Instructor: Kelly Snider  
Office location: One Washington Square - WSQ 216  
Telephone: 650-387-3132  
Email: Kelly@Sniderware.com  
Office hours: Tuesdays 3:30 – 5:00 PM  
Class days/time: Wednesday 7:30 PM – 10:00 PM  
Classroom: Where class meets  
Class website: Add URL, or delete row if the class does not have a website.  
Prerequisites: URBP 205, URBP 206, and URBP 207, or instructor consent  
Units: 3

Course Catalog Description
This is a capstone studio course designed to immerse students into a “real-world” urban property development project. Students will explore this world by taking part in a development analysis which examines all the major components of development feasibility, for an actual project site in the San Jose region.

Course Description and Course Learning Objectives
This is a capstone studio course designed to immerse students into a “real-world” urban property development project. Students will explore this world by taking part in a development analysis which examines all the major components of development feasibility. The lecture content of the first six weeks will familiarize students with the principles of site design, project programming, high-bulk-mass and density yields, finance options and financial feasibility, community consultation and stakeholder support, and entitlement approvals and risk. The final six weeks will be a team-based studio session where teams of students will prepare their own mock Development Committee Investment Report and presentation for review by their student peers and a mini-panel of professionals.

Upon successful completion of the course, students will be able to:

1. Identify the key criteria for evaluating a land parcel as suitable for development.
2. Recognize and explain the key aspects of a project’s feasibility (or infeasibility), including an assessment of entitlement risk; site design and programming; analysis of soft costs and hard
cost projections; measuring stakeholder support; ways to measure Return on Investment; and investment exit strategies.

3. Create a feasible development proposal containing an executive summary, recommendation for action, and detailed sections supporting the recommendation.

4. Effectively present a development proposal which can be tailored and modified depending on the audience, such as: investors/lenders; land use decision-makers; civic and neighborhood leaders; community groups; elected officials; and property owners and neighbors.

Course Format
This course will spend the first half of the semester with in-class lectures, guest lectures, and skills review. The second half of the semester will require students to break into development teams (groups) to review the development project site and prepare both a written and oral presentation on project feasibility.

Required Course Texts
None. Periodical articles and lecture notes will be distributed during class and available online when appropriate.

Course Assignments and Grading Policy
Your grade for the course will be based on the following assignments and other activities:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent of Course Grade</th>
<th>Course Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion and participation</td>
<td>10%</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>First Draft Investment Committee Report</td>
<td>20%</td>
<td>1, 2, &amp; 3</td>
</tr>
<tr>
<td>Final Investment Committee Report</td>
<td>50%</td>
<td>1, 2, &amp; 3</td>
</tr>
<tr>
<td>Group Presentation of Final Investment Committee</td>
<td>20%</td>
<td>2, 3, &amp; 4</td>
</tr>
</tbody>
</table>

Calculation of Final Course Letter Grade
I will assign a letter grade to the student’s participation in classroom discussions as evidenced by thoughtful questions; listening to and responding to guest lecturers experiences and case studies; and out-of-class email and other written correspondence with other students, guest lecturers, and the instructor. The letter grade for the remaining three assignments will be determined by weighting the grade for each assignment according to the percentages in the table above. To do this, I first convert the letter grade for each assignment to a number using a 4-point scale (A = 4.0, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D = 1, and F = 0). I then use these numbers and the weights for each assignment to calculate a final, numerical grade for the course based on a 4-point scale. That number is converted back to a letter grade (A = 3.85+, A- = 3.50 − 2.84, B+ = 2.50 − 2.0, B = 2.0 − 1.67, B- = 1.67 − 1.33, C+ = 1.33 − 1.0, C = 1.0 − 0.67, C- = 0.67 − 0.33, D = 0.33 − 0.0, and F = 0.0).
3.17 – 3.49, B = 2.85 – 3.16, B- = 2.50 – 2.84, C+ = 2.17 – 2.49, C = 1.85 – 2.16, C- = 1.50 – 1.84, D+ = 1.17 – 1.40, D = 0.85 – 1.16, F = 0 – 0.84).

**Other Grading and Assignment Issues**

In the real world, real estate development is not a “Pass/Fail” exercise, and this class is a Studio class which mimics real-world development scenarios. Therefore, the emphasis on grades for students in all assignments is on their demonstrated responsiveness to the fluctuating variables that go into a real estate project’s feasibility; their ability to customize their questions, presentations, and salient facts to the audience (a neighbor may have different questions about a project than a potential investor); and their ability to recognize the necessary inputs and professional collaborators necessary to produce a feasible development proposal. A student will succeed in this class, and in real life RE Development, if they approach the class and its assignments with good humor, flexibility, and a desire to improve the built environment by making responsible and sustainable decisions related to the project site.

Specifically, students will be expected to attend and participate in the lectures and guest lectures which will comprise the first 8 class sessions. Thoughtful engagement, evidenced by questions and discussions among the instructor, lecturer, and peers, will be evaluated by the instructor each week.

The middle section of the course will see the students broken into teams and asked to evaluate a specific development site (chosen for them by the Instructor) in a nearby San Jose/Silicon Valley location. The student teams will outline a draft Investment Committee Report (ICR) in Week 8. The draft ICRs must contain the important elements of a development feasibility analysis, including

1. executive summary;
2. site analysis and as-of-right entitlements;
3. market analysis;
4. entitlement strategy and risk, including legal risk;
5. height, mass, and bulk “best fit” and reference images to evoke the proposed site design;
6. mock pro-forma with development soft costs, hard costs, cash flow, and exit strategy identified;
7. financing proposal and return-on-costs projections;
8. recommendation for action.

Because this is a mock Studio course, and not real life, in this case the instructor will value creativity, ingenuity, and slightly out-of-the-box and proposals that enable the students to capitalize on their personal background, training, experiences, and professional goals.

The last weeks of the course will allow students to finalize their written ICRs and create a 15-20 minute oral presentation (group presentation) for their class peers and a panel of invited professionals, who will give feedback to the students on their proposals and analysis.

Students will be assigned to a team through a collaborative in-class process overseen by the Instructor, and are expected to work together to produce the draft and final ICRs as well as the oral presentation. Individual roles on the team should be clearly defined and each student will be assessed on individual contribution as well as team performance. The following roles are suggested.

**Project manager**

Overall responsibility for managing the process, ensuring the smooth running of the team and that inputs are clearly specified and delivered on time, that the final report is edited and formatted and delivered on time, and that the oral presentation is coherent and well structured. You will help identify the necessary professionals who may be needed (architects, civil engineers, landscape designers, hazmat mitigation specialists, traffic consultants, etc.) You are also expected to help out as necessary with other aspects of the project.
**Planning consultant**

The planning consultant has the responsibility for assessing all entitlement constraints including satisfaction of general plan policies, zoning and affordable housing requirements, and formal design requirements. The planning consultant also needs to advise on any procedures/negotiations necessary to amend zoning requirements. Team consultants also need to gather information on surrounding land uses and area policies. Should advise on site-specific conditions, constraints and potential liabilities.

**Market analyst**

The market analyst is responsible for assessing the macro and micro market conditions and providing evidence in support. This may include empirical data-gathering and site observation, as well as demographic analysis and local market data on competing schemes, start and completion rates and absorption rates. The analyst should also advise on development yields and sources of project financing.

**Designer/cost assessor**

Responsible for researching cost data and applying it to the proposed scheme. Should provide basic site layout and height/bulk/mass diagrams, plus reference images (“Image Boards”) in order to evoke the proposed look-and-feel of a project after it is built. Needs to work closely with the planning consultant and provide inputs for the development analyst and the pro forma, as well as the project schedule and cash flow.

**Development Analyst**

Responsible for feasibility analysis using data provided by the market analyst and cost assessor. Should be able to justify the land use proposal based on an analysis of highest and best use, market comparables, evidence-gathering (e.g. interviews with a commercial broker), and through detailed quantified analysis.

**Deliverables**

The team will submit an Investment Committee Report which includes an executive summary followed by sufficient detail and evidence to allow a potential financier/investor to assess the robustness of the proposal’s feasibility. Each member of the team should identify clearly his or her input to the report (I suggest that each team member is responsible for a defined section and that this is clearly labeled). The IRC must be organized intuitively into sections, with appendices when necessary, and should be between 10 and 20 pages. Each team will also make a 20-minute oral presentation, using slides or boards, with suitable graphics that distills the essence of the report.

The core of this exercise is to familiarize you with the lexicon of a real estate developer, the key aspects evaluated in a development proposal, and the range of professionals you would employ in order to sufficiently understand the proposal’s risk and feasibility for success. As such, it is
important that you adopt a developer’s mindset to complete this project. You will need to draw upon content from the three previous real estate development courses in the CRED program.

There will be an element of peer assessment included in the final assessment. Individuals who are judged by their peers to have contributed significantly below average to the group effort will have their group mark reduced by up to 50%.

**Course Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course, or approximately 9 hours per week on average.

**Academic Integrity Statement, Plagiarism, and Citing Sources Properly**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at www.indiana.edu/~istd/overview.html

San José State University

Urban and Regional Planning Department
• Examples of plagiarism at www.indiana.edu/~istd/examples.html
• Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

Citation style

It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian’s book describes two systems for referencing materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the “notes” style with footnotes or endnotes.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/ace to establish a record of their disability.

You can find information about the services SJSU offers to accommodate students with disabilities at the Accessible Education Center website at www.sjsu.edu/aec.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
Library Liaison
The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-808-2096.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. The SJSU Writing Center is located in Room 126 in Clark Hall.

SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Classroom Protocol
# URBP 208 – Urban Real Estate Development Studio  
## Spring 2015

## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 28</td>
<td>Introduction to Investment Committee Reports</td>
<td>none</td>
</tr>
<tr>
<td>February 4</td>
<td>Site Design, Urban Design, Architecture</td>
<td>none</td>
</tr>
<tr>
<td>February 11</td>
<td>Development Team – professionals needed to get the job done</td>
<td>none</td>
</tr>
<tr>
<td>February 18</td>
<td>Community Outreach and N’hood, stakeholder engagement (+ Guest Lecture)</td>
<td>none</td>
</tr>
<tr>
<td>February 25</td>
<td>Financial feasibility, income and revenue projections, pro forma review</td>
<td>Mock Pro Forma</td>
</tr>
<tr>
<td>March 4</td>
<td>Housing Fundamentals, housing in mixed-use projects (+ Guest lecture)</td>
<td>none</td>
</tr>
<tr>
<td>March 11</td>
<td>Ground Leases and Phased Master Plan projects (+ Guest Lecture)</td>
<td>none</td>
</tr>
<tr>
<td>March 18</td>
<td>Hard Costs and Construction Cost Estimating (+ Guest Lecture)</td>
<td>none</td>
</tr>
<tr>
<td>March 25</td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>First Draft Investment Committee Reports DUE</td>
<td>First draft ICRs</td>
</tr>
<tr>
<td>April 8</td>
<td>Group Work – ICRs and presentations</td>
<td>none</td>
</tr>
<tr>
<td>April 25</td>
<td>Group Work – ICRs and presentations</td>
<td>none</td>
</tr>
<tr>
<td>April 22</td>
<td>Group Work – ICRs and presentations</td>
<td>none</td>
</tr>
<tr>
<td>April 29</td>
<td>Final Draft Q&amp;A/review ICR final drafts</td>
<td>Final questions/edits ICR</td>
</tr>
<tr>
<td>May 6</td>
<td>Investment Committee Reports DUE</td>
<td>Final ICR package</td>
</tr>
<tr>
<td>May 13</td>
<td>Oral Presentations – Team Groups present</td>
<td>20-minute presentation</td>
</tr>
<tr>
<td>May 20</td>
<td>Oral Presentations – Team Groups present</td>
<td>20-minute presentation</td>
</tr>
</tbody>
</table>