George Mason University

College of Education and Human Development

Learning Design and Technology (LD&T)

EDIT 706 001 – Business of Learning Design and Technologies
3 Credits, Fall 2023
Meets 100% Online, August 24 to October 18, 2023

Faculty
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Recommended Prerequisite: EDIT 705 or instructor permission.

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. Offered by School of Education. May not be repeated for credit.

Registration Restrictions:
Enrollment is limited to Graduate or Non-Degree level students.
Students in a Non-Degree Undergraduate degree may **not** enroll.

Course Overview
This course will use a combination of readings, videos, research activities, threaded discussions, and projects to help participants gain the basics of business acumen required of the 21st Century Learning and Development professional.

Course Delivery Method
This course will be delivered online using an asynchronous format via the Blackboard Learning Management system (Bb LMS) housed in the MyMason portal. There are also **two (2)** web conferencing sessions from 7:30-8:30 PM ET on **Wednesday, August 30 and Wednesday, September 20** respectively via the BLACKBOARD COLLABORATE ULTRA tool that is part of the Bb LMS. **Attendance is highly encouraged and will be recorded**. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. **The course site will be available on Monday August 21 at 6:00 PM ET.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will **start on Thursday**, and **finish on Thursday**, with the exception of holidays noted in the CLASS SCHEDULE section of this syllabus.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week.**
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the CLASS SCHEDULE section of this syllabus.

It is the **student's responsibility** to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learning Outcomes
This course is designed to enable students to do the following:
- Discuss the ways in which the instructional/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 an instructional designer in solving performance problems in an organization.
- Discuss the various ways in which organizational culture and business decision-making impact the instructional 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 and instructional design team's performance.
- Describe the cost management process for instructional design projects.
- Compare and contrast various evaluation models and their associated metrics/measures that seek to capture the business impact of the instructional design function.
- Construct a business case for a performance intervention, including costs and timing.

Professional Standards (International Board of Standards for Training, Performance and Instruction (IBSTPI) https://ibstpi.org/instructional-design-competencies/)**:**
Upon completion of this course, students will have met the following professional standards:

Professional Foundations:
1. Communicate effectively in written & oral form

Planning & Analysis:
6. Conduct a needs assessment in order to recommend appropriate design solutions & strategies

Management
20. Apply business skills to managing the instructional design function
21. Manager partnerships & collaborative relationships
22. Plan & manage instructional design projects

Required Texts
Williams van Rooij, S. (2018). *The business side of learning design and technologies*. New York: Routledge. ISBN978-1-138-69818-5.
All other reading materials are posted on the Bb course site.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments/Deliverables
There are **four (4)** assignments/deliverables required for successful completion of this course.

Virtual Roundtable Discussions (60 points/30% of final grade)
a. There are **three (3)** online discussions triggered by a question prompt from the instructor. Each discussion corresponds to selected topics in the course syllabus.
   i. Roundtable Discussion Week 2: Needs Assessment: Choosing Interventions
   ii. Roundtable Discussion Week 4: Stakeholder Analysis and Emotional Intelligence
   iii. Roundtable Discussion Week 6: Professional Ethics

b. To keep the volume of discussions manageable and make it easier for all students to actively participate, you will work in Virtual Roundtable Discussion groups of **4-6** students, and each group will have its **own** discussion board. The instructor will assign each student to one of the discussion groups and the student will remain with that group for the duration of the discussion series.

c. For each discussion, each student is required to submit **a minimum of two (2) postings** to the private group discussion board. Your first, **initial** posting is due by **11:59 PM** on the **Thursday** of each discussion week; the **second** is your **response** to the posting of a fellow course member and is due by **11:59 PM** on the **Sunday** of the discussion week. You may respond to as many group member postings as you like; there is no maximum.

d. The **individual** postings to each discussion are worth **20 points per discussion**, for a total of **60 points.**.

e. Specific dates/times for the discussion postings are provided in the CLASS SCHEDULE section of this syllabus and under the WEEKLY SCHEDULE links on our Bb course site.

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f. Your discussion postings will be graded based upon the *Virtual Roundtable Discussion Grading Rubric,* located under the ASSIGNMENT OVERVIEWS AND RUBRICS/Virtual Roundtables link on our Bb course site.

g. Discussions will run from **Monday to Sunday**. Postings made **after** a discussion week has ended will receive **zero** points, **no exceptions, no make-ups**.

h. Tips and techniques for preparing your discussion postings are located in the *Virtual Roundtable Discussion Scoring and Examples* document posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Virtual Roundtables link on our Bb course site.

Individual Reflections (20 points/20% of total grade)

i. The overall purpose of reflections is to go beyond the specific issues addressed in the Virtual Roundtable discussions by stimulating you to think about ways in which the themes and ideas in the course readings, videos, and other assigned resources apply (or can be applied) in the workplace.

j. You may have already engaged in reflective writing in other courses, including reflective blogs that allow you to embed images along with text when sharing your thinking about a particular topic.

k. You may submit your reflections **either** as a one-page, single spaced paper **or** a video of no more than 5 minutes in length. The instructor has provided guiding questions in the assignment dropbox to help you crate your reflections.

l. Post your reflections (paper or video) to the assignment link under Week 8 on the last day of class. **Reflections submitted after Wednesday, October 18, the last day of classes will receive zero points, no exceptions.**

m. Your reflections will be graded based upon the *Reflections Grading Rubric*, a copy of which is posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Reflections link on our Bb course site.

Real-world Business Case (40 points/40% of total grade)
This is the performance-based assessment. In the real world of work, Learning and Development professionals must have a solid plan for a proposed intervention with a comprehensive rationale, so that senior management will support their effort. That is the purpose of a business case. Simply put, the business case is your **written rationale** for some new undertaking.

Your business case should always describe the benefits of doing whatever it is that you are proposing. The benefits can be to the individual employee, the department, the business unit, or the entire organization. Those benefits should be **observable** and **measurable**. Your business case should include detailed information about both the **financial and human resources**

required to complete the undertaking successfully. Importantly, your business case is a mechanism for promoting some kind of **change in performance**. **Note: Please see the topic videos for the differences between a business case, a business plan, and a business proposal.**

a. Each course member will identify a **learning challenge/problem/opportunity** at his/her current place of work. The challenge must have a **negative impact** on the **performance** of a department/division/organization (e.g., client/customer satisfaction and/or retention, revenue of a for-profit organization, contributions to a non-profit organization).

- You may also revisit a past, failed business case for a learning intervention.
- 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**).
- If you opt for a challenge/problem/opportunity that **cannot be addressed with instruction**, it must fall within the scope of what a learning designer would be asked to address. For example, a designer would not be expected to address a challenge/opportunity around business processes, operations, compensation, benefits, etc. The designer would, however, be expected to address a challenge related to lack of knowledge, skills, abilities, proficiencies, learning technologies, etc.
- Submit your preliminary business case idea(s) to the instructor via Bb Mail on the date indicated in the CLASS SCHEDULE and WEEKLY SCHEDULE links to make sure that your idea is feasible within the course timeframe.

b. Construct a **written business case** for a solution to the performance problem that the challenge has caused. **Note:** Your solution need not include training or some other form of formal learning but should address a **learning challenge, problem or opportunity**. The business case document will include the following components:

- *Executive Summary*: Condenses the entire business case document for someone who will not read it in its entirety. That's key because the executive who ultimately makes the decision might only have read the Executive Summary, not the entire document. The decision maker might ask others to read the document in-depth and report on any issues of which the decision maker should be aware.
- *Nature of the Learning Challenge/Opportunity:* Provides readers with a brief background of the need driving this request so they can knowledgeably assess the business case. You should clearly state how your need is **strategically aligned with the organization's goals,** so that your reader understands the importance of addressing the learning challenge or opportunity you describe.
- *Alternatives to Consider:* A clear description of alternative approaches – **including doing nothing/maintaining the status quo** - to addressing the learning challenge or opportunity. It describes how you identified alternatives, the advantages and disadvantages (in terms of how well they address the business goals), and your efforts to determine what each alternative will really cost the organization. In the process, it provides decision makers with a measure of assurance that your recommendations are well-considered ones.
- *Assumptions and Risks Associated with Each Alternative*: Include all assumptions (i.e., what must be in place in order for the alternative to work) and risks (i.e.,

potential events that are beyond your control) associated with each alternative covered in your business case. No one can predict the future, so you need to indicate what conditions or ingoing assumptions and potential risks helped frame your business case arguments.

- *Financial Metrics and Measures:* After calculating the costs associated with alternatives, specify the returns that each might provide. **You should link the manner in which you calculate returns with the business objective of the project.** For example, if the business objective of the proposed initiative relates to generating revenue, then the returns should indicate how the project will generate revenue. If the business objective of the proposed initiative relates to containing expenses, then the returns should indicate how the initiative will contain expenses. And if the business objective of the proposed initiative relates to conforming to an organizational, industry, or government regulation, then the returns should describe this compliance. **Here's where you cultivate the good will of your colleagues in Finance by asking for their assistance in constructing a cost-benefit analysis or return on investment calculation.** You can also use the hourly labor rates in the *Financial Data* section under the ASSIGNMENT OVERVIEWS AND RUBRICS/Business Case link in the left-hand navigation menu of our Bb course site.
- *Business Impact of Each Alternative (including "soft" intangibles)*: Clearly state the business impact of your solution. Who will be affected, how, and what will the concrete (observable success measures) outcomes be?
- *Conclusions and Recommendations:* Recap your recommendation along with a summary of why you think that recommendation is the best choice.
- *High-level Implementation and Evaluation Plan*: Who is going to do the work, how long will it take, and how will you know the initiative has been successful?
- *Appendix:* Any graphs, detailed documents or instruments you've used to collect your evidence.

c. You may use each of the above components as **section headers** to structure your document OR use the business document format at your current place of employment. If you choose the latter, just be sure that you include all of the **required** components.

d. Papers are to be **single-spaced** using standard English (no academic jargon). This is a **business** document, not a research paper, so **do not include research citations**. Remember, your reader is a **business decision-maker**.

e. There is **no minimum or maximum word count or number of pages** for the complete business case document. However, the *Executive Summary* section **should not exceed 300 words**.

f. On the date indicated in the CLASS SCHEDULE and the WEEKLY SCHEDULE links, upload your completed business case to the assignment dropbox under Week 7 of our Bb course site. Note: Make sure that you upload ALL of your files BEFORE clicking SUBMIT.

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g. For tips on preparing your business case, see the document *20 Tips for a Winning Business Case* posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Business Case link of our Bb course site.

h. Examples of business cases prepared by previous EDIT 706 course members are posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Business Case link of our Bb course site.

i. For information on how your business case will be evaluated, please consult the *Business Case Grading Rubric* at the back of this Syllabus and under the ASSIGNMENT OVERVIEWS AND RUBRICS/Business Case link of our Bb course site.

j. All submissions will be **checked for plagiarism** via GMUs Safe Assign service.

k. **Note: Late assignments will be penalized 10%; assignments submitted after October 12, the last day of class, will receive zero points, no exceptions**.

Peer Review of Business Case Components (30 points/10% of total grade)
a. There will be a total of **two (2) rounds** of peer reviews. Each round corresponds to a draft of your business case and provides you with feedback to help you finalize your business case.

b. For each round, you will select **two (2)** draft business cases to review and post **at least one comment** on each of the two drafts. You may review the same two cases for both rounds **or** you may look at different draft business cases at each round. Either approach is acceptable.

c. All peer reviews will be conducted online using the designated forum on DISCUSSIONS. Please consult the *Student Guidelines for Peer Reviews* posted in the OTHER RESOURCES section of our Bb course site.

d. Your peer review comments will be grounded in the **relevant** criteria (i.e., those applicable to the document sections under review) 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**.

e. For more information about how your peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Business Case link of our course site.

f. **Note: Postings made after a peer review week has ended will receive zero points, no exceptions, no make-ups**.

Total Possible Grade for All Deliverables: 150 Points/100%

Grading

- **General information**: The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics.

- **Grading scale**: Decimal percentage values ≥.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 Percentage Points Earned
A	94%-100%
A-	90%-93%
B+	86%-89%
B	83%-85%
B-	80%-82%
C	70%-79%
F	<70%

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/.

GMU Policies and Resources for Students
Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- *Generative-AI addendum, expanded: Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.*
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

EDIT 706
Business of Learning Design and Technology

	Course Start Date:	Thursday	8/24/2023
	Couse End Date:	Wednesday	10/18/2023

Module	Date	Title	Assignments
1	Start: 8/24/2023	Module 1 - The Learning Design Profession in Context and Designing to Improve Performance	**M1 Synchronous Session (Required)** - The instructor will announce date/time Date: 8/30/2023 Time: 7:30 p.m. Eastern **M1 Business Case - Email Topic**: Select a preliminary business case idea, and email it to your instructor Due: Wednesday 8/30/2023 at 11:59 PM, ET
2	Start: 8/31/2023	Module 2 - Needs Assessment: Choosing Interventions with Evidence-based Business Cases	**M2 Virtual Roundtable Discussion:** Each student will make at least one original post. Due: Sunday 9/3/2023 at 11:59 PM, ET and respond to two (2) of their peers by Due: Wednesday 9/6/2023 at 11:59 PM, ET
3	Start: 9/7/2023	Module 3 - Organizational Culture and Business Case Writing	**M3 Business Case - First Three Sections**: Submit a rough draft of the first three sections of your Business Case (excluding the Executive Summary) Due: Wednesday 9/13/2023 at 11:59 PM, ET
4	Start: 9/14/2023	Module 4 - Stakeholder Analysis and Emotional Intelligence	**M4 Synchronous Session (Required)** - The instructor will announce date/time Date: 9/20/2023 Time: at 7:30PM, ET **M4 Virtual Roundtable Discussion:** Each student will make at least one original post. Due: Sunday 9/17/2023 at 11:59 PM, ET and respond to two (2) of their peers by Due: Wednesday 9/20/2023 at 11:59 PM, ET **M4 Business Case - Peer Review #1** Due: Wednesday 9/20/2023 at 11:59 PM, ET **M4 Course Feedback Opportunity** Due: Wednesday 9/20/2023 at 11:59 PM, ET
5	Start: 9/21/2023	Module 5 - Budgeting and Cost Management	**M5 Business Case - Draft Due:** Upload a draft of your full Business Case (excluding the Executive Summary and Appendix) Due: Wednesday 9/27/2023 at 11:59 PM, ET

6	Start: 9/28/2023	Module 6 - Professional Ethics	**M6 Virtual Roundtable Discussion:** Each student will make at least one original post. Due: Sunday 10/1/2023 at 11:59 PM, ET and respond to two (2) of their peers by Due: Wednesday 10/4/2023 at 11:59 PM, ET **M6 Business Case - Peer Review #2** Due: Wednesday 10/4/2023 at 11:59 PM, ET
7	Start: 10/5/2023	Module 7 - Business Case Development	**M7 Business Case - Final Version** (prior to submitting, be sure you completed all course assignments, reviewed the Business Case grading rubric, and ensured the version you're submitting is your Final Version) Due: Wednesday 10/11/2023 at 11:59 PM, ET
8	Start: 10/12/2023	Module 8 - Business Case Debrief and Course Wrap-up	**M8 Reflections:** Submit your reflection as either a paper or vlog Due: Saturday 10/14/2023 at 11:59 PM, ET

Business Case Grading Rubric

(Total Possible Points: 40)

IBSTPI COMPETENCY	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
20, 1	**Executive Summary**	Summary misses most components of the Business Case or is unclear; exceeds word limit *0.00-1.59 points*	Provides a summary of most components of the Business Case; exceeds word limit *1.60-1.94 points*	Provides a clear summary of all components of the Business Case in 300 words or less *1.95-2.00 points*
22, 6	**Nature of the Learning Challenge/ Opportunity**	Learning challenge/ opportunity definition not clearly stated, gap and cause analysis incomplete or missing *0.0-4.79 points*	Clear learning challenge/ opportunity definition but supporting gap and cause analysis incomplete *4.80-5.94 points*	Clear learning challenge/ opportunity definition supported by gap and cause analysis *5.95-6.00 points*
20, 6	**Alternatives to Consider**	Pros and cons either not provided or do not flow logically from evidence presented *0.0-3.19 points*	Some pros and cons provided and flow logically from evidence presented *3.20-3.94 points*	Pros and cons of each alternative (including "maintain status quo") are provided and flow logically from evidence presented *3.95-4.00 points*
20	**Assumptions and Risks of Each Alternative**	Assumptions, consequences and risks of each alternative are not defined, no supporting evidence *0.0-3.19 points*	Some assumptions, consequences and/or risks associated with each alternative are defined, some supporting evidence *3.20-3.94 points*	Assumptions, consequences and risks associated with each alternative are clearly defined with supporting evidence *3.95-4.00 points*
20, 21	**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. *0.0-4.79 points*	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. *4.80-5.94 points*	Financial metrics/KPIs and intangible measures for each alternative are clearly defined, with evidence of input from the organization's Finance Dept. *5.95-6.00 points*

IBSTPI COMPETENCY	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
20, 1	**Business Impact of Each Alternative**	Outcomes and benefits for each scenario not indicated, features not illustrated in charts, graphics *0.0-4.79 points*	Some outcomes and benefits indicated, with features illustrated in charts, graphics *4.80-5.94 points*	Main outcomes (who will be affected, how) and benefits for each scenario are clearly indicated, with features illustrated in charts, graphics *5.95-6.00 points*
20, 4	**Conclusions and Recommendations**	No specific alternative recommended or no rationale provided for recommendation *0.0-3.19 points*	States which specific alternative is optimal, rationale for recommendation not fully supported by evidence *3.20-3.94 points*	Clearly states which specific alternative is optimal, along with evidence-based rationale for recommendation *3.95-4.00 points*
22	**High-level Implementation and Evaluation Plan**	Plan does not identify tasks, responsibilities, resources or timelines, no success indicators *0.0-3.19 points*	Plan identifies some tasks, responsibilities and resources, general success indicators *3.20-3.94 points*	Plan clearly identifies tasks, responsibilities, timelines, material and human resources, along with observable, measurable indicators of success *3.95-4.00 points*
22	**Appendix**	No references, supporting documents provided *0.0-1.59 points*	Contains some supporting documents, other supporting documents that should be in the Appendix are in the main text *1.60-1.94 points*	Contains detailed tables, charts, references and other supporting documents *1.95-2.00 points*
1	**Language:**	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the business case document *0.0-1.59 points*	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the business case document, one or two minor language errors *1.60-1.94 points*	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the business case document, no language errors *1.95-2.00 points*

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