

**TRINE**  
UNIVERSITY  
**COURSE SYLLABUS**

**COURSE TITLE:** Facility Management

**TERM & YEAR:** Fall 2023

**COURSE & SECTION NUMBER:** MGT 373.OL1

**TIME & PLACE:** Asynchronous, Online

**NUMBER OF CREDIT HOURS:** 3

**INSTRUCTOR:** TBD

**OFFICE LOCATION/HOURS:** TBD

**OFFICE PHONE:** TBD

**EMAIL:** TBD

**COURSE DESCRIPTION:** This course will expose students to the key concepts of facility management. Topics include identifying core versus non-core business activities, budgeting and resource allocation, short and long term facility maintenance, facility supervision, workplace design, spatial management, energy conservation, construction structures and materials, and building services (sewer/water, gas, energy distribution, heating, ventilation, air conditioning). Students will be exposed to different types of facilities and the specific considerations for each type of facility.

**PREREQUISITES:** BA 123 Business Concepts, or permission of instructor

**REQUIRED TEXT:**

Atkin and Brooks, *Total Facilities Management*, 4th ed. 2015, Wiley-Blackwell, ISBN 9781118655382

**REFERENCES:** From time to time I will make reference to articles and information contained in the Wall Street Journal (WSJ), New York Times, Business Week or online periodicals. The WSJ has very low subscription rates for students for 10 to 12 week periods. I am not requiring that you purchase a subscription as I believe you can find articles online through the Trine library. I do however believe it is good practice to begin scanning the WSJ on a daily basis as their business news is top notch, objective and helps in the critical thinking needed in business and management practices.

**OTHER MATERIALS:** At times the instructor will make references to *FMJ Magazine*

<https://www.ifma.org/publications/fmj-magazine/archives> and students will be asked to write a one – two page review of an article selected by the instructor.

**LEARNING OUTCOMES:** Upon completion of this course, the student should be able to:

- Identify best practices in facility management.
- Differentiate between core and non-core business activities.
- Evaluate and create basic facility budgets by looking at annual and long-range plans. □ Identify how facility layout affects performance and productivity

**ATTENDANCE/PARTICIPATION:** Students are required to participate in weekly readings and complete all required assignments, quizzes, web exercises, video quizzes, and discussions as required by this syllabus and the submission schedule. Students will be marked as “Present” if they submit an assignment, complete an exam, or post to the discussion forum. Simply logging in to the class does not constitute attendance.

Students are expected to attend and participate in class regularly and provide discussion forum responses by the deadlines. Deadlines are typically each Wednesday by 11:59 pm ET for initial posts and the following Sunday by 11:59 pm ET for a reply to two other students. Absences of three (3) or greater within the term will result in being administratively dropped from the class in accordance with the student handbook. If a student misses three (3) sessions of any one class they will be dropped from the course with a “W”. Only in the event of rare and unusual

circumstances, with formal documentation, and approval of the Academic Dean, would a student be allowed to continue. In the event of a class absence, it is your responsibility to contact the instructor on what material was missed or assigned. Assignments are to be completed and turned in on time during class; late assignments will not be accepted unless the instructor has given prior approval.

**Students are welcome to work in advance of the Course Schedule; however, PLEASE SUBMIT ASSIGNMENTS AND POST TO THE DISCUSSION FORUM ONLY DURING THE WEEK THEY ARE DUE. Late assignments will not be accepted for any reason.**

**All assignments must be submitted in APA format. An example is posted in the course information block on the course page.**

**GRADING/EVALUATION:** A 640 point grading scale is used for this course. The break-down of point assignment is available on the Course Submission Schedule.

Discussion Forums	8 @10	80 points
Weekly Quizzes	4@20	80 points
Weekly Assignment/Case Studies	5@50	250 points
Exams (midterm and final)	2@100	200 points
Final Paper and Updates	1@120	<u>120</u> points
TOTAL		730

#### **FINAL GRADES ARE BASED ON THE FOLLOWING SCALE:**

- 90 – 100%= A
- 86 – 89% = B+
- 80 – 85 %= B
- 76 – 79% = C+
- 70 – 75 %= C
- 66 – 69% = D+
- 60 – 65% = D
- <60% = F

#### **ASSIGNMENTS**

Five types of assignments are incorporated into the course:

- 1) **Discussion Forums: (6)**
- 2) **Quizzes: (4)** Each quiz will be worth 20 points and must be taken by Sunday at 11:59 pm ET of the assignment week. Each quiz will consist of either short answer essays, multiple choice or true and false questions and must be completed within 20 minutes once started.
- 3) **Assignment/Article Review: (5)** Each weekly homework assignment will be assigned 50 points and expectations for an effective response will be provided.
- 4) **Exams (2)** there will be a one midterm and one final exam. The midterm exam will cover chapters 1 through 8. The final exam will cover Chapters 9, 10, 11, 12, 13 and 14. Both exams will consist of short answer essay questions, multiple choice and true and false questions. Both exams will be worth 100 points each and must be taken within the week assigned and completed within 2 hours once started.
- 5) **Final Paper and Presentation (1)** I am dedicating 100 points to the [Final Paper](#). It will require you to complete a paper and power point slides. I will ask you to choose a current issue regarding a facility management issue. In addition I would ask that your research compare and contrast facility management issues of a small firm with those of a large firm. In addition your compare and contrast can involve a company with a core competency of product production with that of a service company. The paper should be at least 5 pages in length not counting a title page and reference page. Week 2 and week 4 of class I will be asking for updates regarding the status of your paper and you will earn 10 points with an acceptable update. It must contain at least 3 - 5 references, at a minimum, one can be the textbook and the other two must be from reputable sources. All references must be cited in APA format.

## ACADEMIC MISCONDUCT

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

## Attendance

## PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

## STUDENTS WITH DISABILITIES:

A student with a disability who plans to request academic adjustments needs to provide Trine University with documentation of his or her disability. This documentation goes to Michelle Blank, Director, Academic Support Services (blankm@trine.edu).

Documentation needs to be current and from a professional source such as a school psychologist, educational diagnostician, a licensed private psychologist, or a medical doctor. If the condition being documented is not stable, the documentation should be less than three years old.

The provision of documentation does not guarantee that the requested academic adjustments will be provided. Trine University reserves the right to select among equally effective and appropriate adjustments that will provide the student with a disability equal access to its programs.

Documentation typically includes a diagnosis of the disability—including the instruments and scores used to determine the disability and the credentials of the person providing the diagnosis, an explanation of how the condition affects the student's ability to function in an academic setting, examples of academic adjustments that are recommended, and an explanation of how the disability relates to these adjustments. In addition to providing documentation of a disability, the student needs to request academic adjustments.

Academic adjustments implemented depend on the disability of the student. Each circumstance is considered on an individual basis. It is important for the student with a disability to understand that academic adjustments will in no way lower or waive essential requirements of an academic program.

### ***Seven Steps to Complete to Receive Academic Adjustments for a Disability***

- *Indicate the need for academic adjustments by notifying Academic Support Services.*
- *Complete the Trine University Disability Support Services Application form.\*  Sign*  
*Authorization for Release of Information on the back of the application form.\*  Provide*  
*adequate documentation from a professional source.*
- *Qualify for academic adjustments.*
- *Complete a conference with Academic Support Services.*
- *Schedule appointments with all professors during the first two weeks of the semester.*

\*All forms are available in Academic Support Services in 213 Taylor Hall.

The goal of Academic Support Services is to assist all students to become efficient, self-confident, and independent learners. Please call **(260) 665-4179** or email [blankm@trine.edu](mailto:blankm@trine.edu) for more information.

## **ADDITIONAL INFORMATION FOR ONLINE COURSES:**

### **A. Technology Tools:**

1. **Web Access:** this course is taught in asynchronous mode, using Moodle. Students will need daily access to a web-accessible computer with a minimum of 56.6k modem speed. Weekly participation, via Discussion Board postings, is required.
2. **Software:** Microsoft Word, PowerPoint and Adobe Reader.
3. **Hardware:** a headset with microphone can be purchased at the college bookstore, or it may be built in to your laptop.

### **B. Instructor Expectations:**

1. The instructor reserves the right to require proctoring or validation of student's academic work at the instructor's discretion.
2. The instructor reserves the right to change or modify course materials or deadlines in response to student feedback or unforeseen circumstances.
3. The instructor requests that students allow **24** hours to respond to student emails or other forms of contact.
4. The instructor will attempt to be available during weekdays; however, as balance between family and work is important in everyone's lives, the instructor reserves the right to be unavailable on weekends.
5. The instructor requests that the students allow the instructor one week from the due date of the assignment, to post a grade, or provide feedback, on any assignment. (Note: the instructor will make every effort to provide faster turnaround time; however, sometimes faster turnaround time is not possible.)

### **C. Student Guidelines (Expectations):**

1. Refer early in the week to the assignment schedule, under course information, in Moodle for all due dates.
2. Turn in all work on time - late assignments are not accepted.
3. Must know how to access their Trine University email account and will use this account for this course unless other arrangements have been made. Check your Trine University email periodically.
4. Keep a copy of all assignments until the end of the course. Check your grade book regularly for grades on assignments.
5. Review and refer to this syllabus, assignment schedule, and the course announcements for all pertinent information.
6. Participate on a weekly basis in this course via discussion board (threaded discussion area) postings.
7. Log in on a regular access via Internet accessible capabilities for this course.
8. Assume more responsibility (than in a regular face-to-face course) for your learning.
9. Understand that there are not any "lectures" in this course and students are responsible to read ALL course materials, including emails and announcements from the instructor.

### **D. Discussion Participation Policy:**

1. Students will make engaged posts to the discussion boards and follow up with at least 2 replies to peers per week.
2. The threaded discussion group activities are seen as an appropriate means to foster peer to peer development of knowledge.

## **COURSE SCHEDULE:**

Week 1: Fundamentals and Facility Planning: This week, the students will learn about the basic fundamentals of facility management and the planning that is involved.

Week 2 – Facility Management Strategy and HR Management: This week, the students will dive deeper into the strategies behind facility management and how Human Resources play a role.

Week 3 – Workplace Productivity and Health, Safety, and Security: This week, the students will learn what it means to be productive from a facilities standpoint including how important the health, safety, and security is for employees and structures.

Week 4 – Outsourcing and Procurement: This week, students will dive into outsourcing on multiple levels as well as retaining (procurement).

Week 5 – Service Delivery and Special Services: This week, students will focus on specific delivery of services, both typical and non-typical.

Week 6 – Performance Management and Maintenance Management: This week, the students will discuss the management behind the maintenance of facilities and the performance piece.

Week 7 – Sustainable Facilities and Change Management: This week, the students learn about “green” facilities and the management behind the change process.

Week 8 – Big Ideas: This week will include the final exam and the last discussion forum.