Prefix & Number: RDEV 7346  
Initial Term: Spring 2009

Select One:
New x  
Delete  
Course Modification  

Type of modification:
Title  
Description  
Credit hours  
Prerequisites  
Grade Type  
Number: Old  
New  

Title: Site Planning and Infrastructure Development

College/School: CADC/ College of Business  
Dept: School of Architecture - Landscape Architecture

Abbreviated Title: Site Planning and Infrastructure Development  (32 spaces total)

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<th>CREDIT OFFERED</th>
<th>CONTROLS</th>
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| Levels: (select all that apply)  
___ None (Blank)  
___ Undergraduate (U)  
G Graduate (G)  
___ Professional (P)  
| Grading Rule:  
___ Undergraduate (U)  
G Graduate (G)  
| Grading Type: (select one)  
x Normal grading (Blank)  
| Term Offered: (select one)  
qu Fixed (F)  
___ Variable (V)  
___ Alternate (A)  
___ To be Arranged (T)  
| Not Specified (Blank)  
___ Fall Only (F)  
___ Spring Only (S)  
___ Summer Only (M)  
___ Fall, Spring (FS)  
___ Intersession (I)  

Maximum: 3  
Minimum: 3  

Maximum Repeat: 3  
(Total number of credit hours; not total number of times)

Session Duplicate:  
yes  
no x
**Prerequisites** Program Approval

**Corequisites**

**Description for Bulletin** This course examines the role that site selection and infrastructure development play in the sustainable conceptualization, feasibility, and implementation of a real estate development project.

Credit will not be given for both ___________ and ___________.

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**Justification (Indicate reason for change)**

This is a course for the Master of Real Estate Development, which is a proposed degree track that will be offered jointly by the College of Architecture, Design and Construction and the College of Business.

**Additional resources or resource shifting required. If none, please explain.**

RDEV 7346 will become a required class in the Master of Real Estate Development (RDEV) Curriculum.

Resources from the College of Architecture, Design and Construction and from the College of Business will be utilized.

Resources will be generated by program revenue.

Attach a copy of new syllabus to add course or to modify course except for changes in prerequisites that involve letter grade or GPA.

Also, attach a copy of current syllabus for all changes except changes in prerequisites that involve letter grade or GPA.

No attachment required to delete course.

**Contact Person** Rebecca O'Neal Dagg, Associate Dean for Academic Affairs and Research, CADC

**Email** onealrg@auburn.edu **Phone #** 844-4967

Revised 2/8/05
## Approvals

### Undergraduate Requests

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<thead>
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<th>Role</th>
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<td>Department Head</td>
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### Graduate Requests

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COURSE SYLLABUS

Course Number: RDEV 7346
Course Title: Site Planning and Infrastructure Development
Faculty: Landscape Architecture Program, CADC and Guest Lecturers
Credit Hours: 3
Prerequisites: Program Approval

I. Course Objectives/Content:

1. Course Objectives
   This course examines the role that site selection and infrastructure development play in the conceptualization, feasibility, and implementation of a real estate development project. Using lectures and sketch problems as the delivery vehicle, the course will examine site planning from the problem definition stage through the inventory, program development, and schematic design stages of a project. Throughout the course, issues of sustainability, low impact landscape design, and green building techniques will be discussed.

2. Tentative Schedule and Outline of Course Content:
   Week 1 - Course Overview and Introduction
   Week 2 - Land and Society: The Sustainability Question
   Week 3 - Spatial Information and Mapping
   Week 4 - Site Selection and Programming
   Week 5 - Site Inventory and Analysis
   Week 6 - Hydrology
   Week 7 - Climatology
   Week 8 - Terrain
   Week 9 - Vegetation
   Week 10 - Ecological Principles and Green Development
   Week 11 - Infrastructure and Society
   Week 12 - Public Utilities
   Week 13 - Private Transportation
   Week 14 - Public Transportation
   Week 15 - Infrastructure as Real Estate Investment Driver
   Week 16 - Final Exam

3. Textbook or Assigned Readings


II. Grading and Evaluation Procedure

1. Course requirements: class participation and communication; case study reports (site investigation, program development, market study, project planning and design and project feasibility); and final report.

2. Course Evaluations
   - Class Participation 20%
   - Case Study Reports 45%
   - Final Report 35%

3. Grading Evaluations Procedures
   Final Course evaluations will be given in whole letter grades (A, B, C, D, & F) with the following grading scale:

   - A 90 – 100%
   - B 80 – 89%
   - C 70 – 79%
   - D 60 - 69%
   - F Below 60%

A student entered into either the RDEV Program, provisionally, must get a “B” for each course to be able to continue in the program. The following standards will be used in assessing your progress:

- **A** Exemplary work that evidences a significant understanding of the course, shows mastery and integration of the required skills, and indicates a significant dedication to integrating the knowledge gained into other courses in the curriculum. Exemplary Work is attended by an attitude of exploration, open-mindedness, and a willingness to learn from other members of the class.

- **B** Exemplary work shows a conceptual understanding of the course, a competence and mastery of the skills required of the course, and is attended with an open and inquisitive attitude.

- **C** Adequate work meets the requirements of the course; shows a basic understanding of the course goals and objectives; indicates a minimum basic competency in the skills presented; and demonstrates fluency with the concepts introduced.

- **D** Work that, although complete, does not show an understanding of the course content and demonstrates deficiencies in the mastery of skills and concepts presented.

- **F** Failing or incomplete work does not significantly meet the requirements of the course. Work shows a serious deficiency in skill development and raises significant questions with respect to future success in the program.

More than one excused absence will result in the lowering of your grade by one full letter grade.
Distance education students are expected to complete examinations under the same circumstances as campus-based students. Each student must locate an approved proctor who agrees to personally oversee the examination. Suggestions for approved proctors are: School Superintendent; Principal of a Senior high school; Dean or Department Head of a College; Administrator of an Independent Learning program at another college; Education Officer of a military installation (for military personnel). Generally, someone experienced in and respectful of the academic process and who has no vested interest in the student's performance is an allowable proctor. Librarians and Counselors are fine in many cases. If you have difficulty finding one of these approved proctors contact the Auburn University Distance Learning Office for assistance in securing an appropriate examination proctor.

Each assignment is graded by an Auburn University faculty member who provides commentary as needed to guide you through the course. Assignments must always be of acceptable quality. Otherwise, the instructor may require resubmission of assignments for grading and return before additional assignments can be accepted. Assignments can be hand delivered, mailed, faxed (if not excessively lengthy), or sent via E-mail.

You are required to perform most of your work asynchronously (distance learning). Good work and active engagement in both on-site learning and distance learning are the two greatest gifts a student can give their colleagues and their faculty. Encourage and assist your colleagues to do their very best work. Share your ideas and opinions freely and openly discussion board sessions. Ask questions on the course web site and participate in white board interactive classrooms.

We suggest that you pace your assignments, especially early in your course, so that you can receive instructor's comments before you mail in subsequent assignments, thereby profiting by the feedback on your efforts.

Unless sent by fax or E-mail, a minimum of two weeks is usually needed for an assignment to be received by the instructor, graded, recorded and placed in the return mail. If you are meeting a deadline, let your instructor know at the outset of the course and pace yourself to complete the final examination well in advance of your deadline.

III. Policies on Unannounced Quizzes and Class Attendance and Participation

Classes will start promptly on the scheduled date and time. The “class contributions” assignment is meant to encourage and reward on-line class discussion of class topics. Contributions should be posted to “Course: Leadership Discussion” in EmbaNet. Periodically, faculty may post some discussion questions as thought starters. Students can and should also start discussion streams. Streams of discussion on a topic are not limited to the initial week started, but may progress as long as fruitful. Discussion of other course-related topics is acceptable. Examples of contributions you might make include: 1) comments regarding the applicability or a provocative question or thoughts about something from the assigned reading, 2) a review of a recent book germane to the subject matter the class may be interested in, 3) discussion of a journal article that might interest the class, 4) a review of a Website you have found useful or interesting, 5) reflection on the application of material discussed in the residency week, 6) discussion of a current song, movie, or book that highlights something about course content, 7) describing and soliciting feedback about
an issue you face at work, and 8) a response to any of the previous. Of course, the discussion must revolve around the course topics. Even given these other discussion opportunities, the bulk of the discussion should be built around the assigned reading and their application as demonstration that you have read them and are considering their implications. Each contribution you make will be graded on a scale from 0 to 3. You have the opportunity to collect as many as 20 points for course. Each point equals 1% of your final grade. To encourage sustained involvement in discussions, you can earn no more than 3 points during any one day, and no more than 5 points in any one week (Weeks are defined as the period from Monday 12:01 am to Sunday 12:00 midnight). Most comments adding to the discussion will be worth 1 point. Comments that are particularly pithy or that make a definitive statement regarding a discussion or that are deemed particularly useful to the class will earn 2 – 3 points. 3 point scores are reserved for the cream of the crop contributions or contributions that require a good deal of time. Comments judged as simple “filler” or off-subject will be worth 0.

There will be no unannounced quizzes.

IV. Special Accommodation for Students with Disabilities

Students who require such considerations should make an appointment with the Professor by the end of the first full week of classes. A memorandum is requested from the Program for Students with Disabilities (PSD). The professional staff at PSD can be reached in 1232 Haley Center and at 844-2096.

V. Academic Honesty

ALL PORTIONS OF THE AUBURN UNIVERSITY HONESTY CODE (TITLE XII) FOUND IN THE TIGER CUB WILL APPLY IN THIS CASE.

VI. Justification for Offering Course for Graduate Studies

This course offers students and introduction to site investigation and selection, ecological principles, planning of necessary infrastructure, and additional information on low-impact sustainable site design. This course is essential to the student’s understanding of real property analysis. Significant attention will be given to site inventory process, spatial analysis, and site programming. The requirements of this course will be set to provide the necessary rigor expected of graduate level courses. This course should be viewed as critical training in the knowledge base of any advanced real estate practitioner.