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# BADM-720: ESSENTIALS OF FACILITIES MANAGEMENT

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**Effective Term**

Fall 2023

**BOT Approval Date**

04/14/2022

**Discipline**

BADM - Business Administration

**Course Number**

720

**Course Title**

Essentials of Facilities Management

**Short Title**

Essentials of Facilities Mgmt.

**Credit Status (CB 04)**

D - Credit - Degree applicable

**Units****Lecture Units**

3.00

**Total Units**

3

**Hours****Lecture Contact Hours**

48-54

**Out of Class Hours Lecture**

96-108

**Total Contact Hours**

48 - 54

**Total Out of Class Hours**

96 - 108

**Total Student Learning Hours**

144 - 162

**Distance Education**

Yes

**Distance Education****Distance Education Type**

Both Fully Online and Hybrid Online

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

### Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

### Catalog Description

This course applies key concepts in the field of facilities management and the skill set required to effectively perform the facilities manager role. The course elements include tactical planning and daily facility management tasks supporting the operation of an organization's facilities.

### Codes

#### TOP Code (CB 03)

0506.00\* - \*Business Management

#### CIP Code

52.0299 - Business Administration, Management and Operations, Other.

#### Repeatability Code

No

#### Grading Option

Letter grade OR P/NP

### Learning Objectives

#### Learning Objectives

##### Learning Objective

1. Differentiate between “operations and maintenance” versus “capital planning”.
2. Evaluate and assess essential building systems.
3. Demonstrate the ability to solve problems through work simulations.
4. Develop work schedules: identifying time, costs, and resources.
5. Design integrated workplace management systems, automated systems, and emergency management systems.
6. Explain, develop and assess professional responsibility with an equity lens and ethical standards applicable to the management of facilities and prioritize work effectively and efficiently.
7. Compare and contrast the benefits and challenges of performing in-house facilities management versus outsourcing.
8. Examine concerns related to racial/cultural diversity and potential inequities or bias regarding performance evaluation of responsibility teams/departments and individuals in the organization.

## Learning Outcome Information

### Course Learning Outcomes

#### Learning Outcome

1. Students will analyze two to four facility emergency plans and prepare a written paper or presentation on their analysis. The analysis will include elements of the plans requiring employee training and a process/plan for employee training.
2. Students will evaluate basic building systems through case studies.
3. Students will identify and solve facility management problems, create and seek novel approaches to problems.

### Program Learning Outcomes

#### Learning Outcome

1. Students will analyze data to determine relevant information needed to produce reports, visual presentations, and other business documents.
2. Students will communicate effectively through appropriate modes of communication (listening, speaking, reading, writing) as they pertain to the business environment with emphasis on the user of computer technology.
3. Students will identify and solve business problems, assess results, and determine alternative courses of action.

### Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

## Content

### Course Lecture Content

1. Background and Organization of Facilities Management
  - a. Identify the business relationship of facilities to the organization
  - b. Describe the importance of a facilities manager as a business leader
  - c. Analyze what a company expects of a facilities manager
    - i. The development of a facility management philosophy
    - ii. Facility management as a business function
    - iii. The facility management life cycle
  - d. Types of Organizations
    - i. Public Sector
    - ii. Educational Facilities
    - iii. International Organization
    - iv. Nonprofit and Not-for-Profit Organizations
  - e. Organizational Models
    - i. Office manager model
    - ii. One-location, one-site model
    - iii. One-location, multiple-sites model
    - iv. Public works model
    - v. Multiple-locations, strong regional or divisional headquarters model
    - vi. Fully international model
  - f. Understanding of outsourcing
  - g. Personality and Skills of Facility Personnel
    - i. Strategies to overcome difficult staffing issues
    - ii. Key relationships for the facility manager
  - h. Discuss the importance of a facilities master plan
2. Planning, Finances, and Budgeting for Facilities Management
  - a. Discuss facility management as a business within a business
  - b. Recognize facility planning actions are proactive not reactive
  - c. Strategic and annual planning to determine priorities and goals, space planning, and financial planning

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- i. Types of planning
  - ii. Differences between short-term and long-term facility planning
    - 1. Periodic maintenance
      - a. Daily
      - b. Weekly
      - c. Monthly
      - d. Quarterly
  - iii. Planning for routine maintenance and repair
    - 1. Work prioritization and flow
    - 2. Work coordination
    - 3. Service evaluation
  - d. Planning techniques and tools
  - e. Planning cycle
  - f. Anticipate costs and expenditures during financial planning to accomplish the organization's goals
    - i. Administrative budget
    - ii. Operational budget
    - iii. Capital budget
    - iv. Budgeting details and characteristics
3. Facility Management Sustainability
- a. Provide an overview of the green movement
  - b. Applications of sustainability to facility management
    - i. Sustainable design
    - ii. Sustainable construction
    - iii. Sustainable operations
  - c. Identify models for justifying sustainable products and services
  - d. Evaluate resources for gaining organizational acceptance for sustainable practices
    - i. Life-Cycle costing
    - ii. Triple bottom line accounting
4. Facility Emergency Preparedness
- a. Understand the role of a facility manager as part of the organizational team dealing with emergencies and OSHA requirements
    - i. Threat assessment
    - ii. Emergency planning
    - iii. Categorizing emergencies
  - b. Identify and understand the role of Informal International Facility Management Association (IFMA) in emergency preparation
    - i. Steps in emergency preparation
    - ii. Strategies for hazard mitigation
    - iii. Facility management initiatives to reduce risk
  - c. Compare and contrast emergency evacuation procedures and disaster recovery plans
  - d. Advantages of emergency preparation training
    - i. Training objectives
    - ii. Team training
    - iii. First responder training
    - iv. Training exercises and drills
5. Facility Security Management
- a. Understand security management from the facility manager's point of view
  - b. Identify and assessing physical risks and vulnerabilities
    - i. Facility physical security goals
    - ii. Facility security responsibilities
    - iii. Future of facility security
  - c. Demonstrate appropriate security countermeasures to be employed
    - i. Security planning considerations
    - ii. Crime prevention through environmental design
    - iii. Vulnerability assessment
6. Operation and Maintenance for Facilities

- a. Differentiate between contracting and types of contracts
    - i. Best-Value procurement
    - ii. Methods of contracting services
    - iii. Contractor and consultant evaluation
    - iv. Partnering
  - b. Design and routinely evaluate sustainable facility services and work conditions
    - i. Plant operations
    - ii. Energy management
    - iii. Hazardous waste management
    - iv. Recycling
    - v. Indoor air quality
    - vi. Inventory Management
    - vii. Communications and wire management
    - viii. Relocation and move management
7. Facility Management Practices
- a. Discuss procurement, personnel, and benchmarking for facilities management
    - i. Departmental evaluations
    - ii. Characteristics of leaders
      - 1. Having an ethical mindset
      - 2. Testing for biases (biases behavior)
      - 3. Produce procedures to support inclusivity and protect others from racist, inflammatory, or insensitive comments
        - a. Practice the procedures in the classroom group activities
    - iii. Deploy inclusive language
    - iv. Provide measures for equity
  - b. Construct the role of quality in providing facilities management services
  - c. Emphasize the need for facility managers to be skilled communicators
  - d. Understand the importance to have well designed and constructed information technology management within facilities
  - e. Current trends and future issues in the facilities manager's profession

## Methods of Instruction

### Method

Lecture

### Integration

Lecture and faculty demonstration will be utilized to differentiate between operations and maintenance versus capital planning as separate tasks and purposes. Furthermore, faculty will elaborate on the many functions within these two major areas of focus for a facilities manager. Include the importance of engineering into the architectural and interior design. Furthermore, faculty will elaborate the importance of staff communication with operations and maintenance with bias-free language (to ensure biases are avoided), and equitable staff opportunities.

### DE Adaptations for MOI

In the Course Management System (CMS), instructors will provide accessible lecture materials in writing, graphics, video, or audio format to differentiate between operations and maintenance versus capital planning as separate tasks and purposes. Additionally, faculty will elaborate on the many functions within these two major areas of focus for a facilities manager. Include the importance of engineering into the architectural and interior design. Furthermore, faculty will elaborate the importance of staff communication with operations and maintenance with bias-free language (to ensure biases are avoided), and equitable staff opportunities. as well as the importance of staff communication with operations and maintenance. Therefore, copy publisher material is not sufficient to meet the lecture method of instruction.

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### Method

Discussion

### Integration

Class and small group discussions with deploying inclusive language will to cover various topics, such as examining different facilities organizational models. Emphasize in the discussion will be placed on the different models and why different models are used. In addition, faculty lead discussions will consist of six basic models and their respective facility department functions. The six

basic models: office manager model, one-location one-site model, one-location multiple-sites model, public works model, multiple-locations strong regional or divisional headquarters model, and fully international model.

#### **DE Adaptations for MOI**

Students will participate in class or small group accessible discussions with deploying inclusive language to encourage exchanging ideas and comprehension of course material. These discussions will allow students to evaluate the six basic facilities organizational model. Emphasize in the discussion will be placed on the different models and why different models are used. In addition, faculty lead discussions will consist of six basic models and their respective facility department functions. The six basic models: office manager model, one-location one-site model, one-location multiple-sites model, public works model, multiple-locations strong regional or divisional headquarters model, and fully international model. The accessible discussions will be accomplished through the regular use of the discussions in the CMS or through the chat, conversations, or group features within the CMS.

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#### **Method**

Activity

#### **Integration**

The instructor-led lecture and activity review homework assignments, whereas the assignment required the student to view a facilities emergency management system. The activities could include brainstorming, workshops, and role-playing to help students understand the elements used and analyze the effectiveness of the facilities emergency management system.

#### **DE Adaptations for MOI**

Students will participate in class activities using the CMS discussion boards, group options (forums, file sharing), or synchronous meetings. Lectures and content on facilities emergency systems presentations highlighting successful elements and organizational methods can be accomplished using accessible instructor prepared web-based content and links to appropriate reference sites offering resources. Online guided discussion of accessible web-based presentations showing successful and poor facilities emergency systems can be used to discuss successful elements and organizational methods found in the presentations. Online student presentations incorporating emergency systems elements and organizational methodology to prepare a video on employee facilities emergency systems training can be facilitated using the CMS or an accessible synchronous video conferencing tool.

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#### **Method**

In-class Exercises

#### **Integration**

In-class exercises to help students identify and demonstrate a critical awareness of race, cultural diversity, and equity related to team performance in a productive facilities/warehouse workplace and contribute positively to team communications with team planning and performing.

#### **DE Adaptations for MOI**

Students will participate in group exercises to help students identify and demonstrate a critical awareness of race, cultural diversity, and equity related to team performance in a productive facilities/warehouse workplace and contribute positively to team communications with team planning and performing. This will be accomplished using the group discussions in the CMS or through chat or other accessible conferencing tools.

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### **Methods of Evaluation**

#### **Method**

Exams/Tests

#### **Integration**

Exams will measure student competency in problem-solving and situation analysis, for strategic and annual planning, facilities building systems, and developing employee work schedules; including the ability to apply metrics to manage routine building maintenance. The testing criteria will be multiple-choice, true/false, or short answer questions to provide equitable opportunity. Graded exams will utilize the online grading system within the CMS. Feedback will be provided within 48-hours of the due date via the CMS grade book.

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**DE Adaptations for MOE**

Accessible exams and quizzes will be conducted on class lectures and textbook reading assignments to measure the understanding and retention of the course material. In addition, exams and quizzes will appraise the student's overall knowledge of problem-solving and situation analysis for strategic and annual planning, facilities building systems, and developing employee work schedules; including the ability to apply metrics to manage routine building maintenance. The testing criteria will be multiple-choice, true/false, or short answer questions to provide equitable opportunity. Graded exams will utilize the online grading system within the CMS. Feedback will be provided within 48-hours of the due date via the CMS grade book, chat, or other accessible conferencing tools.

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**Method**

Papers

**Integration**

Case studies (basic building systems) will be used to measure competencies in examining, the routine maintained (cost and time) and safety of a particular building system. Students will be instructed to provide a two to three-page review of the case study and its effectiveness and ineffectiveness in a given facilities workplace. The exercise will be evaluated based on a rubric developed by the instructor to include written composition, evaluation of routine maintenance and safety of the building system. It is also recommended for the rubric to include a conclusion as to what the student would recommend if managing the facility of the particular building system. Grading and feedback will be provided within 48-hours of the due date via the CMS grade book.

**DE Adaptations for MOE**

Case studies (basic building systems) will be provided in the CMS. They will be used to measure competencies in examining, the routine maintained (cost and time) and safety of a particular building system. Students will be instructed to provide a two to three-page review of the case study and its effectiveness and ineffectiveness in a given facilities workplace. The exercise will be evaluated based on a rubric developed by the instructor to include written composition, evaluation of routine maintenance and safety of the building system. It is also recommended for the rubric to include a conclusion as to what the student would recommend if managing the facility of the particular building system. Finally, they will be instructed to upload it into the CMS. Grading and feedback will be provided within 48-hours of the due date via the CMS grade book.

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**Method**

Oral Presentation

**Integration**

Students will view and analyze an oral presentation given by a facilities manager on basic building systems or facility management sustainability. The instructor will provide at least three presentations for students to choose from. Instructors will include diversity and inclusion (e.g., gender, culture/race, sexuality, etc.) when choosing three presentations. The analysis/critique will be a two-page paper or three-minute oral presentation. It will be evaluated based on a rubric developed by the instructor to include capturing and keeping the audience's attention, how the presenter included (or examples of how to include) diversity, inclusion, and equity into the presentation. The analysis will include three to four best practices on basic building systems or facility management sustainability and added to the grading rubric.

**DE Adaptations for MOE**

Students will view and analyze an accessible oral presentation given by a facilities manager on basic building systems or facility management sustainability located in the CMS. The instructor will provide at least three presentations for students to choose from. Instructors will include diversity and inclusion (e.g., gender, culture/race, sexuality, etc.) when choosing three presentations. The analysis/critique will be a two-page paper uploaded to an assignment feature within the CMS or three-minute oral presentation in a video format uploaded within the CMS. It will be evaluated based on a rubric developed by the instructor to include capturing and keeping the audience's attention, how the presenter included (or examples of how to include) diversity, inclusion, and equity into the presentation. The analysis will include three to four best practices on basic building systems or facility management sustainability and added to the grading rubric. Grading and feedback will be provided within 48-hours of the due date via the grade book.

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**Assignments****Assignment Type**

Reading

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**In-class and/or outside of class**

In-class

**Formative or Summative**

Formative

**Assignment**

Read and analyze the article, The Next SHiFT in FM Technology: Human Comfort & Compliance by Jeff Peterson from the Facility Management Journal (September/October 2021). Pay close attention to the sections on best practices with the use of technologies. Then, come to class prepared to discuss the components (three or more) that are shifting to include required COVID-19 compliance regulations. Employees as well as visitors need to know they are working and visiting a safe zone. You should be able to identify and explain the importance of trust as it relates to consistency and explain how consistency will lead to the success of the process.

**How assignment will be adapted in online format**

Read and analyze the article, The Next SHiFT in FM Technology: Human Comfort & Compliance by Jeff Peterson from the Facility Management Journal (September/October 2021). Pay close attention to the sections on best practices with the use of technologies. Then, participate in an asynchronous discussion and discuss the components (three or more) that are shifting to include required COVID-19 compliance regulations. Employees as well as visitors need to know they are working and visiting a safe zone. Additionally, identify and explain the importance of trust as it relates to consistency and explain how consistency will lead to the success of the process. The discussion will take place inside the CMS. Additionally, students will be encouraged to use the video posting tool within the CMS discussion rather than a text posting tool.

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**Assignment Type**

Writing

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Summative

**Assignment**

Write a two-page self-evaluation appraising your growth during the course, evaluating your overall performance, and analyzing how you have obtained Facilities Management Professional Qualifications. Include in your self-evaluation three skills you have strongly acquired and five skills you intend to develop; additionally, add your plan to expand the five skills you will continue to grow. Additionally, include in your plan how you plan to grow a more equitable mindset and increase your inclusive language as a facilities manager working with individuals and teams.

**How assignment will be adapted in online format**

Write a two-page self-evaluation appraising your growth during the semester, evaluating your overall performance, and analyzing how you have obtained Facilities Management Professional Qualifications. Include in your self-evaluation three skills you have strongly acquired and five skills you intend to develop; additionally, add your plan to expand the five skills you will continue to grow. Additionally, include in your plan how you plan to grow a more equitable mindset and increase your inclusive language as a facilities manager working with individuals and teams. Finally, upload the assignment into the CMS.

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**Assignment Type**

Writing

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Summative

**Assignment**

Using research methods, identify, interpret, and evaluate companies that embed racial/cultural diversity and inclusion into performance evaluation of responsibility teams/departments and individuals in their organization. Also, identify the potential

inequities and biases that if management addressed would give diverse voices equal attention and infuse a 'speak up' culture potentially leading to increase profitability and/or increase industry recognition. You may research and select a variety of companies and organizations, including minority or women owned companies. For this assignment, prepare a two-page analysis of your findings, and complete an oral presentation using this information to the class. You will be required to use at least two work cited reliable sources of information.

#### **How assignment will be adapted in online format**

Using research methods, identify, interpret, and evaluate companies that embed racial/cultural diversity and inclusion into performance evaluation of responsibility teams/departments and individuals in their organization. Also, identify the potential inequities and biases that if management addressed would give diverse voices equal attention and infuse a 'speak up' culture potentially leading to increase profitability and/or increase industry recognition. You may research and select a variety of companies and organizations, including minority or women owned companies. For this assignment, prepare a two-page analysis of your findings, and complete an oral presentation. You will be required to use at least two work cited reliable sources of information. Students will record their presentation in a video using CMS tools, present it in a group discussion forum, and provide feedback to one another in the CMS discussion areas. Additionally, upload the completed assignment into the CMS. You will be evaluated using the CMS grading feedback. The instructor will provide feedback one week after the due date.

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## **Course Materials**

### **Textbooks**

Atkin, Brian, Brooks, Adrian (2021), Total Facility Management, 5th Edition, Wiley-Blackwell. ISBN: 978-1-119-70794-3

Roper, Kathy O., Payant, Richard P. (2014), The Facilities Management Handbook, 4th Edition American Management Association. ISBN: 13:978-0-8144-3215-0

### **Other Resources**

Lowry, Dan (2017), The Complete Guide to Facility Management, Lowry Digital, LLC. ISBN: 978-1973774891

International Facility Management Association: [ifma.org](http://ifma.org)  
TFM: [todaysfacilitymanager.com](http://todaysfacilitymanager.com)

Association of Physical Plant Administrators: [appa.org](http://appa.org)

## **Class Size Information**

### **Class Size**

40

### **Class Size Category**

A - Lecture/discussion 40

## **Diversity and Inclusion**

### **Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Introducing inclusive teaching strategies will help students view themselves as people who belong to the community of learners in a classroom and college.

# Ask the class to create a discussion policy incorporating a learning environment that allows all students to feel safe expressing their views civilly and being respected as individuals and members of groups. As instructor encourage the following in the policy:

- Demonstrates respect for peers, engagement with competing ideas, clarity, grace, accounts for differences in audience to ensure biases are avoided in working with teams in warehouse environments.
- Demonstrates respect for peers, engagement with competing ideas, clarity, grace, accounts for differences in audience while discussing different facilities organizational models, why different models are used, and the model's respective facility department functions.
- Demonstrates comprehension of argument, context engages in constructive feedback and contributes to problem-solving during class discussions around facilities emergency management system and students understanding of the elements used and analyze the effectiveness of a facilities emergency management system. The discussion will include OSHA regulations.
- Demonstrates reflection on personal attitude and assumptions builds on peers' work and stimulates student learning.

# Engage students in discussions on diversity and equity issues around the course learning objectives. For example, before learning and requesting students to build a set of guiding principles for a diversified collaborative team to produce non-discriminatory communications. Have students take a privilege quiz and an implicit bias quiz and discuss their results.

- Ask students what aspects of their own identity they are most conscious of daily?
- Ask students did their results for the implicit bias quiz surprise them? If so, ask students how it surprised them.
- Ask students, “do you feel that your implicit biases or privilege affect how you interact with other people?” Additionally, encourage student discussions.
- Ask students to share a particular incident in which the student was aware of their privilege or biases during a job interview or a workplace meeting.

**Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.**

Universal Design for Learning (UDL) and Culturally Responsive Teaching will be utilized in developing and creating course content by: It incorporates various course materials: videos, blogs, slide presentations, accessible and downloadable PDFs, and websites that feature real-world applications of content reflecting diverse viewpoints and backgrounds.

Design group assignments and intentionally mix groups, requiring students to work purposely with others they may not know and making sure students in the minority are not isolated. For example, in reading and analyzing the article, “The Next SHIFT in FM Technology: Human Comfort & Compliance” by Jeff Peterson from the Facility Management Journal (September/October 2021). Pay close attention to the sections on best practices with the use of technologies. In class discussions, students will have the opportunity to discuss the components that are shifting to include required COVID-19 compliance regulations. Additionally, students will have the opportunity to examine the influence of culture, and biases in communication independently in writing assignments and verbally and auditorily in class discussions.

Revising resources, including guest speakers, examples, and authors to include contributions from diverse groups. For example, requesting students to analyze an oral presentation given by a facilities manager on basic building systems and/or facility management sustainability by presenters from different cultural backgrounds to allow students to resonate with themselves.

Incorporate language that is inclusive and respectful. Learn and pronounce student names correctly.

Develop a procedure to support inclusivity and protect students from racist, inflammatory, or insensitive comments in the classroom and class discussions.

## **Interactions**

**Explain how the course will incorporate student-to-student interaction.**

Student-to-student interactions will take place during in-class discussions and after class. In addition, online courses during asynchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and asked to identify three environmentally responsible organizations or businesses and identify what actions each organization or company is doing to show they are environmentally responsible. Then, each group will report their group's findings to the class. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialogue in the small group and whole-class discussion activities.

**Explain how the course will incorporate instructor-to-student interaction.**

Instructor-to-student interactions will occur before and after face-to-face classes and faculty office hours in person and virtually via accessible video conferencing tools. Online and face-to-face students will be invited to participate in faculty office hours in person and virtually. Additionally, both face-to-face and online students will have an opportunity to visit the CMS and join an asynchronous ask the instructor question discussion. For example, students may have questions on basic building systems or facility management sustainability from the presentations they observed in the class; before students can analyze three to four best practices on basic building systems or facility management sustainability. These types of questions taking place in an asynchronous ask the instructor question discussion can provide information for all students since all students can view the information in the course. Further, instructor-led interactions will occur during face-to-face classes on a regular classroom basis and individual email inbox messages. Instructor-to-student exchange in online courses will occur through asynchronous activities such as discussions, separate email and inbox messages, and direct personal feedback on assignments.

**Explain how the course will incorporate student-to-content interaction.**

Student-to-content interactions will occur through active learning activities strategies that promote students' active participation in knowledge construction processes. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students may be given an assignment of a problem scenario, conflict within a team derived from two team members positioning themselves to lead the team and requested to provide a step-by-step process to resolve the dispute. Another example, students are placed in small groups. Each student is given a communication technology (mobile devices, social networking sites, VoIP Instant and Text Messaging, Cloud Computing, Security Issues) and requested to provide five best practices using the technology within a workplace environment. Each student presents their communication technology with the five best practices to the small group.

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**Explain how the course will incorporate student-to-self interaction (metacognitive).**

Student-to-self interactions will take place in both formative and summative assignments. In addition, each week, students will be requested to complete a reflective journal assignment related to particular learning material.

For example, taking time to sit back and think about the material you are learning and how you may want to utilize the material in the workplace and increase your leadership skills is very important to your growth and effectiveness as a business professional. Then, write a one-page reflection on how you plan to identify your weaknesses and strengths as a business professional.

The final reflection activity will request students to read through all weekly reflections, paying close attention to how the content in theories, systems, and processes acquired to write a one-page final reflection highlighting how the student will apply learned skills.

Key: 2988