**UST 611 PLANNING STUDIO**

CLEVELAND STATE UNIVERSITY  
LEVIN COLLEGE OF URBAN AFFAIRS  
SPRING SEMESTER 2017  
DR. WENDY KELLOGG  
MR. JAMES KASTELIC

Mon/Wed, 4:00 - 5:50 p.m.   UR 253  
*Draft 4, January 10, 2017*

**Instructors**

Dr. Wendy Kellogg, Levin College Chair, UR 308  
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Mr. James Kastelic  
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**Course Description**

This course is intended for MUPDD students in their final year of study. The course is a studio format to enable students to apply their knowledge and planning skills to a real-world project and to provide the students with an opportunity to work on a synthesis of their knowledge through an application of their planning skills to an actual project. This project based-learning assignment will focus on the importance of teamwork and will enable students to develop leadership skills.

This class should be viewed as a dynamic process: as data is gathered and analyzed, the final product and class presentation will evolve. This syllabus represents a basic class project plan, and this plan will almost certainly be revised in mutual regard of the interests, capabilities and findings of the instructors and students. **THIS IS YOUR CLASS.** Students will be responsible for organizing team-based work, developing graphics and maps utilizing GIS technology, conducting surveys and interviews, preparing a final report, developing presentations and establishing a web site for the project. The final report for the project will be presented at the end of the semester to peers, speakers and invited stakeholders.

Students will work in teams on a project for Cedar Fair, a publicly traded partnership headquartered in Sandusky, Ohio, and one of the largest regional amusement-resort operators in the world. The Company owns and operates 11 amusement parks, two outdoor water parks, one indoor water park and five hotels. Its parks are located in Ohio, California, North Carolina, South Carolina, Virginia, Pennsylvania, Minnesota, Missouri, Michigan, and Toronto, Ontario. Cedar Fair also operates the Gilroy Gardens Family Theme Park in California under a management contract.
Among the properties owned by Cedar Fair is the former Geauga Lake Park site located in the City of Aurora and Bainbridge Township. The site straddles Geauga and Portage counties. The amusement park closed in 2007, and the property has been for sale for several years. While there has been some interest in the site, no transactions have occurred. Cedar Fair has agreed to be the client for this studio project.

**Required reading materials**

There is no class text. Students can access an overview of the park and issues related to its history at https://video.search.yahoo.com/search/video?fr=slv1-w3ia&p=geauga+lake+park#id=5&vid=5719e793865fcc34e1076a06e7a4893d&action=view

Additional readings may be suggested by guest speakers or assigned by the course instructors. These readings will be available on-line on the class blackboard site. The course syllabus, assignments, and other materials will be posted on the class N drive and Blackboard site.

**Project Background**

The land around Geauga Lake has been utilized as some form of amusement park from 1887 to 2016, and included such venues as Geauga Lake Amusement Park, Sea World of Ohio, Six Flags World of Adventure, and Wildwater Kingdom. In 2004, Cedar Fair acquired the Geauga Lake property and operated Geauga Lake as an amusement park until 2007, when it was officially closed. Cedar Fair then renamed the former portion of the site known as Sea World of Ohio *Wildwater Kingdom*, which operated as a water themed park until its closure in September of 2016.

Although some studies for the future development of the site have been recently completed, Cedar Fair has agreed to be the client for the studio project. Meijer, Inc. has proposed a 192,000 sf building on a 41-acre site for one of its superstores, while residential development and mixed use has been proposed for other sections of the site. The site has unique historical, cultural, and environmental features, including infrastructure for the amusement park site and ecological resources including Geauga Lake, a network of wetlands, and proximity to two significant watersheds. Its location along a major state arterial highway in a stable demographic area also presents potential economic development opportunities.
Areas of Study
Students will be responsible for the development of a conceptual plan for the entire 652-acre site. The project will also focus on particular aspects of the site, including:

- Potential for preserving unique historical, cultural and environmental features of the site
- Retail, housing and institutional opportunities
- Demographics, residents and visitors
- Mixed use zoning requirements, design guidelines and PUD requirements
- Digital footprint, survey of websites and social media articles regarding the site
- Connections to the surrounding communities
- Potential historic district status
- Potential for branding around site assets

The geographic boundaries of the study area are indicated on the following map:

Geauga Lake Park Site

**Project Scope**

The specific assignment for this studio will be to develop a concept plan for the former Geauga Lake Park site. The class will be divided into two phases, with the first phase to be completed by Spring Break (March 8th). Phase I will focus on research and survey development, while Phase II will focus on survey completion, strategy and plan development, and preparing the final document and presentation. Students will be divided into teams for each phase and will be assigned specific tasks. As is the custom for all studios, the project structure, tasks and deliverables will evolve through input by students, speakers and the professors.

**Project Organization**

Students will participate in teams for the project. One set of teams will execute tasks in Phase 1 (Data: Inventory of Conditions and Scan). A second set of teams will be created for Phase II (Alternatives, Synthesis and Plan Development). Data from these two phases will be
incorporated into a GIS database of the study area. Students will use Sketchup, GIS Adobe and other software for analysis and presentation of design options.

**Phase I Data: Inventory of Conditions and Scan**

- a national review of peer reviewed and practitioner literature to identify similar re-utilized suburban amusement park sites in the United States;
- using Costar, previous documents and a current “walking around” analysis, an assessment of prior studies of the site;
- preparation of a comprehensive GIS data base of the study area;
- a review of recent development proposals in and around the study area and an assessment of retail, housing, institutional and office competition in the nearby area;
- preparation of a retail and service market analysis, including defining the Geauga Lake trade area (PMA) and a demographic analysis of the PMA;
- an assessment of existing conditions in the surrounding area, including land use, public ownership, zoning, green and grey infrastructure, demographic characteristics, building conditions and occupancy, watershed boundaries, wetland delineation, environmental conditions and historic and cultural features;
- development of a market and financial feasibility study for the site.
- Identification of stakeholder perspectives through interviews
  - Everyone will do two in-depth interviews of selected stakeholders, including officials from both Bainbridge Township and the city of Aurora, planning and development professionals and nearby property owners
- Identification of perspectives of surrounding resident and business for site through a questionnaire
  - Everyone will participate in a survey of area residents in Geauga and Portage counties. Survey questions will pertain to residents’ perceptions, ideas and suggestions regarding the future development of the site. The CSU IRB will need to review our survey process and instruments; a survey team that will guide, tabulate and analyze the information.

**Phase II: Alternatives, Synthesis and Plan Development**

This phase may be modified as part of the project’s evolution, but should include the preparation of a concept plan for the site. Students will identify redevelopment potential and new opportunities for the site over the next decade. Specific components should include:

- design of a physical improvement plan, including the conservation of valuable environmental resources such as Geauga Lake and nearby wetlands; an examination of potential historic district status; and development of public access recommendations to protected areas
• development of an economic analysis, including a highest and best use analysis as well as real estate market and fiscal impact analyses for the site; a housing market analysis; and preparation of comprehensive report with potential scenarios and recommendations

• preparation of a business and marketing plan to address issues of branding, sustainability and fiscal integrity for the proposed recommendations, as well as timelines and implementation strategies.

• synthesis of these plans into a master plan for the site.

The balance of scope will be defined during the early stages of the class in conjunction with the students.

II. Each student will also write an essay focused on ethical considerations related to the project.

More information will be provided about his assignment on the black board site

**Project Deliverables**

The project deliverables will include the following:

1. data collection items to be deposited on the class read-only drive. All inputs will be electronic
2. interim power point presentations and data summarizing Phase I of the project; each team’s materials will be posted to the class blackboard site and be available to other members of the class for utilization during Phase II
3. final power point presentation and final report, posted to the class web site; more details on requirements for this to follow
4. project web page, well designed and executed
5. handouts for final presentation

**Learning Outcomes**

- Project/planning/design process
- Synthesis and application of planning knowledge and skills
- Real-world project completed in a studio environment
- Teamwork and leadership skills
- Case study/comparable research
- Relevant recent plans and ongoing strategies
- Existing conditions analysis including: land use, ownership, zoning, demographics, environment and ecological resources, historic and cultural features, infrastructure, and federal/state/local designations
- Survey research and key stakeholder interviews
- Plan preparation with typical components, including: goals and objectives,
strategies, recommendations and implementation guidelines

- Graphics and maps
- Professional-quality presentations, website and report for distribution

**Course Format and Grading:**

The course format will include lectures by guest speakers familiar with the Geauga Lake area, primarily in the first half of the semester. During the second half, the class will be able to discuss findings and plan development during frequent work sessions. Students will be assigned to project teams that will be responsible for discrete parts of the planning project. The instructors will act as project management and technical resources advisors.

There will be no examinations for this course. Grades will be determined on the basis of both individual and team-based work. Students will work together to complete components of the course project, and will be graded on discrete sections of those components on an individual basis. Students will also be graded for their productivity as teams.

Grading for the course will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Individual work product</td>
<td>30%</td>
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<tr>
<td>Individual survey work</td>
<td>10%</td>
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<tr>
<td>Individual ethics paper</td>
<td>5%</td>
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<tr>
<td>Attendance/class participation</td>
<td>5%</td>
</tr>
<tr>
<td>Team reports</td>
<td>30%</td>
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<tr>
<td>Team presentations</td>
<td>20%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Letter grades will be assigned on the following percentage basis:

- A 93-100
- A- 90-92
- B+ 88-89
- B 83-87
- B- 80-82
- C 70-79
- F 69 or less

**Class Attendance**

Student may miss two class sessions without penalty. Additional absences do to a medical condition or work situation beyond these two sessions will not results in deduction in attendance if the student provides official documentation by an appropriate medical professional or work supervisor. Students need to inform the class instructors about anticipated absences or keep the instructor informed when absences occur.
Educational Access

The Cleveland State University Office of Disability Services states: “Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.”

Policy on Plagiarism and Cheating

Plagiarism (copying other people’s work in any form, without proper reference and citation) is strictly prohibited and is grounds for a grade of “F” on an assignment. Misrepresentation of work as one’s own that has been developed by another classmate or someone else is prohibited and is grounds for a grade of “F” on an assignment. This policy will be carried out in accordance with university policy on cheating and plagiarism. If you are not clear about what does and does not constitute plagiarism, please consult the University Writing Center or their web page: http://www.csuohio.edu/writingcenter/WAC/Plagiarism.html. It is your responsibility to understand the CSU policies regarding misconduct.

Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Speaker (Denotes Confirmed)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 18</td>
<td>Introduction, course overview</td>
<td>Dr.Kellogg, Mr. Kastelic</td>
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<tr>
<td></td>
<td>project description, student assessment</td>
<td></td>
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<tr>
<td>Week 2</td>
<td></td>
<td>Instructors</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>student assessment (cont’d), team formation</td>
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Phase 1  Research and Survey Development

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>Jan. 25</td>
<td>Community Perspective</td>
<td>Ann Womer Benamin, Mayor, City of Aurora</td>
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<td>Jud Kline, President, Cividad Services</td>
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<tr>
<td></td>
<td></td>
<td>Instructors</td>
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<tr>
<td></td>
<td>Task assignments</td>
<td>Instructors</td>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th></th>
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<tbody>
<tr>
<td>Jan. 30</td>
<td>Recent Planning Efforts</td>
<td>Jeff Kerr, Principal, EDG</td>
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</tbody>
</table>
Feb. 1   Field Trip

Week 4
Feb. 6   Survey Development, Work Session
          Reading: how to do a survey

Feb. 8   Survey Development (cont’d), Work Session

Class, Instructors

Week 5
Feb. 13  President’s Day, No class

Feb. 15  Watershed Implications
          Reading:

Week 6
Feb. 20  Survey Work Session

Instructors and class

Feb. 22  Conservation Development Strategies
          Dave Vasarhelyi, Senior Pgm.
          Manager, Trust for Public Land
          Kirby Date, Executive in Residence, CSU

Week 7
Feb. 27  Housing/Commercial Market Analysis
          Dr. Robert Simons, Instructors

March 1  Final Survey Work Session

Week 8
March 6  Ethics of Planning Practice, Work Session
          Dr. Kellogg

March 8  Phase I Research Team presentations; set survey and interview schedules
          Class

March 11-18  Spring Break

Phase II  Analysis, Synthesis, Plan Development

Week 9
March 20  Work session

March 22  Work Session

**Week 10**
March 27  Work Session
March 29  Work Session

**Week 11**
Apr. 3  Work Session
Apr. 5  Work Session

**Week 12**
Apr. 10  Work Session
Apr. 12  Work Session

*Ethics Essay Due in Class*

**Week 13**
April 17  Work Session
April 19  Work Session

**Week 14**
April 24  Dry Run I
April 26  Dry Run II

**Week 15**
May 1  Final Presentation (to community and public)
May 3  Debriefing, Final document work session

National APA meeting in NYC; May 6-9

**Week 16**
May 8  Final document work session
May 10  Final class, written reports and web page due