Prefix & Number: RDEV 7636  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: Real Estate Development Capstone Project

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

<table>
<thead>
<tr>
<th>Abbreviated Title: Real Estate Development Capstone Project (32 spaces total)</th>
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<tr>
<td><strong>CREDIT OFFERED</strong></td>
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<td>Levels: (select all that apply)</td>
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<td>___ None (Blank)</td>
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<td><strong>Maximum:</strong> 5</td>
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Prerequisites: Program Approval

Corequisites:

Description for Bulletin: This Capstone Project seeks to develop an appreciation of the real estate development process and the critical roles played by the design, planning, and construction industries. It also asks students to become familiar with all aspects of the project entitlement process including zoning and other regulatory requirements, community participation, public/private partnerships, development fees, and environmental and fiscal impact analysis.

Credit will not be given for both ___________________ and ___________________

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<tr>
<th>Activities</th>
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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 7636 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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<td>University Curriculum Committee Chair</td>
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## Graduate Requests

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<td>Graduate Council Chair</td>
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COURSE SYLLABUS

Course Number: RDEV 7636  
Course Title: Real Estate Development Capstone Project       
Faculty: Finance Department, COB; Landscape Architecture Program, CADC 
Credit Hours: 5 
Prerequisites: Program Approval

1. Course Objectives/Content:

   1. Course Objectives
      This course seeks to develop an appreciation of the real estate development process and the critical roles played by the design, planning, and construction industries. It also asks students to become familiar with all aspects of the project entitlement process including zoning and other regulatory requirements, community participation, public/private partnerships, development fees, and environmental and fiscal impact analysis. This is real estate development synthesis project which seeks to include every aspect of development that students have learned over the course of their degree program.

   2. Tentative Schedule and Outline of Course Content:

      Week 1 - Course Overview and Introduction  
      Week 2 - Site Selection & Analysis  
      Week 3 - Site Analysis  
      Week 4 - Program Development  
      Week 5 - Schematic Plan  
      Week 6 - Market Study  
      Week 7 - Market Study  
      Week 8 - Market Study  
      Week 9 - Refine Program  
      Week 10 - Final Schematic Plan  
      Week 11 - Financial Feasibility Analysis  
      Week 12 - Financial Feasibility Analysis  
      Week 13 - Begin Final Report  
      Week 14 - Final Report  
      Week 15 - Turn In Final Report

   3. Textbook or Assigned Readings


II. Grading and Evaluation Procedures

1. Course requirements: class participation and communication; group work on a
development feasibility study and individual papers.

2. Course Evaluations
   Evaluations will have the expectation of class participation and cooperation among
members of each group and with the class as a whole.
   Class Contributions and Participation  20%
   Site Investigation                     10%
   Program Development                   10%
   Market Study                          10%
   Project Planning and Design           10%
   Project Feasibility                   20%
   Final Report                          20%

1. 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.
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.

Adding to class discussions will be worth 1 point. Comments that are particularly pithy or that make a definitive statement regarding the discussion or that are deemed useful to the class will earn 2-3 points. 3 point scores are reserved for the cream of the crop contributions to class discussions. Comments judged as simple fillers or off-subject will be worth 0.

Students will have the opportunity to earn a maximum of 4 points per class. The total number of points is equal to ½ percent of your grade with a maximum of 20% of your overall grade.
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

Graduate students will be required to conduct original research and must have the capability to think and work independently. Requirements for the course will involve formulation of research objectives based upon an understanding of the project site, regional markets, and Building type. Each student will prepare a summary of research findings in a format suitable for publication in a peer-reviewed journal. This course offering is intended to be a summary of all other
courses offered in the curriculum. The requirements of the course will be set to provide the necessary rigor expected of graduate level course work.