

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROFESSIONAL DEVELOPMENT STUDIES**

EDPD 504: Business of Learning Design and Technologies
3 credits, Fall 2015, September 14 – December 14
Mondays, 4:00 PM – 7:00 PM
Management Concepts, Tysons Corner, VA

PROFESSOR:

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UNIVERSITY CATALOG COURSE DESCRIPTION:

Explores the business issues underlying the selection, implementation, and evaluation of technology-based learning interventions. Focuses on developing the skills necessary to improve performance and achieve measurable, positive change that supports an organization's strategic goals.

COURSE PURPOSE AND INTENDED AUDIENCE:

A Management Concepts priority is to enhance the ability of their learning professionals to gain awareness and appreciation of the business context in which the learning function operates. This course will help those professionals to acquire and apply the business skills needed to align learning with individual, business unit, and organizational performance goals. **Note:** Course credits not applicable to a degree program.

LEARNER OUTCOMES:

At the conclusion of this course, participants will be able to:

- Discuss the ways in which the learning design function relates to other theoretical and practitioner fields such as Training and Development, Human Performance Improvement/Technology, Human Resource Development, Talent Management, and Human Resource Management
- Describe the role of a learning designer in solving performance problems in an organization
- Discuss the various ways in which organizational culture and business decision-making impact the learning design function
- Compare and contrast the various types of learning and non-learning interventions
- Describe the process for determining the most appropriate intervention to solve a performance problem
- Discuss the various ways in which emotional intelligence (EIQ) affects a learning design team's performance
- Describe the cost management process for learning design projects
- Discuss the various enterprise tools and technologies to support the learning design function
- Compare and contrast evaluation models and their associated metrics/measures that seek to capture the business impact of the learning design function
- Construct a business case for a performance intervention, including costs and timing

PROFESSIONAL STANDARDS:

A. International Board of Standards for Training, Performance and Instruction (IBSTPI)

[\(http://www.ibstpi.org/instructional-designer-competencies/\)](http://www.ibstpi.org/instructional-designer-competencies/):

- a. Plan & manage instructional design projects:
 - i. Write proposals for instructional design projects
 - ii. Establish project scope & goals
 - iii. Use a variety of planning & management tools for instructional design projects
 - iv. Allocate resources to support the project plan
 - v. Manage multiple priorities to maintain project timeline
 - vi. Identify & resolve project issues
- b. Apply business skills to managing the instructional design function:
 - i. Align instructional design efforts with organization's strategic plans & tactics
 - ii. Develop a business case to promote the critical role of the instructional design function
 - iii. Develop financial plans & control for the instructional design function
 - iv. Obtain & maintain management & stakeholder support for the design function
 - v. Market instructional design services & manage customer relations (internal audiences)
- c. Manage partnerships & collaborative relationships
 - i. Identify stakeholders & the nature of their involvement
 - ii. Build & promote effective relationships between the design team & stakeholders
 - iii. Conduct project reviews with design team members & stakeholders
- d. Revise instructional & non-instructional solutions based on data
 - i. Identify product & program revisions based on review of evaluation data
 - ii. Revise the delivery process based on evaluation data
 - iii. Revise products & programs based on evaluation data

B. Association for Talent Development (ATD) Foundational Competencies

[\(https://td.org/Certification/Competency-Model/\)](https://td.org/Certification/Competency-Model/):

- a. Business skills
 - i. Analyze needs & propose solutions
 - ii. Apply business skills
 - iii. Drive results
 - iv. Plan & implement assignments
 - v. Think strategically
- b. Interpersonal skills
 - i. Build trust
 - ii. Communicate effectively
 - iii. Influence stakeholders
 - iv. Demonstrate emotional intelligence
- c. Personal skills
 - i. Demonstrate adaptability
 - ii. Model personal development

REQUIRED TEXTS:

Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of performance improvement: Optimizing results through people, process, and organizations* (3rd edition). San Francisco, CA: John Wiley & Sons, Inc.

All other reading materials are available on our Blackboard course site.

COURSE ASSIGNMENTS:

There are **three (3)** assignments required for successful completion of this course:

1. Panel Discussion of Course Materials (30 points)

The purpose of the discussion panels is to encourage reflection on the topics covered in the course that allows for deeper engagement with the topics and with your fellow course members than often occurs with a traditional instructor-driven Q & A. The discussion panels also foster identification of the ways in which the themes and ideas in the course readings, instructor presentations, videos and other assigned resources apply (or can be applied) at Management Concepts.

- a. There are **ten (10) topics** to be discussed in depth in this course [see the CLASS SCHEDULE section of this syllabus].
- b. For each topic, **two (2)** course members will sign up to serve as panelists for the topic of their choice via the **MY GROUPS** link in the left-hand navigation menu of our Blackboard course site.
- c. Each panel will present a summary (**30 minutes maximum**) of their perspectives on the topic of their choice. For detailed information about how to prepare for the panel discussion, please consult the *Panel Discussion Preparation Guidelines* document posted under the **RESOURCES** link in the left-hand navigation menu of our Bb course site.
- d. Panelists will also provide a **one-page handout** for the class that describes the key takeaways from their topic summary. To assist course members who are participating remotely as well as those who would like to prepare their own thoughts in advance of the class discussion, panelists will upload the handout and any other visual aids they plan to use for the discussion (e.g., slides, links to websites, audio files) to the **DISCUSSION BOARD** link in the left-hand navigation menu of our Bb course site on the date indicated in the **COURSE SCHEDULE**.
- e. During class, the panelists will pose questions or employ other facilitation techniques (e.g., offer hypotheses, critiques) to stimulate class discussion. Panelists should emphasize the **relevance** of the topic and associated materials to their work situation at Management Concepts.
- f. For more information on how discussion panel quality is assessed, please refer to the *Panel Discussion of Course Materials Grading Rubric* posted on our Bb course site.
- g. **Note:** Due to instructor travel commitments, the October 12 panel discussion on Organizational Culture will take place totally online.

2. Real-world Business Case (40 points)

- a. Each course member will identify a **learning challenge** experienced at Management Concepts. The challenge must have a negative impact on the performance of a client's department/division/organization (e.g., client/customer satisfaction and/or retention) **or** a performance problem internal to Management Concepts.
 - o You may also revisit a past, failed business case/proposal for a learning intervention

- o Work with your colleagues and supervisors on selecting a challenge, with the understanding that your completed business case may be used at your workplace, if so desired (**Note:** Make sure that you select a challenge that you can share with fellow course members).
- b. Construct a **written business case** for a solution to the performance problem that the learning challenge has caused. The business case document will include the following components:
 - o Executive Summary
 - o Nature of the Learning Challenge/Opportunity
 - o Alternatives to Consider
 - o Assumptions and Risks Associated with Each Alternative
 - o Financial Metrics and Measures
 - o Business Impact of Each Alternative (including “soft” intangibles)
 - o Conclusions and Recommendations
 - o High-level Implementation and Evaluation Plan
 - o Appendix (detailed tables, graphs, source materials, etc.)
- c. Papers are to be **single-spaced** using standard English (no academic jargon). You may use the business case template in our course textbook or the business document format at Management Concepts.
- d. There is no minimum or maximum word count for the complete business case document. However, the **Executive Summary** section should be **no longer than 300 words**.
- e. Upload your completed business case to the **ASSIGNMENTS** link of our Bb course site on the date indicated in the **CLASS SCHEDULE**.
- f. On the same day, upload a copy to the designated forum on our Bb **DISCUSSION BOARD** to share with fellow course members.
- g. For tips on preparing your business case, see the document *Tips on Writing Business Cases* posted under the **RESOURCES** link of our Bb course site.
- h. For information on how your business case will be evaluated, please consult the *Business Case Grading Rubric* at the back of this Syllabus and on our Bb course site.

3. Peer Review of Business Case Components (30 points)

- a. There will be a total of **three (3) rounds** of peer reviews, each corresponding to a draft of your business case.
- b. Each course member will be asked to provide constructive evaluative feedback to other teams as you work on the various components of your business case
- c. There will be two (2) in-class peer reviews per round, so that everyone can familiarize themselves with the peer review process
- d. You will then select **two (2)** draft business cases (other than the ones reviewed in class) to review and post **at least one comment** on each of the two drafts to the designated forum on our Bb **DISCUSSION BOARD**.
- e. Please consult the *Guidelines for Peer Reviews* posted in the **RESOURCES** section of our Bb course site for more information about providing feedback on the business case drafts.

- f. Your peer review comments will be grounded in the relevant criteria set down in the *Business Case Grading Rubric*, located at the back of this Syllabus and on our Bb course site. Your feedback should be **constructive, specific** and identify what is (not) clear in each draft, as well as **suggestions for improvement**.
- g. For more information about how your peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted on our Bb course site.
- h. Instructor comments on each draft version submitted for peer review will be posted to your **private** Mason email inbox, so as not to unduly influence the feedback of fellow course members.
- i. **Note:** Postings made **after** a peer review week has ended will receive **zero** points.

Total Possible Grade for All Deliverables: 100%

GRADING:

The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values $\geq .5$ will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values $< .5$ will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

GMU POLICIES AND RESOURCES FOR STUDENTS;

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance

(See <http://caps.gmu.edu/>).

- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

TENTATIVE COURSE SCHEDULE:

DATE	CLASS AGENDA	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
<p>Week 1 Sept. 14</p>	<p>TOPIC: COURSE KICKOFF AND GETTING ACQUAINTED</p> <ul style="list-style-type: none"> • Introductions • Review syllabus • Blackboard course site orientation • Instructor presentation: <i>The Learning Design Profession in Context</i> 	<ul style="list-style-type: none"> • Complete the assigned readings <ul style="list-style-type: none"> ○ Aziz, D. (2013). What's in a name? A comparison of instructional systems design, organization development, and human performance technology/improvement and their contributions to performance improvement. <i>Performance Improvement</i>, 52(6), 28-35. ○ Foshay, W.R., Villachica, S.W., & Stepich, D.A. (2014). Cousins, but not twins: Instructional design and human performance technology in the workplace. In J.M. Spector et al. (Eds). <i>Handbook of research on educational communications and technology</i>. (pp.39-49). New York: Springer ○ Chapter 1 of van Tiem, Moseley & Dessinger • Click on the MY GROUPS link in the left-hand navigation panel, sign up to lead one (1) of the topic panel discussions by 11:59 PM on Sept. 20. This is first-come-first-serve, so decide fairly quickly in order to get your first choice of topic.
<p>Week 2 Sept. 21</p>	<p>TOPIC: LEARNING DESIGN PROFESSION IN CONTEXT</p> <ul style="list-style-type: none"> • Instructor-led discussion of assigned readings • Confirm teams for panel discussions 	<ul style="list-style-type: none"> • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #1.2 <i>Strategic Performance Management</i> in Van Tiem et al, pp. 89-94 ○ Chapters 2 & 3 of Van Tiem et al • Human Performance Improvement panel to upload their materials to the designated forum of our Bb DISCUSSION BOARD by 11:59 PM on Sept. 25
<p>Week 3 Sept. 28</p>	<p>TOPIC: HUMAN PERFORMANCE IMPROVEMENT: IT'S ALL ABOUT CHANGE</p> <ul style="list-style-type: none"> • Human Performance Improvement panel leads class discussion • Instructor wrap-up of Human Performance Improvement • Instructor-led discussion of course member reflections on content to date 	<ul style="list-style-type: none"> • View Garry Platt's video <i>From Performance Gap to Needs Analysis</i>. • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #2.1 <i>The Blake Company/Mutschler Kitchens</i> in Van Tiem et al., pp.179-184 ○ Chapters 4, 6, 7 & 8 of Van Tiem, et al • Performance Analysis panel to upload their materials to the designated forum of our Bb DISCUSSION BOARD by 11:59 PM on Oct. 2

DATE	CLASS AGENDA	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
Week 4 Oct. 5	TOPIC: PERFORMANCE ANALYSIS <ul style="list-style-type: none"> • Performance Analysis panel leads class discussion • Instructor wrap-up of Performance Analysis • Group work: Performance analysis exercise 	<ul style="list-style-type: none"> • View Dan Denison’s video <i>What is Organizational Culture? Why Culture Matters to Your Organization</i>. • Complete the assigned readings <ul style="list-style-type: none"> ○ Egan, T.M. (2008). The relevance of organization subculture for motivation to transfer learning. <i>Human Resource Development Quarterly</i>, 19(4), 299-322 ○ Chapter 5 & 16 of Van Tiem et al • Organizational Culture panel to upload their materials to the designated forum of our Bb DISCUSSION BOARD by 11:59 PM on Oct. 9
Week 5 Oct. 12 Online Class	TOPIC: ORGANIZATIONAL CULTURE <ul style="list-style-type: none"> • Organizational Culture Panel discussion throughout the week • Instructor wrap-up of discussion on Oct. 18 	<ul style="list-style-type: none"> • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #3.2 <i>Acquisition of Westford Bank by Spring Harbor Bank</i> in Van Tiem et al., pp.459-464 ○ Chapters 9, 10 & 18 of Van Tiem et al • Learning vs. Non-learning Interventions panel to upload their materials to the designated forum of our Bb DISCUSSION BOARD by 11:59 PM on Oct. 16
Week 6 Oct. 19	TOPIC: LEARNING VS. NON-LEARNING INTERVENTIONS <ul style="list-style-type: none"> • Learning vs. Non-learning Interventions panel leads class discussion • Instructor wrap-up of Learning vs. Non-learning Interventions • Instructor-led discussion of course member reflections on content to date 	<ul style="list-style-type: none"> • View the three-part video <i>Business Cases and RFPs: Establishing the Value of Learning</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #3.1 <i>No Room for Error: Saving a Multi-Office Dental Practice in Michigan</i> in Van Tiem et al., pp. 451-458 ○ Chapter 19 of Van Tiem et al • Introduction to Business Case Writing panel to upload their materials to the designated forum of our Bb DISCUSSION BOARD by 11:59 PM on Oct. 23
Week 7 Oct. 26	TOPIC: INTRODUCTION TO BUSINESS CASE WRITING <ul style="list-style-type: none"> • Introduction to Business Case Writing panel leads class discussion • Instructor wrap-up of Introduction to Business Case Writing • Individual work: Identify issue/challenge for your business case 	<ul style="list-style-type: none"> • View the eLearning Network’s video <i>eLearning Project Management Time and Budget</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Chapter 17 of Van Tiem et al • Budgeting and Cost Management panel to upload their materials to the designated forum of our Bb DISCUSSION BOARD by 11:59 PM on Oct. 30

DATE	CLASS AGENDA	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
Week 8 Nov. 2	TOPIC: BUDGETING AND COST MANAGEMENT <ul style="list-style-type: none"> • Budgeting and Cost Management panel leads class discussion • Instructor wrap-up of Budgeting and Cost Management • Knowledge sharing discussion: Business case issue selection (and reasons why) 	<ul style="list-style-type: none"> • Upload a draft of the first three sections (Nature of the Learning Challenge/Opportunity, Alternatives to Consider, Assumptions & Risks of Each Alternative) components of your business case to the Peer Review #1 forum on our Bb DISCUSSION BOARD by 11:59 PM on Nov. 6 • Complete the assigned readings <ul style="list-style-type: none"> ○ Case Study #5.2 <i>Community Healthcare Association of the Dakotas: A Five-level Evaluation Model</i> in Van Tiem et al., pp. 577-584 ○ Chapters 23 & 24 of Van Tiem et al • Evaluation panel to upload their materials to the designated forum of our Bb DISCUSSION BOARD by 11:59 PM on Nov. 6
Week 9 Nov. 9	TOPIC: EVALUATION <ul style="list-style-type: none"> • Peer Review #1: In-class review of two (2) drafts • Instructor summary of peer review process • Evaluation panel leads class discussion • Instructor wrap-up of Evaluation 	<ul style="list-style-type: none"> • View the George Siemens video <i>Introduction to Learning Analytics</i> • View the video <i>Best Practices in Learning Analytics: McDonald's</i> • Assigned Readings <ul style="list-style-type: none"> ○ Ferguson, R. (2012). Learning analytics: Drivers, developments and challenges. <i>International Journal of Technology Enhanced Learning</i>, 4(5/6), pp. 304-317. • Learning Analytics panel to upload their materials to the designated forum of our Bb DISCUSSION BOARD by 11:59 PM on Nov. 13
Week 10 Nov. 16	TOPIC: LEARNING ANALYTICS IN VARIOUS WORKPLACE SETTINGS <ul style="list-style-type: none"> • Learning Analytics panel leads class discussion • Instructor wrap of Learning Analytics • Instructor-led discussion of course member reflections 	<ul style="list-style-type: none"> • Upload a draft of your full business case (excluding the Executive Summary and Appendix) to the Peer Review #2 forum of the Bb DISCUSSION BOARD by 11:59 PM on Nov. 20 • View the video <i>Daniel Goleman Introduces Emotional Intelligence</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ Brackett, Rivers & Salovey article ○ Chapter 13 of Van Tiem et al • Emotional Intelligence panel to upload their materials to the designated forum of our Bb DISCUSSION BOARD by 11:59 PM on Nov. 20
Week 11 Nov. 23	TOPIC: EMOTIONAL INTELLIGENCE <ul style="list-style-type: none"> • Peer Review #2: In-class review of two (2) drafts • Instructor summary of peer review process • Emotional Intelligence panel leads class discussion • Instructor wrap of Emotional Intelligence 	Nov. 24-29, Thanksgiving Break, No Classes

DATE	CLASS AGENDA	READINGS AND ASSIGNMENTS FOR THE FOLLOWING WEEK
Week 12 Nov. 30	TOPIC: BUSINESS CASE DEVELOPMENT <ul style="list-style-type: none"> • Status check on business case development: Open forum • Individual work: Continue working on your full Business Case 	<ul style="list-style-type: none"> • Upload a draft of your complete business case (all components) to the Peer Review #3 forum of the Bb DISCUSSION BOARD by 11:59 PM on Dec. 4 • View the video <i>Enterprise Tools and Technologies</i> • Complete the assigned readings <ul style="list-style-type: none"> ○ ATD report <i>How Web 3.0 Will Transform Learning in High-Performing Organizations: EXECUTIVE SUMMARY</i> ○ Exhibit 3.1, pp. 465-472 of Van Tiem et al • Tools and Technologies for Performance Improvement panel to upload their materials to the designated forum of our Bb DISCUSSION BOARD by 11:59 PM on Dec. 4
Week 13 Dec. 7	TOPIC: TOOLS AND TECHNOLOGIES FOR PERFORMANCE IMPROVEMENT <ul style="list-style-type: none"> • Peer Review #3: In-class review of two (2) drafts • Instructor summary of peer review process • Tools and Technologies for Performance Improvement panel leads class discussion • Instructor wrap-up of Tools and Technologies for Performance Improvement 	<ul style="list-style-type: none"> • Upload the final version of your complete business case to the ASSIGNMENTS link on our Bb course site by 11:59 PM on Dec. 11 • Upload a copy of your completed business case to the designated forum on our Bb DISCUSSION BOARD by 11:59 PM on Dec. 11
Week 14 Dec. 14	TOPIC: BUSINESS CASE DE-BRIEF AND COURSE WRAP-UP <ul style="list-style-type: none"> • Discussion of selected business cases • Instructor wrap-up and distribution of Mason Course Evaluation survey 	

Business Case Grading Rubric

(Total Possible Points: 40)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Executive Summary	Summary misses most components of the Business Case or is unclear; exceeds word limit <i>0.00-1.59 points</i>	Provides a summary of most components of the Business Case; exceeds word limit <i>1.60-1.94 points</i>	Provides a clear summary of all components of the Business Case in 300 words or less <i>1.95-2.00 points</i>
Nature of the Learning Challenge/Opportunity	Learning challenge/ opportunity definition not clearly stated, gap and cause analysis incomplete or missing <i>0.0-4.79 points</i>	Clear learning challenge/ opportunity definition but supporting gap and cause analysis incomplete <i>4.80-5.94 points</i>	Clear learning challenge/ opportunity definition supported by gap and cause analysis <i>5.95-6.00 points</i>
Alternatives to Consider	Pros and cons either not provided or do not flow logically from evidence presented <i>0.0-3.19 points</i>	Some pros and cons provided and flow logically from evidence presented <i>3.20-3.94 points</i>	Pros and cons of each alternative are provided and flow logically from evidence presented <i>3.95-4.00 points</i>
Assumptions and Risks of Each Alternative	Assumptions, consequences and risks of each alternative are not defined, no supporting evidence <i>0.0-3.19 points</i>	Some assumptions, consequences and/or risks associated with each alternative are defined, some supporting evidence <i>3.20-3.94 points</i>	Assumptions, consequences and risks associated with each alternative are clearly defined with supporting evidence <i>3.95-4.00 points</i>
Financial Metrics and Measures	Financial metrics/KPIs and intangible measures for each alternative are not defined, no evidence of input from the organization's Finance Dept. <i>0.0-4.79 points</i>	Financial metrics/KPIs and intangible measures for each alternative are defined but with little or no evidence of input from the organization's Finance Dept. <i>4.80-5.94 points</i>	Financial metrics/KPIs and intangible measures for each alternative are clearly defined, with evidence of input from the organization's Finance Dept. <i>5.95-6.00 points</i>

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Business Impact of Each Alternative	Outcomes and benefits for each scenario not indicated, features not illustrated in charts, graphics <i>0.0-4.79 points</i>	Some outcomes and benefits indicated, with features illustrated in charts, graphics <i>4.80-5.94 points</i>	Main outcomes and benefits for each scenario are clearly indicated, with features illustrated in charts, graphics <i>5.95-6.00 points</i>
Conclusions and Recommendations	No specific alternative recommended or no rationale provided for recommendation <i>0.0-3.19 points</i>	States which specific alternative is optimal, rationale for recommendation not fully supported by evidence <i>3.20-3.94 points</i>	Clearly states which specific alternative is optimal, along with evidence-based rationale for recommendation <i>3.95-4.00 points</i>
High-level Implementation and Evaluation Plan	Plan does not identify tasks, responsibilities, resources or timelines, no success indicators <i>0.0-3.19 points</i>	Plan identifies some tasks, responsibilities and resources, general success indicators <i>3.20-3.94 points</i>	Plan clearly identifies tasks, responsibilities, material and human resources, along with observable, measurable indicators of success <i>3.95-4.00 points</i>
Appendix	No references, supporting documents provided <i>0.0-1.59 points</i>	Contains some supporting documents, other supporting documents that should be in the Appendix are in the main text <i>1.60-1.94 points</i>	Contains detailed tables, charts, references and other supporting documents <i>1.95-2.00 points</i>
Language:	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the business case document <i>0.0-1.59 points</i>	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the business case document, one or two minor language errors <i>1.60-1.94 points</i>	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the business case document, no language errors <i>1.95-2.00 points</i>