

**Adjunct Instructor**

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Phone: xxx-xxx-xxxx (text is fine, please include your name)

Office Hours: By appointment

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

Tues/Thurs 3:30-4:50

Temple Hoyne Buell Hall (TBH) Room 225

Planners need to understand the process of developing land. In this class, students learn about all the considerations that 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 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. We will also have several field trips to get out and see development or infrastructure. The course allows for some creative thinking as students apply what they learned to propose a development for a given site in the Champaign/Urbana area. This final piece of work can become a key ingredient to a student portfolio.

This course is broken into four units and has four 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 (Aug. 23 – Sept. 6).
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 (Sept. 8 – Sept. 29).
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 (Oct. 4 – Oct. 12).
4. To allow students to create a redevelopment proposal for a given site as a team. Teams 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 (Oct 13 – Dec. 6).

This class is an opportunity for you to learn from a practicing planner. My overall goal 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 (imagine that!)

### **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, field trips and working assignments. There are no tests, just assignments that prove you can apply the 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. Your success in the class directly correlates to you attending and engaging.

### **CLASS FORMAT**

UP357 meets in Room 225 at Temple Hoyne Buell Hall on Tuesday and Thursday afternoons from 3:30pm to 4:50pm. There are 25 students in the class. The class is formatted with a mixture of lectures, instruction, field trips and group work (for the final project). There will be a number of field trips (walking tours) designed to give you some “hands on” instruction by seeing things in the field and close up. There will be a couple asynchronous classes where the instructor will otherwise be absent. Canvas is used for announcements, assignments and grading. There are a couple assignments where large paper maps will be provided to each student and they are to be handed in to satisfy the assignment.

### **READINGS / VIDEOS**

This course focuses more on lectures and project assignments rather than reading assignments. However, there are still some 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 either a Plan Commission or 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. Each student will need to “purchase” a license to Adobe Creative Cloud which is available from the UIUC Webstore for little to no cost. Information for that will be given as class begins.

### **ASSIGNMENTS**

Below is the listing of assignments for each of the four Course Units. Each assignment will come with a detailed *Project Prompt* that explains that assignment, expectations and grading. The assignment values for the whole class total 850 points. There is then another 50 points for attendance and participation. Following is the contribution of each assignment toward your final grade:

#### **Unit 1 – Land Use and Zoning**

- 1-1 What’s Your Zoning? (50 pts)
- 1-2 Creating a Zoning Analysis and Map (100 pts)
- 1-3 Paper: Public Reaction to Zoning/Development Proposals (100 pts)

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

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

- 2-1 Right-of-Way and Street Width Scavenger Hunt (50 pts)
- 2-2 Reviewing a Subdivision Plat – Jacob’s Landing (100 pts)
- 2-3 Reviewing Site Plans – Raising Cane’s and Neil/Ells Strip Mall (100 pts)

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

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

- 3-1 Preparing a Tax Increment Financing (TIF) Analysis (100)

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

**Unit 4 – Proposing a Redevelopment Concept**

- 4: Redevelopment Proposal (total 250 pts broken down in pieces as follows)

- 4(a) Site Analysis and Concept Plan – 25 pts
- 4(b) Subdivision Plat – 50 pts
- 4(c) Land Use Analysis – 50 pts
- 4(d) Financial / TIF Analysis – 50 pts
- 4(e) Final Report and Video Presentation – 75 pts

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

**Attendance and Participation (50 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% & up	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. If there is a valid reason for a late assignment and you reach out to me to discuss it in advance, I may allow a waiver or reduction of the late penalty. I reserve the right to adjust this policy on a case-by-case basis depending on circumstances. Where I typically do not waive the penalty is after the due date and there was no proactive outreach from the student that the assignment was going to be late.

### **ATTENDANCE AND PARTICIPATION**

Attendance and Participation total 50 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. Consistently arriving late to class or leaving early could also negatively impact your attendance grade. 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. Since I don't have an office in DURP, I make my office hours "By Appointment". We can meet in person, schedule a phone call or Zoom call at any time if you like. Just call, email or text me and tell me you would like to meet. 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. I am very prompt in responding to your questions and concerns.

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

Please see the attached Day-by-Day course schedule. The schedule will no doubt change a little as unforeseen circumstances can require me to adjust things a bit. As the schedule changes, a revised schedule will be provided on Canvas and I will make announcements. I always post an announcement to the entire class at the beginning of each week on Monday reminding everyone what is on the schedule for that week.

### **ASSIGNED READINGS / VIDEOS**

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

**STUDENT CONDUCT:** The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling in class in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes, projects, and extracurricular programs. We will be governed by the University Student Code. See Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights.

**ACADEMIC INTEGRITY:** The UIUC Student Code requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it. Ignorance is not a defense.” The provisions of the Student Code are applicable to this course. In written work, all ideas (as well as data or other information) that are not your own must be cited. Plagiarism is an extremely serious offense and will not be tolerated, as it violates the trust between students and faculty. Violation of any plagiarism guidelines will be taken quite seriously and will result in a failing grade at the very least.

**STUDENT RESOURCES:** Accommodations: To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may call 333- 4603 (V/TDD), or e-mail a message to [disability@uiuc.edu](mailto:disability@uiuc.edu).  
<https://www.disability.illinois.edu/>.

**STUDENT ASSISTANCE:** The Student Assistance Center serves as the first point of contact for students who call, email, or walk in to the Office of the Dean of Students. The Assistant Deans help students understand university policies and procedures, educate them about and connect them to campus resources, and support students in crisis. Students visit the Student Assistance Center regarding a broad range of issues which may be impacting their academic performance including those related to health/mental health, course attendance issues, questions about where to go on campus to seek different services, options for withdrawing from the university, or because they need help and just aren’t sure where to go. The Student Assistance Center helps students find their way! <https://odos.illinois.edu/community-of-care/student-assistance-center/>

**SEXUAL MISCONDUCT ARE REPORTING:** The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University’s Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [wecare.illinois.edu/resources/students/#confidential](http://wecare.illinois.edu/resources/students/#confidential). Other information about resources and reporting is available here: [wecare.illinois.edu](http://wecare.illinois.edu).

**EMERGENCY RESPONSE:** Emergency response recommendations can be found at the following website: <https://police.illinois.edu/em/emergency-response-guide/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class.  
<http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>

**WELLNESS:** This site <https://wellness.web.illinois.edu/> will help you decide what kind of assistance you might need and how to get connected to services for mental health, wellness, access, and accommodation. The resources on this website reflect many different approaches, ranging from personal counseling to forming groups to address issues in your school or work environment. Mental health refers to services that help you address issues that you would like to feel better about psychologically, including being in crisis. Wellness refers to services that help you with habits related to maintaining your well-being. Access and accommodation refer to services that facilitate equal opportunity if you are a person with disabilities. Services can be confidential or non-confidential. A confidential service means that any information you share is protected by health care laws and cannot be shared without your permission outside of the resource except in specific

cases. For example, counseling and medical care are typically considered confidential, whereas participating in a wellness workshop is not but your participation would be protected by education laws. Access and accommodation services are also confidential.

## UP357 Daily Course Schedule Readings and Videos Assignments

*\*Tentative as of August 23 – Subject to change over the course of the Semester\**

### Tuesday, August 23 / First Day of Class

- Introductions and Course Overview

## UNIT ONE LAND USE AND ZONING

### Thursday, August 25

- **ANATOMY OF A ZONING ORDINANCE**

FORMAT: Lecture

In this lecture students learn the basics of land use and zoning as it relates to land development. This includes an overview of how zoning started in this country and how it has become such a major force in the built environment. We will look at how Zoning Ordinances are typically organized and how communities use them.

#### *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 – 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 1-1:** Paper: What’s Your Zoning? (50pts)

**Assignment Due on Tuesday, August 30, 11:59pm**

**Tuesday, August 30**

• **FIELD TRIP: GREEN STREET AND THE UNIVERSITY DISTRICT**

FORMAT: Field Trip - Walking

This walking tour field trip 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. Instructions on meeting up for this walking tour will be provided to students in advance.

***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>

**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>



### Thursday, September 1

- **FINDING LAND USE AND ZONING DATA – (AND DOING SOME MAPPING)**

FORMAT: Lecture

Planners need to know how to find land use and zoning requirements and how to apply them. Planners are called upon often to do basic zoning analyses to understand if a proposed development is allowed in a certain location of the City. In this lecture students will learn how to look up such information and how to write-up a basic zoning analysis. Instruction will also be given on how to do a basic Zoning Map using Adobe Illustrator.

***Preparing for this class:***

Purchase and Download **Adobe Creative Cloud** (includes Adobe Illustrator) from the UIUC Webstore so you are prepared for the mapping assignment. You will use this software again in Unit 4.

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

**Assignment 1-2:** Creating a Zoning Analysis and Map (100pts)

**Assignment Due: Monday, September 19, 11:59pm**

### Tuesday, September 6

- **FIELD TRIP: IN-TOWN ZONING DISTRICTS**

FORMAT: Field Trip –Walking

The In-Town Neighborhood in Champaign consists of the older neighborhoods on the west side of Downtown. This area was one of the first residential neighborhoods of the City and has many historic homes, parks and tree-lined streets. It has also the most diverse collection of land use types in the City – from single-family to multi-family housing; from offices to schools and some commercial uses. The mix of zoning and land uses has created some conflicts in the neighborhood when new development is proposed. Students will learn about how the City drafted design requirements on new apartment buildings to appease concerned neighbors. You will also learn about a controversial zoning proposal at 402-408 W. Church Street and see how passionate residents can be when it comes to zoning.

We will walk through the neighborhood and point out the various building types and forms. I will provide background information on some of the zoning approvals and design requirements that went into the construction of several new buildings. The tour will end at 402-408 W. Church Street. Students will gain an appreciation of applying code regulations to the actual design and construction of a buildings.

***Preparing for this class:***

**VIDEO:** CGTV, Champaign Government Television – City Council Meeting on May 23, 2017 – Standards for Multi-Family Development in the In-Town Zoning Districts (Starts at 4:54 and ends at 1:18), 2017

<https://champaign.cablecast.tv/CablecastPublicSite/show/4115?channel=1&seekto=294>

**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>

*Assignment Prompt Given at this Class:*

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

**Assignment Due: Thursday, September 15, 11:59pm**

**\*\*\* END OF UNIT ONE \*\*\***

## UNIT TWO INFRASTRUCTURE, SUBDIVISIONS AND SITE PLANS

**Thursday, September 8**

- **UNDERSTANDING STORMWATER 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:*

**VIDEO:** YouTube – How Storm drains 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-HGuIk&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, September 13**

- **TREATING SEWAGE IN CHAMPAIGN-URBANA – A TOUR OF THE URBANA-CHAMPAIGN SANITARY DISTRICT**

FORMAT: Field Trip – Travel to then Walking

Prepare your nose for the adventure of a lifetime. We will travel to the UCSD Treatment Facility on East University Avenue in Urbana and get a tour of how sewage is treated once it arrives at the plant. We will need to form carpools for this class.

*Preparing for this class:*

**VIDEO:** Follow the Flush – How a Waste Treatment Works. (26:14), 2020

<https://www.youtube.com/watch?v=p5iXXXRs7rc&t=806s>

**Thursday, September 15**

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

FORMAT: Asynchronous Lecture (Instructor out of town)

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.

Note: This lecture will be pre-recorded and available for viewing on September 15. There will be no in-person class this day.

*Preparing for this class:*

**VIDEO:** YouTube: Why American Yards are Shrinking – Cheddar Explains. (7:25) 2019

<https://www.youtube.com/watch?v=uKwOyA-pOTY>

**VIDEO:** YouTube: A Flaw in Street Design May be Costing Lives – Cheddar Explains. (6:42) 2019

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

**VIDEO:** YouTube: What is the Ideal Size for a City Block – Cheddar Explains. (3:59) 2018

[https://www.youtube.com/watch?v=lisZBL3\\_aW8](https://www.youtube.com/watch?v=lisZBL3_aW8)

*Assignment Prompt Given at this Class:*

**Assignment 2-1:** Right-of-Way and Street Width Scavenger Hunt

**Assignment Due on Thursday, September 22 at 11:59pm**

## Tuesday, September 20

- **FIELD TRIP: CAMPUSTOWN DRAINAGE  
HEALEY STREET DETENTION & THE BONEYARD BASIN / GREENWAY**

FORMAT: Field Trip – Walking Tour

For years Campustown was plagued by horrible flooding from the Boneyard Creek. On heavy rain events, the banks would overflow, and Green Street would quickly fill up with up to a foot of water. The flooding impacted business and hampered opportunities for growth and redevelopment of Green Street. Two key projects corrected this issue – the Healey Street Detention Basin and the Boneyard Second Street Basin / Boneyard Greenway. This walking tour will highlight the decisions that went into building these stormwater drainage features and the impact they have had to the area since.

## Thursday, September 22

- **READING SUBDIVISION PLATS**

FORMAT: Lecture

In this class students learn the basics of Subdivision Plats. Subdivision plats involve the creation of lots and provide a map for lots, right-of-way and infrastructure. They are commonly reviewed against a Subdivision Ordinance and are required for the division of large parcels into smaller lots and rights-of-way.

### *Preparing for this class:*

**PODCAST:** The Worst Way to Start a City: 99% Invisible (34:17)

<https://99percentinvisible.org/episode/the-worst-way-to-start-a-city/>

**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:** Reading a Subdivision Plat – Jacobs Landing

**Assignment Due: Tuesday, October 4<sup>th</sup> at 3:30pm (Hand in at class)**

## Tuesday, September 27

- **READING SITE PLANS**

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:** Reviewing Site Plans: Raising Cane's; Neil and Ells Strip Mall  
**Assignment Due: Tuesday, October 12 at 3:30pm (Hand in at class)**

**Thursday, September 29**

- **No Class due to APA-IL State Conference in Chicago. All planners are encouraged to attend if you can!**

**\*\*\* END OF UNIT TWO \*\*\***

**UNIT THREE  
FINANCIAL CONSIDERATIONS IN LAND DEVELOPMENT**

**Tuesday, October 4**

- **THE DIFFERENCE BETWEEN DEVELOPERS AND PLANNERS AND UNDERSTANDING REQUEST FOR PROPOSALS (RFPs)**

FORMAT: Lecture

Development involves the work of both Developers and Planners. The two professions have their similarities and differences. It is important for planners to understand the basics of the development profession in order to do their job better. Also, costs and revenues for both developers and cities alike. This lecture examines the costs and profits of development from both sides. This lecture also touches on the growing movement of "Incremental Development" and the argument that growing smaller and "incrementally" is a better approach for development of our cities.

*Preparing for this class:*

**READING:** Article: "6 Things to Know About How Development Works" Daniel Harriges, September 16, 2020. Strong Towns. [strongtowns.org](https://www.strongtowns.org).  
<https://www.strongtowns.org/journal/2020/9/15/6-things-to-know-about-development>

**READING:** Article: "There Are 3 Different Kinds of Developers;" Daniel Harriges, October 13, 2020. Strong Towns. [strongtowns.org](https://www.strongtowns.org).  
<https://www.strongtowns.org/journal/2020/10/12/there-are-3-different-kinds-of-developers>

**READING:** Article: "Against Master Developers;" Matthew Robare, August 13, 2021. The American Conservative. [Theamericanconservative.com](https://www.theamericanconservative.com).  
<https://www.theamericanconservative.com/urbs/against-master-developers/>

**LISTENING:** Podcast: “We Can’t Rely on Large-Scale Development;” Upzoned. Abby Kinney and Chuck Marohn. [35:38]. <http://upzoned.strongtowns.org/e/we-cannot-rely-on-large-scale-development/>

**VIDEO:** YouTube: “Incremental Development - #5 in the Strong Towns Curbside Chat Video Series;” Strong Towns. [3:18]. <https://www.youtube.com/watch?v=TcmzF8zn5FE>

**VIDEO:** YouTube: “Traditional Development - #6 in the Strong Towns Curbside Chat Video Series;” Strong Towns. [4:37]. <https://www.youtube.com/watch?v=AGxni1c-kIM>

## Thursday, October 6

- **INCENTIVES AND THE STORY OF COSTCO AND MIDTOWN PLAZA**

FORMAT: 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 Tax Increment Finance (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.

### *Preparing for this class:*

**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>

**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 32:40:00 and goes to 1:54:48). January 12, 2016.

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

## Tuesday, October 11

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

FORMAT: 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 (100 points)

**Assignment Due on Wednesday, October 19<sup>th</sup> at 11:59pm**

**\*\*\* END OF UNIT THREE \*\*\***

**UNIT FOUR  
TEAM PROJECT: PROPOSING A DEVELOPMENT**

The schedule for class and the details for Unit Four will be provided on a separate handout on Thursday, October 13. A general overview of the schedule is below.

**Thursday, October 13**

• **OVERVIEW OF UNIT FOUR – PICK PROJECT PREFERENCE**

FORMAT: Instruction

In this class the final team project will be reviewed. Students will be introduced to the various redevelopment site and indicate their preference on which one they want to work on. From there, teams will be organized and further instruction given.

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

**Assignment 4:** Team Project: Proposing a Development (250 points)

**Assignment Due on Sunday, December 4 at 11:59pm**

### Tuesday, October 18

- **ASSIGNMENT OF TEAMS**  
Final assignments will be made and announced at this class.
- **SKILLS BUILDING WORKSHOP: ADOBE ILLUSTRATOR BASICS**  
FORMAT: Workshop Style Lecture  
In this class we will talk about the technical tools you will need to complete the Team Project.

### Thursday, October 20

- **SITE ANALYSIS / CREATING CONCEPT PLANS**  
FORMAT: Instruction  
In this class, students will learn about the site analysis required for the final project and also how to collaborate with the team to create a concept plan.

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

**Step One:** Site Analysis and Concept Plan  
**Due on Thursday, October 27 at 3:30pm**

### Tuesday, October 25

- **TEAM WORKDAY**  
FORMAT: No Class – Teams work together instead  
Teams should be working on creating/refining their concept plan and starting on the site analysis.

### Thursday, October 27

- **TEAM MEETINGS WITH INSTRUCTOR AND WORKDAY**  
FORMAT: Teams will each meet with Instructor for check-up and direction.  
Instructor will expect to see results of Site Analysis and Concept Plans. This day is an opportunity for teams to meet and work on their project too.

### Tuesday, November 1

- **CREATING A SUBDIVISION PLAT AND LAND USE ANALYSIS**  
FORMAT: Instruction  
In this class students will learn the expectations for creating the Subdivision Plat for their development project. Students will also learn how to perform a Land Use Analysis for their proposed development. This includes creating a subdivision plat of your Concept Plan in



Adobe Illustrator and then calculating the lots sizes and the area of your right-of-way. It also entails crunching the numbers on your proposed building so you can understand total building square footages broken out by land use.

***Assignment Given at this Class:***

**Step Two:** Creating a Subdivision Plat and Land Use Analysis.  
**Due on Wednesday, November 9 at 11:59pm**

**Thursday, November 3**

- **TEAM WORKDAY**  
FORMAT: No Class – Teams work together instead  
Teams should be working on creating their Subdivision Plats and doing the Land Use Analysis.

**Tuesday, November 8**

- **PREPARING YOUR LAND USE PLAN AND PROJECT DATA SHEETS**  
FORMAT: Instruction  
In this class students will learn the expectations for creating their Land Use Plan and Project Data Sheets. This plan builds off the Subdivision Plat for their redevelopment project and places buildings on the lots. The Project Data Sheets provide and calculations for gross floor area broken out by land use. It also provides calculations on the number of residents and employees that will be generated from the redevelopment.

***Assignment Given at this Class:***

**Assignment 4 Step Three:** Creating a Land Use Plan and Project Data Sheets.  
**Due on Monday, November 14<sup>th</sup> at 11:59pm**

**Thursday, November 10**

- **CREATING A FINANCIAL / TIF ANALYSIS**  
FORMAT: Instruction  
In this class students will learn how to take their proposed development and perform a Financial / TIF Analysis. Using the Project Data from the previous step, students can calculate the anticipated Assessed Value of the project and plug that into a TIF Analysis worksheet. Analysis is also done on the costs of building public improvements and the private buildings.

***Assignment Given at this Class:***

**Assignment 4(d):** Performing a Financial / TIF Analysis – 50 pts.  
**Due on Monday, November 15<sup>th</sup> at 11:59pm**

**Tuesday, November 15**

- **TEAM WORKDAY**  
FORMAT: No Class – Teams work together instead  
Teams should be working on finishing up the pieces that will go into the final proposal

**Thursday, November 17**

- **TEAM MEETINGS WITH INSTRUCTOR AND WORKDAY**  
FORMAT: Teams will each meet with Instructor for check-up and direction.  
Instructor will expect to see that all the pieces for the final project are in place and work is ready to begin on the final report and presentation.

**FALL BREAK – Happy Thanksgiving**

**Tuesday, November 29**

- **PREPARING THE FINAL PROPOSAL**  
FORMAT: Instruction  
In this class students will learn how to take the previous steps of their final project and assemble them into a Final Proposal that will be submitted as a response to the RFP.

*Assignment Given at this Class:*

**Assignment 4(e):** Final Report and Video Presentation.  
**Due on Monday, December 4<sup>th</sup> at 11:59pm**

**Thursday, December 1**

- **TEAM WORKDAY**  
FORMAT: No Class – Teams work together instead  
Teams should be working on their final presentation to be shown on December 6

**Tuesday, December 6**

- **FINAL PROPOSAL SHOWCASE**  
FORMAT: Video Presentation  
In this class students will see the results of the final proposals and will be presented with comparison data of the various submittals.

**END OF SEMESTER**