RS: Marketing in the Nonprofit
MKTG 481, Fall 2019

Course Syllabus

Course Title: Marketing in the Nonprofit Sector
Course Number: RS: MKTG 481, Section 001
Course Description: RS: Marketing in the Nonprofit Sector examines the unique challenges of applying marketing principles and practices to not-for-profit groups such as human service and philanthropic organizations, museums, health and wellness advocates, educational institutions, industry associations and government. Emphasis on case studies, team work, and projects.

Class Location: Room 368, Robinson B
Class Meeting Time: Mondays, 7:20 P.M. until 10:00 P.M.
Final Exam: Monday, December 16, 7:30 P.M. to 10:15 P.M.
Instructor: Jeffrey Kulick
Contact information: I usually return email and phone mail messages the same day I receive them.
University office: Room 149A, Enterprise Hall
Telephones: Campus: 703-993-4197
Home office: 703-281-2588 (preferred)
Cell: 703-851-6450
E-mail address: jkulick@gmu.edu
Course Website: Use Blackboard
Office hours: Mondays, 3:00 P.M. to 4:00 P.M. Other times by appointment.

Course Prerequisites
Prior to beginning the course, students must have completed MKTG 303 (or 301) and have attained degree status. It is recommended that students have completed, or should be taking concurrently, MKTG 351 Marketing Research Techniques and Applications.

Mason Impact/Students as Scholars
This course has been designated as a Mason Impact course. This designation recognizes the role of this course in your education at Mason to become well-rounded scholars, engaged citizens and knowledge developers. The action-oriented approach of this course to engage
with the nonprofit community will help prepare you to act using the knowledge, skills and experience you will gain at Mason. You will have the opportunity for recognition at the University beyond this specific course; we will discuss this later in the course.

A copy of the Impact Mission State and Learning Objectives can be found in Appendix B. You may find out more about the Mason Impact courses at https://provost.gmu.edu/initiatives/mason-impact/mason-impact-students

This class is also designated as a Students as Scholars Research and Scholarship (RS) Intensive Course, which means you will use primary and secondary marketing research to address a marketing issue from a nonprofit organization willing to work with the class. You will define the marketing issue, frame the research questions to be addressed, plan the research, execute the plan and use the research findings to make a specific recommendation to the nonprofit client. The organization will likely use parts or all of the class’s recommendations.

Marketing is a research-based discipline. Working in an RS designated course will immerse you in the experience and discipline of marketing research inquiry. Other courses across the University designated as RS course all feature a higher level of inquiry, scholarship and research than you will find in the majority of your undergraduate courses. To learn more about Students as Scholars, visit http://oscar.gmu.edu

In this RS course, you will:

- Create an original research-oriented, creative solution to a real marketing issue.
- Communicate knowledge from this research to the nonprofit organization presenting the marketing issue or problem.
- Engage in scholarly inquiry by:
  - Articulating and refining a research question. You will base this on the charge from the presenting organization, course material and their own insights.
  - Choosing an appropriate discovery process for the inquiry. How you frame the question, the nature of the information needed and the practicalities of the project will suggest the discovery process. You and your group will work to find the best possible approach for the group’s definition of the project.
  - Gathering appropriate evidence. You will use primary and secondary research as appropriate to the nature of the inquiry.
  - Assessing the validity of key assumptions and evidence. Most often students will find they need more information, different information or more detailed information. You will also need to assess the approach and information you have selected. This may occur during the development of the recommendations or as part of the individual reflection process.
Course Materials
The text for the course is *Marketing Management for Nonprofit Organizations, 3rd Edition*, by Adrian Sargeant, Oxford University Press, 2009, ISBN 978-0-19-923615-2. We will cover all of the text as we focus specifically on the fundamentals of nonprofit marketing and the specific practice areas. You will also need *Team Writing: A guide to working in groups*, by Joanna Wolfe, Bedford/St. Martins, 2010, ISBN 978-0-312-56582-4. Here, too, we will cover all of the book. This relatively short manual is a practical guide to improving group dynamics and writing as a team.

I will provide you with additional materials from other sources during class. The classroom discussions and presentations will be the basis for insights and deep understanding of key concepts. These materials will be the basis for examination questions. Related support materials and presentation slides will be posted on the class website on Blackboard.

From time to time, class work and the text will be supplemented by suggestions for outside reading. These suggested materials will be for the interest and development of the student, and they will not be the basis for examinations. If you are interested in a specific topic or section, please let me know. I will be glad to share bibliographies and titles from my library.

Course and School of Business Learning Goals
Please see the Appendix A for a description of how this course addresses the School of Business Undergraduate Learning Goals.

Key subject areas include understanding the nonprofit marketing environment, understanding the distinctions between for profit and nonprofit marketing, e.g., the marketing opportunities around volunteers and the nonprofit, how the marketing mix is affected by the offer instead of a “product,” the unique nature of fundraising as a marketing opportunity, and how to apply ethical decision-making in unique areas such as social marketing, social entrepreneurship and cause-related marketing.

Your progress against these goals will be measured in the examinations, class participation and class project.

Focus
This course focuses on marketing in two specific categories of nonprofit organizations. Religious, educational, charitable, foundations and scientific nonprofits—classified in the IRS Code as 501(c)(3) organizations—form the first group. This is the focus of the text. The second major category is made up of trade and professional organizations—501(c)(6) organizations. These two categories represent a major sector in the Washington, DC, area. The textbook offers you an international perspective looking at nonprofits in both the United States and the United Kingdom, though our primary focus will be the U.S. market.
You will use marketing research, course-specific materials and the techniques, skills and insights you will have learned in other School of Business courses.

The class project will offer you an opportunity to develop group dynamics and some basic consulting skills. Unlike case studies, the project involves an organization and working directly with the principals of the nonprofit organization.

Class structure
The course incorporates four basic elements or approaches – introduction of concepts through reading and lectures, application of these concepts through class discussions and case studies, personal reflection on the research process, and integration of the concepts in the semester group project.

New concepts will be presented throughout the course, all of which will build toward a comprehensive view. Class discussion will form a crucial element to integrate the concepts. As such, class participation is essential for you to get full value from the class.

You are responsible, however, for the primary learning. The quality of your learning will dramatically increase if you are well prepared for class. You will be provided with Reading Assignments to help you focus on the main concepts in the textbook chapters.

You will find it essential to keep up with all the assignments and reading.

Your learning will be evaluated in four different ways:

- Examinations. There will be a mid-term exam and the final exam.
- Personal reflection on research. You will prepare a summary reflection on the research you conducted and how it was used.
- Class participation. How you contribute to the class will be a part of the overall evaluation.
- Class project. You will be evaluated on the information you’ll discover, your analysis, your understanding and use of planning materials, your recommendations and how well you present your conclusions.

Major Assignments and Exams
Separate, detailed assignments will be provided.

Group project: Work with a specific nonprofit organization (to be determined) to solve a marketing issue or develop a marketing opportunity.

Deliverables: Process related documents, a research plan, a mid-course report and end-of-course presentation and report

Total points possible: 500 points of the 1,000 points available in the course

Working with a group, you will recommend to the client how to resolve a marketing issue. You will be required to frame the issue, research possible alternatives and create
recommendations that will be delivered to the client nonprofit organization. You will meet with representatives of the nonprofit three times during the course in class. You and your group will be doing original work. The client-specific deliverables are a preliminary report, a final written report and class presentation. There are also two process-specific deliverables: a team charter and task schedule assignment and a research plan.

Individual assignment: Research reflection paper
Deliverable: Paper at end of course
Total points possible: 100 of the 1,000 points available in the course
You will prepare a thoughtful paper on your involvement in the research and what you learned about research participating in this group. You will address five areas:

- What was your research responsibility?
- What was your research experience?
- How did the research inform the decision making for the project?
- With more time and resources, what more should have been done?
- What do you wish you’d known about research that would have helped you in this project?

Examinations: Midterm and final exams
Total points possible: 350 out of the 1,000 points possible in the course.
The exams will focus on the content specific to the marketing in the nonprofit sector. They are essay exams.

**Distribution of points to be earned toward the course grade**
You may earn up to 1,000 points during the course of the class. Your grade will be determined by the number of points that you earn. Points may be earned as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations:</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>125 points</td>
</tr>
<tr>
<td>Final exam (comprehensive)</td>
<td><strong>225 points</strong></td>
</tr>
<tr>
<td>Points from Examinations</td>
<td>350 points</td>
</tr>
<tr>
<td>Personal reflection on research</td>
<td>100 points</td>
</tr>
<tr>
<td>Learning application and integration projects</td>
<td></td>
</tr>
<tr>
<td>Team Charter and Task Schedule</td>
<td>75 points</td>
</tr>
<tr>
<td>Research Plan</td>
<td>75 points</td>
</tr>
<tr>
<td>Preliminary Report</td>
<td>100 points</td>
</tr>
<tr>
<td>Written and Class Presentation</td>
<td><strong>250 points</strong></td>
</tr>
<tr>
<td>Points from Project</td>
<td>500 points</td>
</tr>
<tr>
<td>Class participation</td>
<td><strong>50 points</strong></td>
</tr>
<tr>
<td><strong>TOTAL POINTS TO BE EARNED</strong></td>
<td>1,000 points</td>
</tr>
</tbody>
</table>
Grade scale
Your final grade for the course will depend on the total number of points you earn:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>930 – 1,000 points</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>900 – 929 points</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>870 – 899 points</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>830 – 869 points</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>800 – 829 points</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>770 – 799 points</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>730 – 769 points</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>600 – 729 points</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Below 600 points</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grades are not negotiated. You will have opportunities to earn points throughout the semester. If it is your intention to get a high grade, you will need to earn that grade by consistently demonstrating your inquiry into and mastery of the subject of marketing in the nonprofit sector.

Please note: The University considers a B to be a good grade. The School of Business considers a B to be a good grade. I consider a B to be a good grade. I hope there are many A’s in the class, but an A is a grade that is not earned automatically. An A is earned by consistent, excellent work in all areas.

Examination policies
The exams will be closed-book and no-notes and will cover the textbook, supplemental materials and all in-class presentations.

Any use of electronic devices during the testing times will be interpreted as a violation of the University Honor Code. These devices include cellular phones, electronic translators, music players of any sort and similar devices. All such devices must be turned off and out of sight during exams. Any student using such devices during an exam or any form of cheating during an exam will result in filing an accusation with the Office of Academic Integrity using the penalties in the School of Business Honor Code guidelines.

Consistent with University policy, only provable, i.e., documented, absences due to personal illness or family emergencies constitute acceptable absences for missing exams. Preplanned weddings, vacations and deep-discount airfares are not acceptable excuses. There are no make-up exams or adjustments to satisfy the convenience of the students enrolled in this class.

If an examination is missed with an excused absence, you must make up the exam within one week. Unless you have made prior arrangements, a missed exam will result in a penalty of 10 percent of the total for the examination.
Group project and evaluations
A substantial portion of your individual grade will be determined by work you will do with other students in groups. This also means that others will depend on your work and contribution to the group for their grade. If each member of the group is committed to the success of the others, this will be a rewarding experience. Students with the intention of “coasting” through this course at the expense of others are encouraged to develop a more group-oriented approach throughout the course or consider a different course.

You will be required to work in the groups to research topics and develop analyses and well-supported recommendations as written reports and class presentations. As time allows, you will be able to work in class. Additional work will, however, be required outside of class.

This class is designated as a Research and Scholarship Intensive course, and you will be required to devote time and effort into creating original, creative work.

As part of the assignment we will review some techniques, tools and guidelines for making groups work and write effectively. Group work is always a challenge, whether you are in school, at work or at play. The diversity of opinions and backgrounds will enrich the learning experience, but it brings additional challenges. You will find both free riders and domineering people who refuse to listen to the thoughts of others. Each member of a group is responsible for making the group work. It is normal within groups that conflict will arise. It is from the differences of opinions that creative solutions emerge and true learning takes place.

In extreme cases, some students will refuse to participate or become an impediment. The first responsibility to resolve the problem lies within the group itself following the group rules established in the class. I will also be available to discuss problems that arise. In extreme cases, a student can be “fired” from a group; this action requires my approval and will rarely be given without clear demonstration of its necessity. Students who are “fired” from the group will receive a zero for the assignment, and the firing group will receive a 5% penalty for the action. It is in everyone’s interest to work effectively.

If a student stops attending class and makes no attempt to participate in the class or group work, I may be forced to remove the student from the group. This is a separate case from the inability of a group to work with a member, and in this specific situation, the student will receive zero points for the assignment with no penalty for the other members of the group.

If you are not willing or able to put out a substantial effort involving a group project, this is not the course for you.
Class participation
Marketing is enhanced by dialogue, and this class will be greatly enhanced when students actively participate. Class participation is essential to develop communication skills and explore topics in depth.

Class participation will be worth up to 50 points toward the course grade. Students who make an effort to participate will be noticed. Students will be evaluated on active participation including both speaking and listening, demonstrating the ability to evaluate others’ comments constructively, demonstrating familiarity with assigned readings and working effectively with groups and the class as a whole.

Not everyone likes speaking up in a class situation. If, however, you do not enter into the discussions, there is no way to tell if you are learning or understanding the concepts presented. Each student is expected to contribute. Those who do not like to speak up in class will find opportunities to participate in the small groups. Full credit in the class participation section of the grade, however, requires dialogue in the classroom.

To earn the full points, you should:
- Volunteer examples, insights and responses in class.
- Demonstrate having read assignments, thought about the questions and analyzed materials.
- Build on the comments of others—disagreeing where appropriate but also supporting the comments and integrating viewpoints.
- Share expertise and experiences relevant to the discussion.
- Comment on the substance and topic of the classes demonstrating integration of the materials.

Please understand that high scores in class participation require your taking initiative. It is good to respond to questions, but that is not sufficient for a high score.

Presentations and written reports
I look for internal validity (that the comments or recommendations are based on appropriate principles and are consistent) and external validity (the comments or recommendations are reasonable given the environment in which the organization functions). Additionally, organization, understanding, originality, breadth, depth of coverage and clarity of expression are important evaluation criteria.

All written reports should be neatly typed, legible and free of errors in grammar and spelling. Documents should be formatted as follows:
- Single-spacing, Times New Roman or Garamond font, 12-point font, with one-inch margins. Pages after the first page must have a header showing the course title, assignment title and page number.
To cite and reference professional or academic sources, please use APA style. Specific instructions for in-text citations and referencing are found in the Publication Manual of the American Psychological Association, 6th Edition or at http://owl.english.purdue.edu/owl/resource/560/01/. To help manage the citations and seamlessly create reference lists, Mason supports free software called Zotero at https://www.zotero.org/.

Group deliverables should have a title page showing a title for the report, course name and number, date due and the students’ names.

Part of the evaluation of each written assignment will be the quality of the writing, with specific emphasis on solid business prose. You will be working with a specific text to help you with team writing. Your deliverables at the end of the semester should show dramatic improvement over those at the beginning of the semester.

Unless otherwise stated, you must submit an electronic version of the assignments along with the written assignments.

Community Standards of Behavior
The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence.

The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School.

Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.
George Mason University Honor Code
Students are reminded of their responsibilities under the George Mason University Honor Code. GMU is an Honor Code University. Please see the University Catalog for a full description of the code and the honor committee process. It is understood that that the students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically—cheating and attempted cheating, plagiarism, lying and stealing.

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Students are also evaluated individually. While individuals may wish to consult, analyze and discuss their work with others, the student is responsible for ensuring he or she complies with the Honor Code.

I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. The responsibility of each student as well as the faculty to ensure the Honor Code is upheld.

The School of Business Faculty has created guidelines on penalties. These apply to all courses, all students and all faculty. I will discuss these in class, though I hope I will not have to use them, and they will be posted on the course Blackboard site.

Campus Resources for your success
The Writing Center
The Writing Center is a valuable resource for students. If you are unfamiliar with business writing, or if your writing skills are not as strong as you’d like, please plan a little extra time to get help with the Writing Center.

The Writing Center is located in Robinson Hall A114, (703-993-1200),
http://writingcenter.gmu.edu

University Libraries
You are strongly encouraged to use the University Databases and Libraries. You may want to use the “Ask a Librarian” service:
http://library.gmu.edu/mudge/IM/IMRef.html
Counseling And Psychological Services (CAPS):
(703) 993-2380; http://caps.gmu.edu

Learning Services
The University provides students with a variety of videos, downloads and seminars to improve your academic performance. Please see the website for a detailed listing: https://learningservices.gmu.edu/

Office of Disability Services
If you are a student with a disability and you need academic accommodations, please see me and contact The Offices of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester. More information about ODS is available at http://www.gmu.edu/student/drc

Student athletes
If you are a student athlete participating in the sport during this semester, please let me know during the first two weeks of class.

Religious observances
Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible.

Inclement weather
Information regarding weather-related changes in the University’s schedule (e.g., closing or late opening) will be provided on the GMU website and via MasonAlert. Students sign up for the Mason Alert system to provide emergency information of various sorts at https://alert.gmu.edu

Emergencies
An emergency poster exists in each classroom explaining what to do in the event of crises and that further information about emergency procedures exists on http://www.gmu.edu/service/cert

The Public Safety Department offers a variety of courses and services. Please discover these resources at https://police.gmu.edu/programs-and-services/

Other
There are a number of additional resources available to you on the School of Business website.

In addition, University Life has many resources available to students. You should explore these offering and take advantage of every one of these you can.
University Policies
The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.
## Matrix Showing Key Topics, Textbook Reading Schedule, Assignment Due Dates and Exam Schedule

Events that will be graded are in **bold face.**

<table>
<thead>
<tr>
<th>Class, day and date</th>
<th>Key Topics</th>
<th>Student Responsibilities (Textbook unless noted)</th>
<th>Milestones and Key Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 Monday, August 26</td>
<td>The nonprofit sector – strengths and weaknesses; dimensions; classifying nonprofits; current issues; tools for working in teams and team writing</td>
<td>Chap. 1: Scope, Challenges and Development of the Nonprofit Sector&lt;br&gt;<em>Team Writing</em> Chap. 01: Planning Your Collaboration, and Chap 02 Project Management</td>
<td>Selection of group members</td>
</tr>
<tr>
<td>Class 2 Monday, September 09</td>
<td>Marketing in the nonprofit sector and its differences from for-profit; objections; marketing concept; internal marketing; societal orientation; stakeholders; team charters and task schedule</td>
<td>Chap. 2: Developing a Societal and Market Orientation&lt;br&gt;<em>Team Writing</em> Chap. 03: Getting Started with the Team Charter, and Chap. 04: Getting Started with the Task Schedule</td>
<td>Meet with representative of client organization. Explore what information is needed for project; class work on project and schedule</td>
</tr>
<tr>
<td>Class 3 Monday, September 16</td>
<td>Marketing plans; marketing audits; analytical tools; marketing research; qualitative and quantitative techniques; analysis and reports</td>
<td>Chap. 3: Marketing Planning: The Operating Environment and Marketing Audit and Chap. 4: Marketing Research&lt;br&gt;<em>Team Charter and Task Schedule Due</em></td>
<td>Identification of research needs and approaches: <em>Team Charter and Task Schedule Due</em></td>
</tr>
<tr>
<td>Class 4 Monday, September 23</td>
<td>Marketing objectives and strategies; segmenting; positioning; branding; brand strategy</td>
<td>Chap. 5: Marketing Objectives and Strategy and Chap. 6: Branding</td>
<td>Identify strategies, tactics and operations</td>
</tr>
<tr>
<td>Class 5 Monday, September 30</td>
<td>Products and services; place; price; IMC; direct marketing; people; process; physical evidence; ethics</td>
<td>Chap. 7: Marketing Programmes and Services: The Operational Mix</td>
<td>Research Plan Due</td>
</tr>
<tr>
<td>Class 6 Tuesday, October 08</td>
<td>Fundraising; case for support; individual donors; relationship fundraising; corporate fundraising; cause-related marketing; corporate social responsibility; foundations; group dynamics; editing</td>
<td>Chap. 9: Fundraising&lt;br&gt;<em>Team Writing</em> Chap. 05: Constructive Conflict and Chap. 06 Revising with Others</td>
<td>Consideration of special nonprofit techniques of use in project.</td>
</tr>
<tr>
<td>Class 7 Monday, October 14</td>
<td>Defining the arts; artistic product; benefits; developing audiences; e-marketing; virtual marketing; customer relationship management; attracting funding</td>
<td>Chap. 10: Arts Marketing&lt;br&gt;<em>Team Writing</em> Chap. 07: Communication Styles and Team Diversity, and Chap. 08: Troubleshoot Team Problems&lt;br&gt;<em>Preliminary Report</em> due Content review for Mid-term exam</td>
<td></td>
</tr>
<tr>
<td>Class 8 Monday, October 21</td>
<td>Mid-term Exam&lt;br&gt;Class Participation Self-Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 9 Monday, October 28</td>
<td>Marketing and education; education in the US; marketing in higher education; student buying behavior; strategy and tactics</td>
<td>Chap. 11: Education</td>
<td>Meet with representatives of client organization</td>
</tr>
</tbody>
</table>

---

1 All classes meet 7:20 P.M. to 10:00 P.M., Room 134, East Building
<table>
<thead>
<tr>
<th>Class 10</th>
<th>Social marketing; social marketing domains; communications campaign; social entrepreneurship; marketing contribution</th>
<th>Chap. 8: Social Marketing: The Marketing of Ideas and Chap. 13 Social Entrepreneurship</th>
<th>Working on draft of final report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 11</td>
<td>Significance of volunteers; recruitment; retention; boards of directors</td>
<td>Chap. 14: Volunteer Support and Management</td>
<td>Draft of final report should be done.</td>
</tr>
<tr>
<td>Class 12</td>
<td>Government policy and marketing; public services; new public sector marketing; e-government</td>
<td>Chap. 15: Public Sector Marketing</td>
<td>Presentation draft. Ensure all relevant topics from course have been considered for final report.</td>
</tr>
<tr>
<td>Class 13</td>
<td>Healthcare systems; healthcare marketing challenges; consumer value; strategy; postures; positioning; tactics</td>
<td>Chap. 12: Healthcare Marketing</td>
<td>Final polishing, editing and preparation. Content review for final exam</td>
</tr>
<tr>
<td>Class 14</td>
<td>Class Project Presentations</td>
<td><strong>Research Reflection is due 10:00 P.M., Saturday, December 7th</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam:** Monday, December 16, 7:30 P.M. to 10:15 P.M.
Appendix A: School of Business Undergraduate Program Learning Goals and the Course

This course addresses the following Learning Goals of the School of Business:

**Goal 1:** Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business. Ethical decision-making follows from understanding how actions affect many different publics. The textbook for this course weaves marketing ethics in many chapters. Social marketing, cause-related marketing and behavior modification in nonprofit marketing have ethical dimensions. Regular references will be made to international challenges and opportunities. Students will explore the legal issues that pertain directly to nonprofit organizations. (The textbook includes discussion of nonprofit marketing in the United Kingdom, and students are expected to be able to compare the marketing in both the United States and United Kingdom.)

**Goal 2:** Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing. This course requires all students to demonstrate their writing skills in an individual reflection on research, examinations and participating in group written reports and presentations. Students will also make oral presentations as part of a group. As part of the Research and Scholarship Intensive designation students must present their findings, in both written and oral presentations, to an outside, client organization.

**Goal 3:** Our students will demonstrate technical and analytic skills appropriate for success in business. Students have almost weekly assignments from cases and exercises in the textbook that require the application and integration of specific skills, topics and ideas in the assigned reading. Students will also use these skills in pursuit of Goal 6 below.

**Goal 4:** Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management. Nonprofit marketing draws upon many disciplines, including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management and statistics. The necessity to explore each of these areas in nonprofit markets is particularly important given the public nature of these organizations.

**Goal 5:** Our students will demonstrate knowledge and skills appropriate for specialization in their majors. Students will understand how the marketing mix is used in the nonprofit sector, which will provide additional insights on how all marketing plans are constructed and used. Students will also learn key distinctions between nonprofit and for-profit marketing.
Key subject areas include understanding the nonprofit marketing environment, understanding the distinctions between for profit and nonprofit marketing, e.g., the marketing opportunities around volunteers and the nonprofit, how the marketing mix is affected by the offer instead of a “product,” the unique nature of fundraising as a marketing opportunity, and how to apply ethical decision-making in unique areas such as social marketing and cause-related marketing.

Goal 6: Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted. This course has been designated by the University as a Research and Scholarship Intensive course. Students are required to conduct primary and secondary research as a basis for recommendations and considerations for the client organization. They must follow the entire research process from question formulation to recommendation. Students are also required to submit a research reflection where they describe their learning and actions.
Appendix B: Mason Impact

Mason Impact Mission
Mason Impact prepares students to tackle significant global questions and challenges by investigating meaningful questions, engaging multiple perspectives, and creating new knowledge within the context of Undergraduate Research and Creative Activities, Civic Engagement, Entrepreneurship, and Global Activities.

Mason Impact Learning Outcomes
1. Understand knowledge creation: Students will understand how knowledge is generated and communicated, and how it can be used to address questions or problems in disciplines and in society.
2. Engage multiple perspectives: Students will be able to identify and negotiate multiple perspectives, work collaboratively within and across multiple social and environmental contexts, and engage ethically with their subject and with others.
3. Investigate a meaningful question: Students will use inquiry skills to articulate a question; engage in an inquiry process; and situate the concepts, practices, or results within a broader context.
   - Students will be able to ask increasingly complex questions about significant problems, debates, or challenges.
   - Students will be able to evaluate and choose inquiry methods that are appropriate to a project.
   - Students will be able to explain how a project has value to local, civic, professional, scholarly, or global contexts.

Outcomes for Project-based Courses (Mason Impact + RS/CECiL/ENTR)
1. Learning Objectives 1-3 (above) +
2. Complete a project: Students will design and carry out an individual or collaborative project that explores an original question, seeks a creative solution to a problem, applies knowledge to a professional challenge, or offers a unique perspective. Students engage deeply in this original work.
3. Communicate and share outcomes: Students will communicate knowledge from their project through presentation, publication, or performance to an audience beyond the classroom.