

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**School of Recreation, Health, and Tourism**

PRLS - 610 – Recreation Administration and Planning  
3 Credits - Spring 2018

**Faculty**

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**Prerequisites/Corequisites:**

**Enrollment is limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.**

**Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.**

**Students in a Non-Degree Undergraduate degree may **not** enroll.**

**University Catalog Course Description**

Examines recreational administration concepts regarding organizational structure and operations, personnel management, financing, policy development, and public relations procedures. Offered by [Recreation, Health & Tourism](#). May not be repeated for credit.

**Course Overview**

This course examines the challenges and demands facing managers of recreational programs. Through readings students will acquire the skills to develop policy and effective personnel management, investigate public relations procedures, and secure financing. An in-depth investigation within the course will provide future managers with resources to function as professionals in the 21<sup>st</sup> century.

Unless otherwise noted, all written papers will be submitted electronically via email.

Assignments will be due at the beginning of class on the specified date due. All written papers are to be submitted using WORD (with a .doc or .docx file extension) - .pdf or other formats are not permitted in this course. Papers received AFTER 10:30 a.m. will be considered late and receive a 20% deduction in points per 24-hour period.

If you are confronted with extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, this is only applicable if pre-approved with me (your instructor). In addition, I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. 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 at all times from Monday, August 28<sup>th</sup>, 2018 through Wednesday, May 9<sup>th</sup>, 2018.

**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**

**Comment [DJ1]:** This section taken from Registration Restrictions section – Catalog.

### Technical Requirements

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - 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/](http://www.apple.com/quicktime/download/)

### Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays, and finish on Fridays. All assignments will be due by 5:00pm on Fridays.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. 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 an appointment to discuss course requirements, content or other course-related issues. These discussion(s) will take place via telephone or web conference. Students should e-mail the instructor to suggest preferred times/dates.
- 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.

## Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Explain the relationship among participants, organizational management concepts, and recreational programs.
2. Identify the variety of businesses, agencies, and institutions providing recreational programs while interpreting their financing, policies development, and public relations procedures.
3. Articulate the fundamental principles and practices required of professionals managing recreational programs.
4. Complete an in-depth investigation into and discussion of a current organization, operation, challenges, and possible future changes within the recreation industry.

## Professional Standards [Commission of Sport Management Accreditation (COSMA)]

Upon completion of this course, students will have met the following professional standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, p. 1) "bases its accrediting process on principles, rather than standards." The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

## Required Text

O'Toole, P., Badalamenti, K., Penbrooke, T., Dropinski, C., Chew, M., Layton, R., Cares, C. (2018). *Small Community Parks and Recreation Master Planning Resource Guide (3<sup>rd</sup> Edition)*. Champaign, IL: Sagamore Publishing. NOTE: This book is not in the bookstore. To order, go to [www.sagamorepub.com](http://www.sagamorepub.com) and enter the title or call 1-800-327-5557. Be sure to ask for the Student edition. The print version is \$59.00. The eText version is \$49.00.

## Required Journal Articles

- Rossman, J. Robert & Ellis, Gary D. (2012). Thoughts on experience: Introduction to the special issue, *Journal of Park and Recreation Administration*, 30(3), 1-6.
- Jefferies, Katharine & Lepp, Andrew. (2012). An investigation of extraordinary experience, *Journal of Park and Recreation Administration*, 30(3), 37-51.
- Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? *Harvard Business Review*, 1-10.
- Kim, W. Chan & Mauborgne, Renee. (2006). *Creating Blue Oceans*, Harvard Business School Press, 1-22.
- Thompson, Walter. (2015). Worldwide survey of fitness trends for 2016: Tenth Anniversary Edition, *American College of Sports Medicine Health & Fitness Journal*, 19(6), 9-18.
- Kanters, Michael, A., Carter, David & Pearson, Bryant. (2001). A community-based model for assessing the economic impact of sport and recreation services, *Journal of Park and Recreation Administration*, 19(2), 43-61.

- Johnson, Darrell L. (2014). Understanding revenue streams, *Journal of Facility Planning, Design, and Management*, 2(2), 85-103.
- Dawar, Niraj. (2013, December). When marketing is strategy, *Harvard Business Review*, 101-108.
- Piletic, Cindy, Judge, Lawrence W., & Petersen, Jeffrey C. (2013). Creating ADA accessible strength and conditioning facilities: the impact of the new 2010 standards, *Journal of Facility Planning, Design, and Management*, 1(1), 35-46.
- Miller, John J. (2014). When fans rush the court, *Journal of Facility Planning, Design, and Management*, 2(1), 11-24.
- Abbott, Anthony A. (2013). Injury litigations, *American College of Sports Medicine's Health & Fitness Journal*, 17(3), 28-32.
- Bartlett, Kenneth R. & McKinney, William R. (2004). A study of the role of professional development, job attitudes, and turnover among public park and recreation employees, *Journal of Park and Recreation Administration*, 22(4), 62-80.
- Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and "competencies", *Harvard Business Review*, 1-11.
- The Language of Strategic Planning
- Idea Watch: Boosting Demand in the Experience Economy (2015, January – February), *Harvard Business Review*.
- Gebhardt, A. and Eaglesa, F.J. (March 2014) Factors leading to the implementation of strategic plans for parks and recreation, *Managing Leisure*, Published online: 18 Mar 2014.
- Martin, R. (2014). The big lie of strategic planning, *Harvard Business Review*, 78 – 84.
- Kanters, M., Carters, D., Pearson, B. (Summer 2001) A Community-based model for assessing the economic impact of sport and recreation services, *Journal of Park and Recreation Administration*, 19(2), 43-61.
- Clower, T., Chapman, J., Keunwon, S. (2015) The Economic impact of local parks: an examination of the economic impacts of operations and capital spending on the United States economy, *National Recreation and Park Association*.
- Tripartite Agreement – Prince William County, The City of Manassas, and George Mason University: The Freedom Aquatic & Fitness Center.
- Fernandez-Araoz, (June, 2014) The Big Idea: 21st century talent spotting, *Harvard Business Review*.
- Mowen, A., & Kerstetter, D. (2004). Special Issue of the *Journal of Park and Recreation Administration*. Partnerships in Parks and Recreation Administration. *Journal of Park and Recreation Administration*, 22(4).
- Evenson, K., Aytur, S., Rodriguez, D., & Salvesen, D. (2009). Involvement of Park and Recreation Professionals in Pedestrian Plans. *Journal of Park and Recreation Administration*, 27(3), 132-142.
- Popovicova, J. and Gregg, A., (2010). Evaluating Approaches for Gathering Public Input in Master Planning Efforts for Future Development of a Recreational Reservoir. *Journal of Park and Recreation Administration*, 28(4), 96-115.
- Webler, T., Tuler, S., Tanguay, J., (2004) Competing Perspectives on Public Participation in National Park Service Planning: The Boston Harbor Islands National Park Area. *Journal of Park and Recreation Administration*, 22(3), 91-113.
- Wilhelm Stanis, S., Schneider, I., Shinew, K., Chavez, D., & Vogel, M. (2009). Physical Activity and the Recreation Opportunity Spectrum: Differences in Important Site Attributes and Perceived Constraints. *Journal of Park and Recreation Administration*, 27(4).
- From Interest to Commitment: The Citizen Connection. A White Paper Summary of an Open Forum at the 2010 NRPA Congress.
- Leone, M., Barnes, M., & Sharpe, E., (2015). What Gets Plans off the Shelf? A Case Study of Municipal Recreation Plan Implementation. *Journal of Park and Recreation Administration*, 33(4), 51-68.

#### **Additional Required Reading:**

Harvard Business Review Course pack – NOTE – *you will be sent an e-mail informing you how to purchase the Corpspeak – Total cost is approximately \$30.00:*

1. HBR Forethought: Boosting Demand in the Experience Economy
2. Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? *Harvard Business Review*, 1-10.
3. Dawar, Niraj. (2013). When marketing is strategy, *Harvard Business Review*, 101-108.
4. Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and "competencies", *Harvard Business Review*, 1-11.
5. Kim, W. Chan & Mauborgne, Renee Chapter: Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant, 1, *Creating Blue Oceans*.

6. Roger Martin. *The Big Lie of Strategic Planning*.
7. Case Study: Gino, Francesco & Staats, Bradely. Mary Caroline Tilman at Egon Zehnder: Spotting Talent in the 21st Century.

**Suggested Reading:**

- Freedman, Lawrence, (2013) *Strategy*, Oxford University Press.

**Course Performance Evaluation**

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

- **Assignments and Examinations**

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
1. Class Participation - Students must participate in the online discussions in generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked.	25
2. NVRPA Individual Visitation – <b>Report write-up due by Sunday, April 1st</b>	20
3. Research Paper – <b>due by Sunday, April 22<sup>nd</sup></b>	
<p>You will be required to turn in an eight (8) to ten (10) page paper (Rubric attached) with at least ten (10) supporting references (<i>five articles must be from peer-reviewed journals</i>) analyzing the <i>City of Manassas, VA Parks, Recreation &amp; Cultural Needs Assessment and Facilities Plan</i>. This assessment is being conducted by GreenPlay LLC (www.greenplayllc.com). You will be given a copy of this plan at the start of the semester along with any current updates to the plan – to include results of the initial Focus Groups, etc. This is a “real-life” assessment that gives you a unique opportunity to see what goes into a parks, recreation and cultural needs assessment. The flow of the class – the readings and assignments – has been designed to give you the necessary background to conduct a <i>critical</i> analysis of the assessment – the various steps that go into an assessment of this type to include “engagement methodologies”, surveys, online community engagement, demographic analysis and population projections, trends analysis, needs assessment, prioritization of demand, funding, public participation – pros and cons, visioning strategies, and cost and revenue analysis. You will be graded based on how well you are able to use the assigned readings, case studies, videos, webinars, etc. to <i>critically analyze</i> the parks, recreation and cultural needs assessment as presented during the semester. Based on your readings, assignments, etc., you will need to present the findings of the assessment (see color-coded Rubric) and determine from your point of view and from the readings – especially the “<i>Small Community Parks and Recreation Master Planning Resource Guide</i>” - if the report included all the necessary components we would expect from an assessment of this type.</p>	35
4. <b><i>Final Exam – Wednesday, May 9th</i></b> – will include all material covered during the semester from the textbook, assigned journal articles, video presentations/webinars, and all power point presentations	20

**Grading Scale**

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59

**Professional Dispositions**

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

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

**Core Values Commitment**

The College of Education and Human Development is committed to collaborations, 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 <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor

*Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
  - For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**Tentative Class Schedule:**

DATE		TOPIC	READINGS/ASSIGNMENT DUE
Jan	22	Course Introduction and Introduction to Semester Project: "An Analysis of the City of Manassas, VA Parks, Recreation and Cultural Needs Assessment and Facilities Plan".	
Jan	29	Review of "The Experience Economy" – video and PPT	« Thoughts on Experience » - Introduction to the Special Issue JPRA – Fall 2012 « An Investigation of Extraordinary Experiences » « Idea Watch : Boosting Demand in the Experience Economy » HBR – January - February
Feb	5	Strategic Planning Strategy and its role in the design of a fitness/recreation center Cirque video	« The Language of Strategic Planning » - « Factors Leading to the Implementation of Strategic Planning for Parks and Recreation » - Managing Leisure - pdf « Can You Say What Your Strategy Is ? » Harvard Business Review « Blue Ocean Strategy – Creating Blue Oceans » - HBR « Worldwide Survey of Fitness Trends – ACSM's Health & Fitness Journal » « The Big Lie of Strategic Planning » - HBR - 2014
Feb	12	Budget and Finance	A Community-Based Model for Assessing the Economic Impact of Sport and Recreation Services » Journal of Park and Recreation Administration, Vol. 19, No. 2 « The Economic Impact of Local Parks : An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy » « Understanding Revenue Streams, Journal of Facility Planning, Design, and Management (1). Video - Teresa Penbrooke Pyramid Methodology Parts 1, 2, 3, and 4 Wi Fi - GreenPlay LLC
Feb	19	Benchmarking	City of Fort Collins use of PRORAGIS « The Economic Impact of Local Parks : An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy
Feb	26	Marketing for Health & Fitness Facilities – Print, Radio, TV, Social Media?	« When Marketing is Strategy », Harvard Business Review "Cultural Values and Digital Brand Engagement" - pdf
March	5	Partnerships – Case Study: The Freedom Aquatic & Fitness Center's Tripartite Agreement  Human Resource Issues	Tripartite Agreement "First, Break all the Rules" – PPT "The New Positions of Basketball" PPT « A Study of the Role of Professional Development, Job Attitudes, and Turnover among Public Park and Recreation Employees » - pdf « 21st Century Talent Spotting » - HBR, June 2014 article and assigned Case Study of the same name

DATE		TOPIC	READINGS/ASSIGNMENT DUE
March	12	<b>SPRING RECESS – MARCH 12<sup>TH</sup> - MARCH 18<sup>TH</sup></b>	
March	19	Public Participation	Assigned readings from « Small Community Parks and Recreation Master Planning Guide » « Evaluating Approaches for Gathering Public Input in Master Planning Efforts for a Future Development of a Recreation Reservoir » - Journal of Park and Recreation Administration – pdf Webinar - SORP: Collaboration and Public Participation in Outdoor Recreation Planning Power Point for SORP Webinar – pdf version « From Interest to Commitment : The Citizen Connection : A White Paper Summary of an Open Forum at the 2010 NRPA Congress » « Competing Perspectives on Public Participation in National Park Service Planning: The Boston Harbor Islands National Park Area » - Journal of Park and Recreation Administration - pdf
March	26	Park and Facility Planning	Assigned readings from « Small Community Parks and Recreation Master Planning Guide » Physical Activity and the Recreation Opportunity Spectrum : Differences in Important Site Attributes and Perceived Constraints ». Journal of Park and Recreation Administration – pdf « What Gets Plans off the Shelf ? A Case Study of Municipal Recreation Plan Implementation ». Journal of Park and Recreation Administration – pdf. Video from GreenPlay LLC - Composite-Values Level of Service Analysis 8-10.wmv
April	2	Safety and Emergency Preparedness for Recreation Facilities	« When Fans Rush the Court » « Injury Litigations - ACSM Health & Fitness Journal »
April	9	Current Trends in Parks, Recreation, and Fitness Programs	« Worldwide Survey of Fitness Trends for 2017 : Tenth Anniversary Edition » - ACSM Health & Fitness Journal - pdf
April	16	Event Planning for Health and Fitness Facilities	« Event Planning – Beyond the Basics » - NRPA Presentation - PPT
April	23	ADA Requirements for Recreation and Fitness Facilities	« Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards » « Recreation Accessibility » « AIMFREE »
April	30	• Independent Writing Days	
Wed	May	9	<b>Final Exam</b>

*Note: Faculty reserves the right to alter the schedule as necessary*



**Assessment Rubric for Research Paper – Critical Analysis of the City of Manassas Parks, Recreation, & Cultural Needs Assessment and Facilities Plan**

Item	Needs Extensive Work	Satisfactory and Could be Improved	Excellent
<b>Introduction</b>  <b>Background for the Study and Overview of the Assessment</b>	<b>0- 2 points</b> The author did not provide or provided very limited general and/or cited evidence to inform the reader about the key issues involved in the proposed study.	<b>3 – 4 points</b> The author provided some general and/or cited evidence to inform the reader about the key issues involved in the proposed study but needs to expand on the key issues presented.	<b>5 points</b> The author provided significant general and/or cited evidence to inform the reader about the key issues involved in the proposed study.
<b>Strategic Kick-off</b>	<b>0-2 points</b> The author did not cite specific examples regarding the proceedings and findings of the Strategic Kick-off.	<b>3 – 4 points</b> The author provided some general and/or cited evidence to inform the reader about the proceedings and findings of the Strategic Kick-off.	<b>5 points</b> The author provided significant general and/or cited evidence to inform the reader about the key proceedings/findings of the Strategic Kick-off.
<b>Public Engagement</b> <ul style="list-style-type: none"> <li>• <b>Focus Groups</b></li> <li>• <b>Key Stakeholders</b></li> <li>• <b>Survey – mailed and online</b></li> <li>• <b>Other Engagement Tools</b></li> </ul>	<b>0-9 points</b> The author did not cite specific examples regarding the proceedings and findings of the Public Engagement initiatives.	<b>10 – 24 points</b> 41-49 points The author provided some general and/or cited evidence to inform the reader about the proceedings and findings of the Public Engagement initiatives.	<b>25 points</b> . 50-55 points The author provided significant general and/or cited evidence to inform the reader about the key proceedings/findings of the Public Engagement initiatives.
<b>Inventory Analysis and Needs Analysis</b>	<b>0- 2 points</b> The author did not provide or provided very limited cited evidence of the findings of the Inventory Analysis and Needs Analysis.	<b>3 – 4 points</b> The author provided some cited evidence of the findings of the Inventory Analysis and Needs Analysis but could be improved.	<b>5 points</b> The author provided & cited evidence of the findings of the Inventory Analysis and Needs Analysis.

<b>Management and Operations Analysis</b>	<b>0 – 2 points</b> The author did not provide or provided very limited cited evidence of the findings of the Management and Operations Analysis.	<b>3 – 4 points</b> The author provided some cited evidence of the findings of the Management and Operations Analysis. However, the evidence of the findings could be improved.	<b>5 points</b> The author provided and cited evidence of the Management and Operations Analysis.
<b>Demographic Analysis</b>	<b>0- 4 points</b> The author did not provide or provided very limited evidence of the findings of the Demographic Analysis.	<b>5 – 9 points</b> The author provided some cited evidence of the findings of the Demographic Analysis. However, the evidence of the findings could be improved.	<b>10 points</b> The author provided and cited significant evidence to inform the reader of the Demographic Analysis.
<b>Trends Report</b>	<b>0- 4 points</b> The author did not provide or provided very limited evidence of the findings of the Trends Report.	<b>5 – 9 points</b> The author provided some cited evidence of the findings of the Trends Report. However, the evidence of the findings could be improved.	<b>10 points</b> The author provided and cited significant evidence to inform the reader of the Trends Report.
<b>Evidence of Benchmarking</b>	<b>0 – 2 points</b> The author did not provide or provided very limited cited evidence of the findings regarding benchmarking in the report.	<b>3-4 points</b> The author provided some cited evidence of the findings regarding benchmarking in the report.	<b>5 points</b> The author provided and cited evidence of the findings regarding benchmarking in the report.
<b>Goals and Recommendations and Final Report and Presentation</b>	<b>0-4 points</b> The author did not provide information about the goals, recommendations, the final report and presentation of the assessment.	<b>5 - 9 points</b> The author provided some information about the goals, recommendations, the final report and presentation of the assessment. However, the information provided could be improved.	<b>10 points</b> The author provided significant information about the goals, recommendations, the final report and presentation of the assessment.
<b>Supporting Journal Articles and References</b>  • Peer-reviewed articles <b>Other supporting articles</b>	<b>0-6 points</b> Author cited 10 or fewer articles with fewer than 5 peer-reviewed articles among these.	<b>7 - 19 points</b> Author accurately cited at least 5 articles but less than the 10 required and fewer than the 5 peer-reviewed articles required.	<b>20 points</b> Author accurately cited 10 or more articles with at least 5 of these being peer-reviewed journal articles

**Guidelines:**

- All work in this course should be written in the third person using complete sentences.

- Use **subheadings** appropriate to the assignment (e.g., Introduction, Background for the Study, Strategic Kick-off, References, etc...) to serve as a guide for “piecing together” your final proposal and to help you be sure you have responded to all requirements of the assignment.
- **At least five (5) of your references must be research articles appearing in refereed journals.** Additional references providing support for significance and definitions **may** come from other literature sources.
- **Appropriately cite all sources following the current APA guidelines.**
- Create an **APA-style cover page** with running headers throughout the document.
- Create an **APA-style references/works cited page.**

**Grading:**

- Overall, grading will be based on completeness of responses, clarity and accuracy of written presentation. **See rubric for details.**
- Proposal drafts should be developed through the integration of material from your courses, readings and practical experiences, and should demonstrate independent thought and attention to detail (e.g., grammar and spelling).

**RESEARCH PAPER ASSIGNMENT DUE:** No later than Sunday, April 22nd.

Papers received AFTER that will be considered late and will receive a 20% reduction in points per 24-hour period after noon (Saturdays & Sundays are included).

