

**Adjunct Instructor**

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Office Hours: Fridays 10am to 12pm

**URBAN PLANNING 357**  
**THE LAND DEVELOPMENT PROCESS**

Tues/Thurs 3:30-4:50

Online / Mostly Synchronous

Planners need to understand the process of developing land. In this class, students learn about all the considerations that must go into the land development process. This includes an understanding of land use and zoning, knowledge about what infrastructure is needed to develop land and how financial decisions are considered by both planners and developers. At the end of the class, students have the opportunity to draw upon concepts learned and create a redevelopment proposal for a given site. The course is structured to give students a glimpse into the land development process as experienced by the **practicing planner** (because I am one). Most lectures and examples given in class are provided from real-life examples here in Champaign. Lectures will be mostly synchronous although some will be asynchronous. The course allows for some creative thinking as students apply what they learned to propose a development for a given site in Champaign. This final piece of work can become a key ingredient to your growing student portfolio.

This course is broken into four parts and has four main goals. They are:

1. To teach students about **Land Use and Zoning** and how they impact development and shape communities. This is Part 1 of the course (Jan. 26 – Feb. 16).
2. To teach students about **Infrastructure**, the **Subdivision of land** and how to read **Subdivision Plats** and **Site Plans**. You will get familiar with the type of Subdivision Plats and Site Plans typically reviewed by practicing planners. This is Part 2 of the course (Feb. 18 – Mar. 9).
3. To teach students about the **Financial Considerations** in the process of land development. This includes understanding TIF Districts and Financial Incentives. Students learn about financial considerations from both the perspective of the planner and developer. This is Part 3 (Mar. 11 – Mar. 25).
4. To allow students to create a redevelopment proposal for a given site. Students act as a Developer by submitting a **development proposal**. Students use the skills and knowledge in the first three parts to do this. This is Part 4 (Mar. 30 – May 4).

This class is an opportunity for you to learn from a practicing planner. My overall goal for this class is that you finish it with a much better understanding of what practicing planners do in regard to land development. Many former students comment to me that they are actually doing some of the things we learned in class in their first job as a planner (what a concept!)

**COURSE EXPECTATIONS**

My goal with this class is to provide you with 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, discussions and working assignments. There are no tests, just assignments that prove you can apply to concepts taught in class. If you commit the effort to engage in class and do the work, you will most likely enjoy the topics and do just fine on the assignments. Again, this class is more about giving you the opportunity to learn from a practicing planner and less about trying to quiz you on memorized facts or concepts. Take this opportunity to learn about planning and land development concepts you may not have been exposed to in any other class.

Your participation is very important in a course of this type. You will not be able to do the work without attending class and actively participating. Some days will consist of lectures and some will have Zoom Breakout Rooms for student discussion. Other days (near the end of the semester) will be workshop days, in which you will be free to work on your final project and attend one-on-one meetings with me to ensure your final project is coming together.

### **ZOOM CLASS**

We are all hopeful we are near the end of school and work via ZOOM. I know you didn't intend to enroll in Zoom University when you first went to college. I also realize that patience is wearing thin with College on Zoom. But, it's what we have to continue to work with for this semester. I am committed to giving you the best experience possible in this class. I have restructured the class a bit to ensure I can still talk to you about key concepts and principles. What I need from you is your active participation. We have a small class. It will work best if you attend class, have your camera on and actively participate. If we all commit to doing it together, it will make for a much more fulfilling class.

### **READINGS / VIDEOS**

This course focuses more on lectures and project assignments rather than reading assignments. However, there are still several readings and videos students will be assigned to read/watch prior to certain classes, mostly early in the semester. In most cases, I will ask you to read staff reports prepared by planners to City Council. You will also view City Council and Plan Commission meetings. This allows you to get a little more familiar with how practicing planners write and present information.

There is no official textbook for the class and all readings/videos will be made available to you. They are listed under the various days in the syllabus schedule below.

The only materials you will need to purchase for this class is a set of highlighter markers which will be used early in the semester for the assignments involving reading subdivision plats and site plans. Information for that will be given as class begins.

### **ASSIGNMENTS**

Below is the listing of assignments for each Part of the course. Each assignment comes with a detailed Project Prompt that will be reviewed before each assignment is given. The assignment values total 950 points. Following is the contribution of each assignment toward your final grade:

#### **Part 1 – Land Use and Zoning**

1-1 What's Your Zoning? (50 pts)

1-2 Paper: The Good and Bad of Zoning (100 pts)

1-3 Paper: Public Reaction to Zoning/Development Proposals (100 pts)

**(250 points total for Part 1)**

**Part 2 – Infrastructure, Subdivision Plats and Site Plans**

2-1 Measuring Your Street / Preparing a Cross Section (50 pts)

2-2 Reviewing a Subdivision Plat – Jacob’s Landing Subdivision, Champaign (100 pts)

2-3 Reviewing a Site Plan – 1005 S. Neil Street, Champaign (100 pts)

**(250 points total for Part 2)**

**Part 3 –Financial Considerations in Land Development**

3-1 Preparing a Tax Increment Financing (TIF) Analysis (50)

3-2 Paper: Financial Incentives for Development – Case Study (100)

**(150 points total for Part 3)**

**Part 4 – Proposing a Redevelopment Concept**

4-1 Redevelopment Proposal (200)

**(200 points total for Part 4)**

**Attendance and Participation (100 points total)**

*\*\* 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 or no performance. No pluses or minuses with a grade under 60%. A grade of “F” will be given.

### **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. Also, just because you tell me an assignment will be late doesn't mean a late penalty won't apply. If there is a valid reason for a late assignment and we discuss that in advance, I may allow it. I reserve the right to adjust this policy on a case-by-case basis depending on circumstances.

### **ATTENDANCE AND PARTICIPATION**

Attendance and Participation total 100 points of your final grade. This can be the difference in a full letter grade. For attendance, I excuse two absences – no questions asked - over the course of a semester. Arriving late to class or leaving early can also negatively impact your attendance grade.

My expectation for the class is that you engage in our Zoom format. I know we are all tired of Zoom, but I expect active participation by using video and engaging with classmates when assigned to a Breakout Room. To get your credit 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, want to discuss grades, or just get career advice. I am holding Friday mornings from 10am to 12pm for Office Hours. We can schedule a phone call or Zoom call if you like. I would ask that you contact me if you want to schedule some time during office hours. You are also welcome to email or text me with any questions you have as the course goes along. If you text, please give your name with your text.

### **DAY BY DAY COURSE SCHEDULE**

Please see the attached day-by-day course schedule. The schedule can also be a bit fluid as unforeseen circumstances can require me to adjust things a bit. As the schedule changes, a revised schedule will be provided in Compass and I will make announcements. I typically send an email to the class at the beginning of each week reminding everyone what is on the schedule for that week.

### **ASSIGNED READINGS / VIDEOS**

Assigned Readings and Videos are listed on the syllabus for each day. I will send reminders on them also. You do not need to buy a textbook for this class. All readings will be provided on Compass and links to videos will be provided.

### **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/>

## Day by day Course Schedule Readings and Videos Assignments

UPDATED ON JANUARY 26, 2021

### Tuesday, January 26 / First Day of Class

- Introductions and Course Overview

## PART ONE LAND USE AND ZONING

### Thursday, January 28

- **HISTORY OF LAND USE AND ZONING**

FORMAT: Lecture

In this lecture students learn the basics of land use and zoning. This includes an overview of how zoning started in this country and how it has become such a major force in the built environment. This lecture will touch on how zoning (along with other policy decisions) have contributed to certain social issues as well.

#### *Preparing for this class:*

**READING:** A History of Zoning in Three Acts – Part I. Strong Towns. Spencer Gardner, 2017.  
<https://www.strongtowns.org/journal/2017/6/28/a-history-of-zoning-in-three-acts-part-i>

**READING:** A History of Zoning in Three Acts – Part II. Strong Towns. Spencer Gardner, 2017.  
<https://www.strongtowns.org/journal/2017/7/17/a-history-of-zoning-part-ii-the-problem-zoning-solves>

**READING:** A History of Zoning in Three Acts – Part III. Strong Towns. Spencer Gardner, 2017.  
<https://www.strongtowns.org/journal/2017/8/10/a-history-of-zoning-part-iii-missing-the-trees-for-the-forest>

**VIDEO:** YouTube – Understanding Zoning and Subdivision Regulations. Chicago Metropolitan Agency for Planning - (2:50), 2019  
<https://www.youtube.com/watch?v=QDzbrSvZ7Xs&t=5s>

**VIDEO:** YouTube – Zoning by Design. George Proakis at TEDxSommerville. - (12:38), 2014  
<https://www.youtube.com/watch?v=e9yPAFI0wpg>

**Assignment 1-1:** Paper: What's Your Zoning?

**Assignment Due on Monday, February 1<sup>st</sup> at 11:59PM**

## Tuesday, February 2

- **AMERICA'S LOVE/HATE RELATIONSHIP WITH ZONING**

FORMAT: Discussion / Zoom Break Out Rooms

Should there be more zoning regulation in our country or less? There are valid arguments for both sides. What would be the positive and negative impacts of more or less zoning? In this class there will be an introduction and then students will go into breakout rooms to formulate a group response to set questions. We will recap the group discussions to wrap up.

### *Preparing for this class:*

**READING:** The "Z" Word. Planning Magazine. William Fulton, AICP, 2020.

<https://planning.org/planning/2020/jan/the-z-word/>

**READING:** Houston doesn't have zoning, but there are workarounds. Rice Kinder Institute for Urban Research, 2020.

<https://kinder.rice.edu/urbanedge/2020/01/09/no-zoning-in-Houston-there-are-workarounds>

**READING:** Policy Debates: Land Use Regulation: What's it Worth Anyway?, Urban Institute. *This is an online discussion from experts that provides insight on the pros and cons of zoning.*

<https://www.urban.org/debates/land-use-regulation-whats-it-worth-anyway>

**VIDEO:** YouTube – How Zoning Laws Are Holding Back America's Cities. Institute for Humane Studies - (7:38), 2018

<https://www.youtube.com/watch?v=7pq-UvE1j1Q>

**VIDEO:** YouTube – Why so many suburbs look the same. Vox - (7:19), 2019

<https://www.youtube.com/watch?v=vWhYlu7ZfYM&t=1s>

**VIDEO:** YouTube – How Minneapolis became the first to end single-family zoning. PBS NewsHour - (10:36), 2019

<https://www.youtube.com/watch?v=6mWE9UJDRLw>

### *Assignment Prompt Given at this Class:*

**Assignment 1-2:** Paper: The Good and Bad of Zoning Regulation

**Assignment Due on Monday, February 15<sup>th</sup> at 11:59PM**

## Thursday, February 4

- **HOW ZONING IMPACTS URBAN DESIGN – THE STORY OF THE UNIVERSITY DISTRICT**

FORMAT: Lecture

This lecture will showcase how Champaign has altered zoning regulations over the years in the Campus area and what the tangible results are today. Emphasis will be placed on showing how zoning regulations end up shaping urban design resulting in how buildings look in the end.

### *Preparing for this class:*

**VIDEO:** CGTV Champaign – Plan Commission Study Session on Open Space and Parking in the University District, July 1, 2015 - (56:17), 2015

<https://champaign.cablecast.tv/CablecastPublicSite/show/3589?channel=1>

**VIDEO:** CGTV Champaign – Plan Commission Study Session on Zone Champaign, May 4, 2016 - (54:07), 2016

<https://champaign.cablecast.tv/CablecastPublicSite/show/3830?channel=1>

**VIDEO:** CGTV Champaign – Plan Commission Study Session on Update to Parking Elimination, November 1, 2017 - (Begin watching at 1:35 to the end of the meeting), 2017

<https://champaign.cablecast.tv/CablecastPublicSite/show/4259?channel=1>

## Tuesday, February 9

- **THE EVOLUTION OF GREEN STREET – LIKE IT OR DON'T LIKE IT?**

FORMAT: Discussion / Break Out Rooms

While most current students don't realize it, Green Street corridor has changed dramatically over the past 10-20 years. Zoning has had an impact on the size and look of buildings on Green Street. In turn, the corridor functions differently today than it did years ago. For this class students will divide into two groups and discuss what works well on Green Street and what does not. Preset questions will be given and the class will reconvene as whole to wrap up.

### *Preparing for this class:*

**VIDEO:** YouTube – Green Street – Campustown – 1994 and 2019 - (2:40), 2019

<https://www.youtube.com/watch?v=akT4acpHsN0>

**STORY BOARD:** Storied. Green Street: In the Street Abigail Borrow, 2019. Be sure to review all boards; Culture, In the Street and Development.

<https://storied.illinois.edu/greenstreet/?s=development>



## Thursday, February 11

- **MANAGING PUBLIC INPUT ON ZONING AND LAND USE – PART ONE**

FORMAT: Asynchronous Lecture

Residents are often very passionate about changes to zoning. This creates for lively (and often frustrating) public meetings, public hearings and debates at City Council. City Planners are placed in the middle of this debate and often have to walk a fine line between advancing the goals of the Comprehensive Plan and accommodating what residents say they want. This lecture will feature a recent zoning case at 402-408 W. Church Street that was considered by the Champaign Plan Commission and City Council.

**VIDEO:** CGTV, Champaign Government Television – Plan Commission Meeting on July 17, 2019 – Planned Development for 402-408 W. Church Street (Start from beginning. Ends at 2:19), 2019

<https://champaign.cablecast.tv/CablecastPublicSite/show/4717?channel=1>

### *Preparing for this class:*

**READING:** Staff Report to the Champaign Plan Commission. Request for a Planned Development to build two apartment buildings at 402-408 W. Church Street. Rob Kowalski, Assistant Director, 2019. *Don't have to read word-for-word. Read the highlights to learn about the case.*

[http://documents.ci.champaign.il.us/v/18xan5gMWC-BvGsB\\_doQ2ewVQYI8J2Bwl](http://documents.ci.champaign.il.us/v/18xan5gMWC-BvGsB_doQ2ewVQYI8J2Bwl)

## Tuesday, February 16

- **MANAGING PUBLIC INPUT ON ZONING AND LAND USE – PART TWO**

FORMAT: Discussion / Break Out Rooms

This discussion expands on the lecture and reading materials of February 11. Students will dissect public input given on the zoning case and discuss, in breakout room groups, strategies for the planner to bring the case to a successful resolution.

### *Preparing for this class:*

**READING/VIDEO:** Materials listed for the February 11 class.

### *Assignment Prompt Given at this Class:*

**Assignment 1-3:** Paper: Public Reaction to Zoning and Land Development  
**Assignment Due on Monday, March 8<sup>th</sup> at 11:59PM**

**\*\*\* END OF PART ONE \*\*\***

**PART TWO  
INFRASTRUCTURE, SUBDIVISIONS AND SITE PLANS**

**Thursday, February 18**

- **UNDERSTANDING STORMWATER RUNOFF AND SANITARY SEWERS**

FORMAT: Lecture

Dealing with water drainage and sanitary sewage are perhaps the two biggest drivers of development. If those two issues cannot be addressed, there can't be urban development. In this lecture students will learn about stormwater runoff and the difference between sanitary and storm sewers. Students will also learn how planners work with other professions to understand and plan for stormwater and sewers.

***Preparing for this class:***

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

**VIDEO:** YouTube – How Stormdrains Work - (5:49), 2011  
<https://www.youtube.com/watch?v=U7w8cyNhx30&t=26s>

**VIDEO:** YouTube: Ever wondered where the rain goes? Sustainable drainage animation. (3:34), 2013  
<https://www.youtube.com/watch?v=LMq6FYiF1mo>

**VIDEO:** YouTube. The Water Cycle; National Science Foundation. (6:47), 2013  
<https://www.youtube.com/watch?v=al-do-HGulk&t=9s>

**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>

**Tuesday, February 23**

- **UNDERSTANDING LOTS, STREETS, RIGHT-OF-WAY AND EASEMENTS**

FORMAT: Lecture

Cities are typically neatly subdivided into private lots, public streets, private streets, right-of-way and easements. In this lecture, students will learn about the importance of each of these elements and how they are accommodated in the creation of subdivision plats and how they are shown on site plans.

*Preparing for this class:*

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

**VIDEO:** YouTube – Where Manhattan’s grid plan came from. Vox - (6:15), 2019  
<https://www.youtube.com/watch?v=Qa1Ofgz8FVY>

*Assignment Prompt Given at this Class:*

**Assignment 2-1:** Measuring your street, right-of-way and Lot  
**Assignment Due on Monday, March 1<sup>st</sup> at 11:59PM**

**Thursday, February 25**

- **HOW TO READ AND REVIEW SUBDIVISION PLATS**

FORMAT: Lecture

Following up on the previous two lectures, students will learn how to read a subdivision plat and identify the important elements on the plat.

*Preparing for this class:*

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

*Assignment Prompt Given at this Class:*

**Assignment 2-2:** Subdivision Plat Review – Jacob’s Landing.  
**Assignment Due: Monday, March 15<sup>th</sup> at 11:59PM**

**Tuesday, March 2**

- **HOW TO READ AND REVIEW SITE PLANS FOR ZONING COMPLIANCE**

FORMAT: Lecture

Site Plans are different than Subdivision Plats. While a subdivision plat shows how land will be divided, a site plan shows a layout of a specific development on a given lot. Planners have to review these plans to ensure they are in compliance with the rules of the Zoning Ordinance. In this lecture students will be presented with various site plans and understand the main items that are commonly reviewed by planners.

*Assignment Prompt Given at this Class:*

**Assignment 2-3:** Site Plan Review – Neil and Ells  
**Assignment Due: Monday, March 15<sup>th</sup> at 11:59PM**

### Thursday, March 4

- **PUTTING THE PIECES TOGETHER: THE STORY OF BRISTOL PLACE RESIDENCES**

FORMAT: Asynchronous Lecture

Bristol Place Residences is a newly developed neighborhood in north Champaign. It involved a detailed planning process along with a substantial zoning and subdivision process. The entire project touches on many aspects of planning, community development and public engagement. This lecture will provide highlights of the project with emphasis on the land development process.

**VIDEO:** Champaign Plan Commission Meeting on Bristol Place Planned Development (starts at 4:03) June 2017.

<http://champaign.cablecast.tv/CablecastPublicSite/show/4140?channel=1>

**VIDEO:** Champaign Connection - Bristol Place Neighborhood Process (starts at 7:04).  
December 2018

<https://www.youtube.com/watch?v=O0nVQo4JFpU>

#### *Preparing for this class:*

**READING:** Champaign Staff Report to the Plan Commission: Preliminary Planned Development for Bristol Place. June 16, 2017. Read entire Memorandum and Attachments.

### Tuesday, March 9

- **IMPRESSIONS OF BRISTOL PLACE – PLANNING VS IMPLEMENTATION**

FORMAT: Discussion – Break Out Rooms

In review of the lecture from the previous class, students will discuss the implementation of the Bristol Place plan. In Breakout Rooms, students will identify what parts of Bristol Place are consistent with the plan and which parts turned out differently.

## PART THREE FINANCIAL CONSIDERATIONS IN LAND DEVELOPMENT

### Thursday, March 11

- **COSTS AND REVENUES OF LAND DEVELOPMENT – BOTH CITY AND DEVELOPER**

FORMAT: Lecture

Development involves costs and revenues for both developers and cities alike. This lecture examines the costs and profits of development from both sides. It is important for planners to understand the overall financial implications of proposed development plans.

*Preparing for this class:*

**READING:** TBD

**VIDEO:** TBD

*Assignment Prompt Given at this Class:*

**Assignment 2-3:** Reviewing a Subdivision Plat – Bristol Place Subdivision (100 pts)  
**Assignment Due on Tuesday, March 10<sup>th</sup> at 3:30PM**

### Tuesday, March 16

- **UNDERSTANDING WHAT TAX INCREMENT FINANCING IS HOW IT WORKS**

FORMAT: Asynchronous Lecture

Tax Increment Financing is a planning/financial tool available to cities to improve blighted areas. TIF creates a funding stream through the collection of taxes that can be used not only for public improvements (such as streets and sewers) but as incentives for private development. In this lecture students learn the basics of TIF and how it works.

*Preparing for this class:*

**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>

**READING:** Crain's Chicago Business. Here's when TIFs can and should be used. Jonathan Snyder. June 2019.

<https://www.chicagobusiness.com/node/852551/printable/print>

**READING:** Blog Post: Chicagonow.com. Understanding Chicago's TIFs. Gary Lucido. April 2019. No PDF in Compass. Must use link below to read post.

<http://www.chicagonow.com/getting-real/2019/04/understanding-chicago-tifs/>

**Assignment Prompt Given at this Class:**

**Assignment 3-1:** Preparing a Tax Increment Financing (TIF) Analysis (50 points)  
**Assignment Due on Monday, March 22<sup>nd</sup> at 11:59PM**

**Thursday, March 18**

- **INCENTIVES FOR DEVELOPMENT: COSTCO AND MIDTOWN PLAZA**

FORMAT: Asynchronous Lecture

Costco Wholesale finished construction of a Champaign store in October 2020. Their decision to locate in Champaign hinged on the promise of financial incentives from the City. Similarly, Midtown Plaza (First and Springfield) was completed construction in 2019 and also received financial incentives from the City through the TIF District in that area. The lecture will focus on both of these developments and how planners entertained the Developer's request for financial incentives.

**VIDEO:** Champaign Government Television (CGTV) - Champaign City Council Meeting on Revenue Sharing Agreement with Costco (starts at 37:32 and runs to the end of the meeting). April 9, 2019.

<https://champaign.cablecast.tv/CablecastPublicSite/show/4645?channel=1&seekto=2252>

**VIDEO:** Champaign Government Television (CGTV) - Champaign City Council Meeting on Incentive to Midtown Plaza (starts at 32:40 and runs to the end of the meeting). January 12, 2016.

<https://champaign.cablecast.tv/CablecastPublicSite/show/3725?channel=1&seekto=1960>

**Preparing for this class:**

**READING:** Champaign Report to City Council. Proposed Development Agreement with Costco Wholesale Corporation. April 5, 2019. *Don't have to read cover to cover but provides good background to video to City Council.*

**READING:** Champaign Report to City Council. Proposed Development Agreement for Midtown Plaza. January 8, 2016. *Don't have to read cover to cover but provides good background to video to City Council.*

<http://documents.ci.champaign.il.us/v/BwqebO6?hp=0B9AX7CNToF-5ODN0OU1mcnhiWE0%2C0B9AX7CNToF->

[5TzIDckpEZnd1SWM%2C0B2M9pWvCHBVDTlcteFJBX3A5Q0U%2C0B2M9pWvCHBVDT2tBczQzdEM4bDA&ht=0B9AX7CNToF-5VzRxUEQxbUxIZUE](https://www.youtube.com/watch?v=5TzIDckpEZnd1SWM%2C0B2M9pWvCHBVDTlcteFJBX3A5Q0U%2C0B2M9pWvCHBVDT2tBczQzdEM4bDA&ht=0B9AX7CNToF-5VzRxUEQxbUxIZUE)

**VIDEO:** How Costco makes billions by charging people to shop there. – CNBC. Robert Ferris, 2020 (22:01)

<https://www.cnbc.com/2020/09/15/how-costco-makes-billions-by-charging-people-to-shop-there.html>

## Tuesday, March 23

- **SHOULD CITIES GIVE FINANCIAL INCENTIVES TO DEVELOPERS?**

FORMAT: Discussion – Break Out Rooms

Using the examples of Midtown Plaza and Costco, students will discuss in groups the value of these agreements and prepare arguments for and against the concept of the City giving taxpayer incentives to make them happen.

*Preparing for this class:*

**READING/VIDEOS:** Nothing New. Need to watch videos assigned for March 18 class.

## Thursday, March 25

- **HOW MIGHT COVID-19 IMPACT DEVELOPMENT IN THE FUTURE?**

FORMAT: Discussion – Break Out Rooms

Without a doubt COVID-19 has changed many preferences for housing and commercial activity. Some of these changes could become more permanent and impact future development. How might we want to live in shop post COVID-19. Will it be different than before COVID-19? In Breakout Rooms, students will discuss changes that would anticipate in both Housing and Commercial/Retail. Groups will develop suggestions for how to think about redevelopment of existing areas as well.

*Preparing for this class:* TBD

## PART FOUR PROPOSING A REDEVELOPMENT CONCEPT

### Tuesday, March 30

- **INTRODUCTION TO PART FOUR – PROPOSING A REDEVELOPMENT CONCEPT**

FORMAT: Lecture

In Part Four, students are presented with a redevelopment challenge for a particular site. They have the opportunity to envision a new development and put a plan together based on their ideas. The concepts learned about in Parts 1, 2 and 3 are used for this assignment. The exercise is set-up as if the student is the developer. This class will explain the project, the expectations and the schedule for the remainder of the semester.

*Assignment Prompt Given at this Class:*

**Assignment 4-1:** Development Proposal

**Assignment Due on Sunday, May 2 at 11:59PM**

### Thursday, April 1

- **USING ADOBE ILLUSTRATOR TO MAKE MAPS**

FORMAT: Asynchronous Lecture

For the final project, you will have to make your map using Adobe Illustrator. This class will provide an overview and some tips for using Illustrator.

*Preparing for this class:*

**TIPS FOR LEARNING ILLUSTRATOR BASICS:** TBD

### Tuesday, April 6

- **INDIVIDUAL APPOINTMENTS – Land Use and Subdivision Map**

FORMAT: One on One Meetings (5 meetings)

Individual appointments will be scheduled with students to review their proposed land use concept and Subdivision Map for their redevelopment proposal.

*Preparing for this class:*

**PROJECT:** Each students needs to have their Land Use Concept and Subdivision Map uploaded by Monday, April 5<sup>th</sup> at 11:59pm.

### Thursday, April 8



- **INDIVIDUAL APPOINTMENTS – Land Use and Subdivision Map**

FORMAT: One on One Meetings (5 meetings)

Individual appointments will be scheduled with students to review their proposed land use concept and Subdivision Map for their redevelopment proposal.

*Preparing for this class:*

**PROJECT:** Each students needs to have their Land Use Concept and Subdivision Map uploaded by Monday, April 5<sup>th</sup> at 11:59pm.

### Tuesday, April 13

- **NO CLASS – BREAK PER UIUC CALENDAR**

### Thursday, April 15

- **PERFORMING LAND USE AND TIF ANALYSIS FOR REDEVELOPMENT CONCEPT**

FORMAT: Lecture

In this lecture students will learn how to calculate the land use and TIF analysis for their redevelopment.

### Tuesday, April 20

- **INDIVIDUAL APPOINTMENTS – Land Use and Subdivision Map**

FORMAT: One on One Meetings (5 meetings)

Individual appointments will be scheduled with students to review their land Use and TIF analysis and to answer any questions.

*Preparing for this class:*

**PROJECT:** Each students needs to have their Land Use and TIF Analysis concept uploaded by Monday, April 19<sup>th</sup> at 11:59pm.

### Thursday, April 22

- **INDIVIDUAL APPOINTMENTS – Land Use and Subdivision Map**

FORMAT: One on One Meetings (5 meetings)

Individual appointments will be scheduled with students to review their land Use and TIF analysis and to answer any questions.

*Preparing for this class:*

**PROJECT:** Each students needs to have their Land Use and TIF Analysis concept uploaded by Monday, April 19<sup>th</sup> at 11:59pm.

### **Tuesday, April 27**

- **CREATING YOUR FINAL REPORT AND PRESENTATION**

FORMAT: Instruction

This class will begin to prepare students for what is expected in the final report due on May 2 and the final presentations on May 4.

### **Thursday, April 29**

- **ONE ON ONE MEETINGS AVAILABLE – WORK ON FINAL REPORT / PRESENTATION**

FORMAT: Individual Meetings as needed

This class time is intended to give students time to finish their final report and presentation or to have one-on-one meetings to get help.

#### ***Assignment Due:***

**Assignment 4-1:** Redevelopment Proposal

**Assignment Due on Sunday, May 2 at 11:59PM**

### **Tuesday, May 4**

- **PROJECT FOUR: FINAL PRESENTATIONS**

With one slide, students will present their final plan to the class. This will be the last class of the semester since there is no final exam.

**END OF SEMESTER**

**PART ONE: Land Use and Zoning**

DAY	DATE	CLASS TITLE	CLASS TYPE
TUE	26-Jan	Introductions and Course Overview	Discussion
THU	28-Jan	History of Land Use and Zoning	Lecture
TUE	2-Feb	America's Love/Hate Relationship with Zoning	Discussion - BO Rooms
THU	4-Feb	How Zoning Impacts Urban Design - The Story of the University District	Lecture
TUE	9-Feb	The Evolution of Green Street - Like It or Don't Like It?	Discussion - BO Rooms
THU	11-Feb	Managing Public Input on Zoning and Land Use - Part One	Asynchronous Lecture
TUE	16-Feb	Managing Public Input on Zoning and Land Use - Part Two	Discussion - BO Rooms

**PART TWO: Infrastructure, Subdivisions, Site Plans**

CLASS DAY	CLASS DATE	CLASS TITLE	CLASS TYPE
THU	18-Feb	Understanding Stormwater Runoff and Sanitary Sewers	Lecture
TUE	23-Feb	Understanding Lots, Streets, Right-of-Way and Easements	Lecture
THU	25-Feb	How to read and review Subdivision Plats	Lecture
TUE	2-Mar	How to read and review Site Plans for Zoning compliance	Lecture
THU	4-Mar	Putting the Pieces Together: The Story of Bristol Place Residences	Asynchronous Lecture
TUE	9-Mar	Impressions of Bristol Place - Planning versus implementation	Discussion - BO Rooms

**PART THREE: Financial Considerations in Land Development**

CLASS DAY	CLASS DATE	CLASS TITLE	CLASS TYPE
THU	11-Mar	Costs and Revenues of Land Development - Both City and Developer	Lecture
TUE	16-Mar	Understanding what Tax Increment Financing (TIF) is and how it works	Asynchronous Lecture
THU	18-Mar	Incentives for Development: Coscto and Midtown Plaza	Asynchronous Lecture
TUE	23-Mar	Should cities give financial incentives to developers?	Discussion - BO Rooms
THU	25-Mar	How Might COVID-19 Impact Development in the Future?	Discussion - BO Rooms

**PART FOUR: Proposing a Redevelopment Concept**

CLASS DAY	CLASS DATE	CLASS TITLE	CLASS TYPE
TUE	30-Mar	Introduction of Part Four - Proposing a Redevelopment Concept	Instruction
THU	1-Apr	Using Adobe Illustrator to make maps	Asynchronous Lecture
TUE	6-Apr	Individual Appointments - Land Use and Subdivision Map	Individual Apts
THU	8-Apr	Individual Appointments - Land Use and Subdivision Map	Individual Apts
TUE	13-Apr	NO CLASS - BREAK DAY PER UIUC CALENDAR	
THU	15-Apr	Performing Land Use and TIF analysis for redevelopment concept	Lecture
TUE	20-Apr	Individual Appointments - Land Use Analysis	Individual Apts
THU	22-Apr	Individual Appointments - Land Use Analysis	Individual Apts
TUE	27-Apr	Creating a Final Report and Presentation - Full Class	Lecture
THU	29-Apr	One on One Meetings Available - Work on final report / presentation	Ind. Apts / Work on Own
TUE	4-May	Project Four: Final Presentations	Presentations

\* Schedule subject to change throughout the semester.

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