: FIELD TRIP / TOUR

We will meet at the Midtown Plaza which overlooks the Boneyard Second Street Basin. From there, City of Champaign Planner TJ Blakeman will give an overview of how the basin works to control stormwater flooding in Campustown. The tour provides an opportunity to see Midtown Plaza which is subject to Assignment 1-2 – due on 2/14.

***Preparing for this class:***

**READING/VIDEO:** None.

### **Tuesday, February 12**

- **STREETS AND RIGHT-OF-WAY**

FORMAT: LECTURE/DISCUSSION

In this lecture students learn about the difference between streets and right-of-way. The lecture also presents street hierarchy and discusses the current trends for safer and more efficient street designs. As with sewers and stormwater runoff – attention is paid to the efforts by the City of Champaign to redesign streets in the Campustown area including the MCCORE project.

***Preparing for this class:***

**READING/VIDEO:**

Reading: Complete Streets: Best Policy and Implementation Practices. Planning Advisory Service. Pages 1-6

Reading: Planning the Built Environment. The Hierarchy of Streets and Street Capacity; Pages 87-103

Video: YouTube: Complete Streets – Planning 101. (2:21), 2012

<https://www.youtube.com/watch?v=sc-GKNeclbg>

Video: YouTube: Multimodal Corridor Enhancement (MCCORE) Project. (4:01), 2015

[https://www.youtube.com/watch?time\\_continue=201&v=f42qebvoGvc](https://www.youtube.com/watch?time_continue=201&v=f42qebvoGvc)

Video: YouTube: Complete Streets: It's About More Than Bike Lanes. (11:03), 2011

<https://www.youtube.com/watch?v=XAit2vi7U-s>

Video: YouTube: Pop-up complete streets in suburban Chicago. (4:31), 2017

<https://www.youtube.com/watch?v=XAit2vi7U-s>

Video: YouTube: Don't Blame Scooters. Blame the Streets. (5:39), 2018

<https://www.youtube.com/watch?v=c2YInNlzMDQ>

## **PART TWO**

### **DEVELOPMENT PERSPECTIVES AND REQUEST FOR PROPOSALS**

In Part Two; Development Perspective and Request for Proposals, the class transitions from discussing infrastructure to discussing the key decisions that are made by Developers when considering whether or not to develop land. Part Two also provides the opportunity to brush-up on some technical skills and teaches how to make a basic Location Map.

#### **Thursday, February 14**

- **THE PLANNER'S PERSPECTIVE TO DEVELOPMENT**

FORMAT: LECTURE/DISCUSSION

In this lecture, a recap is provided for how practicing planners typically approach planning for the development of their community. This often includes putting together plans that reflect the wishes of the community. However, these plans have to be grounded in market reality. This lecture will showcase the City of Champaign's effort to create a Master Plan for the Curtis Road and Interstate 57 Interchange.

#### ***Preparing for this class:***

##### **READING/VIDEO:**

Reading: Curtis Road Interchange Master Plan. City of Champaign.

Video: Curtis Road Interchange Master Plan Study Session with Champaign Plan Commission. October 19, 2016. CGTV Online. (31:12), 2016

<http://champaign.cablecast.tv/CablecastPublicSite/show/3955?channel=1>

#### ***Assignments Due:***

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

***Assignment 1-2:*** Reviewing a Site Plan - Midtown Plaza (100pts).

#### **Tuesday, February 19**

- **THE DEVELOPER'S PERSPECTIVE TO DEVELOPMENT**

FORMAT: GUEST LECTURE FROM MIKE MALLON, DRAPER AND KRAMER

Plans are important, but they must 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. This guest lecture will feature specific development projects in the Chicagoland area that were considered by a development company.

*Explanation of Assignment 2-1: Development Perspective Paper – Latitude Devt (100 pts)*

*Preparing for this class:*

**READING/VIDEO:** None.

### **Thursday, February 21**

- **UNDERSTANDING HOW TAX INCREMENT FINANCING (TIF) WORKS**

FORMAT: LECTURE/DISCUSSION

Tax Increment Financing (TIF), is a key financial tool for improving blighted areas of a City. It can also be a key financial incentive tool that helps a developer decide whether or not a project makes fiscal sense. TIF is a valuable tool but has also been abused in some instances across Illinois. In the class students learn what TIF is and how to run a TIF calculation.

*Explanation of Assignment 2-2: Preparing a TIF Analysis (25 pts).*

*Preparing for this class:*

**READING/VIDEO:**

Video: YouTube: How does a TIF “Tax Increment Financing” work? (2:49), 2018  
<https://www.youtube.com/watch?v=yH4ulBcj-Y0>

Video: YouTube: Curious City: Untangling TIFs with Sharpies (7:06), 2013  
<https://www.youtube.com/watch?v=Kmx4ryRc2Gc>

### **Tuesday, February 26**

- **SOLICITING DEVELOPMENT IN DOWNTOWN, URBANA**

FORMAT: GUEST LECTURE FROM LIBBY HORWITZ, CITY OF URBANA

Planners want to make things happen for their community. They want to follow-through on plans and visions adopted by the community. It’s not an easy process but sometime Cities can find themselves in a role of soliciting development interest for property owned by the City. This is commonly done through a process called “Request for Proposals.” The City of Urbana is currently considering responses to an RFP issued on property owned by the City in the Downtown. Libby Horwitz will share the story of how the process is going.

*Preparing for this class:*

**READING/VIDEO:**

Reading: RFP for 200 Block of South Vine Street. City of Urbana, 2015.

Reading: RFP for 200 Block of South Vine Street. City of Urbana, 2018.

*Assignment Due: Assignment 2-2: Preparing a TIF Analysis (25 pts).*

### **Thursday, February 28**

- **REQUEST FOR PROPOSALS – CHAMPAIGN’S EXPERIENCE**

FORMAT: LECTURE/DISCUSSION

This class will follow-up on the previous guest lecture from Urbana. Champaign also has recent experience with RFPs including one for a small parking lot in Downtown Champaign. This lecture will share the story of how that process unfolded.

Emphasis will be given to the format of the RFP that was issued as well.

*Preparing for this class:*

**READING/VIDEO:**

Reading: RFP for 401 North Neil Street. City of Champaign, 2015.

*Explanation of Assignment 2-3: Reviewing an RFP (100 pts).*

### **Tuesday, March 5**

- **SKILLS CAMP – GIS AND ADOBE ILLUSTRATOR**

FORMAT: WORKSHOP

This class provides a refresher for what was hopefully learned in other Planning classes (such as UP312), the basics of using GIS and Adobe Illustrator. An emphasis will be placed on using these tools for creating basic maps and graphics.

*Preparing for this class:*

**READING/VIDEO:** None.

### **Thursday, March 7**

- **SKILLS CAMP II – CREATING A GOOD LOCATION MAP**

FORMAT: WORKSHOP

Building off the technical skills from March 5, students will learn something that will likely be required of them in their first job – making a Location Map.

*Explanation of Assignment 2-4: Preparing a Location Map (25 pts).*

*Preparing for this class:*

**READING/VIDEO:** None.

## **PART THREE**

### **DEVELOPMENT PROPOSAL – RESPONDING TO AN RFP - TEAM PROJECT**

In Part Three; Development Proposal – Responding to an RFP – Team Project, students work in teams to respond to a Request for Proposals. The teams will present a development proposal. Each team member has a specific role on the team which will individually contribute to the final product. The proposals will compete and a winner will be chosen at the end of the class.

#### **Tuesday, March 12**

- **INTRODUCTION TO PROJECT THREE – RESPONDING TO AN RFP**

**FORMAT: SITE VISIT AND PRESENTATION**

This class is a kick-off to Project Three. We will discuss how Project Three will work and how teams will be put together. An introduction to the project site will be given as well. This class will meet on site for the Project Three RFP. Team assignments will be given the night before. A walking tour of the site will be given so students can get familiar with the area and begin to get ideas for their team response to the RFP.

#### ***Preparing for this class:***

**READING/VIDEO:** No required reading but the Project Three Prompt will be provided to you in advance of this class so you can get familiar with the assignment, the RFP and understand what your role will be on your team. You should read this in advance of our site visit.

#### **Thursday, March 14**

- **NO CLASS**

Instructor will be out of town. Keep in mind two assignments are due today.

#### ***Assignments Due:***

***Assignment 2-1: Development Perspective Paper – Latitude Development (100 pts)***

***Assignment 2-4: Adobe Illustrator Location Map (25 pts)***

March 18th and March 22nd - SPRING BREAK

**Tuesday, March 26**

- **COLLABORATING ON A VISION**  
FORMAT: BRIEF REMARKS / BREAK INTO TEAMS  
Welcome back from Spring Break. Time to dive into the final project that will carry us through to the end of the semester. After some instruction, teams will meet to begin putting together their vision for their response to the RFP

*Assignment Due: Assignment 2-3: Reviewing an RFP (100 pts)*

**Thursday, March 28**

- **TEAM CHECK-IN DAY**  
Each team will meet with the Instructor to review their preliminary concept plan sketch and clarify any questions. **You are expected to bring your sketch concept plan along with you.** You only need to attend class for your team's assigned meeting time. See Assignment Prompt for schedule and expectations.

**Tuesday, April 2**

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

**Thursday, April 4**

- **TEAM CHECK-IN DAY**  
Each team will meet with the Instructor to review their preliminary concept plan sketch clarify any questions. You only need to attend class for your team's assigned meeting time. See Assignment Prompt for schedule and expectations.

**Due: Land Use Data Analysis from Land Use Planner**

**Tuesday, April 9**

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

**Thursday, April 11**

- **TEAM CHECK-IN DAY**  
Each team will meet with the Instructor to review their preliminary concept plan sketch clarify any questions. You only need to attend class for your team's assigned meeting time. See Assignment Prompt for schedule and expectations.

**Tuesday, April 16**

- **WORK IN TEAMS**

No organized class today but teams are expected to meet and coordinate their work.

**APA NATIONAL CONFERENCE IN SAN FRANCISCO, CA**

*Instructor will be out of town*

**Thursday, April 18**

- **TEAM CHECK-IN DAY – ONLY PROJECT MANAGERS**

On this day the Project Manager will meet one-on-one with the Instructor to review progress and answer questions.

**Tuesday, April 23**

- **TEAM CHECK-IN DAY**

Each team will meet with the Instructor to review their preliminary concept plan sketch clarify any questions. You only need to attend class for your team's assigned meeting time. See Assignment Prompt for schedule and expectations.

**Due: Draft TIF Analysis from TIF Planner**

**Draft SketchUp Model from Urban Designer**

**Draft Proposal Mock-Up due from Project Manager**

**Thursday, April 25**

- **WORK IN TEAMS**

No organized class today but teams are expected to meet and coordinate their final poster.

**Tuesday, April 30<sup>th</sup>**

- **FINAL PROJECT DUE**
- **CLASS EVALUATIONS**
- **DISCUSS POSTER CRITIQUE SESSION**

**ASSIGNMENTS DUE:** Assignment 3-1: Team Proposal (200 pts).

**Thursday, May 1<sup>st</sup>**

- **POSTER CRITIQUE SESSION**

Project Posters will be displayed, and an interactive session will be held to get feedback.

**ASSIGNMENTS DUE:** Assignment 3-2: Self and Team Evaluations (25 pts).

**\*\*\* END OF CLASS \*\*\***

*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 me 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 <https://studentcode.illinois.edu/>

**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 we do provide referrals to the community when students could benefit from longer term services.  
<https://counselingcenter.illinois.edu/>