

The University of Houston-Clear Lake
EDLS 7238.40 Marketing of Educational Services for Nonprofit Organizations
First Five-Week Session
Summer 2013 from 4:00 to 6:59 pm



Excellence, Innovation
and Leadership in a
Learner-Centered
Community



NCATE: UHCL is one of only 13 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a nonprofit, non-governmental alliance of 33 national professional organizations recognized by the U.S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting NCATE accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

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I. Purpose of the Course

This course is designed to integrate concepts, practices, and skills for the effective marketing of services with attention to nonprofit organizations, e.g., educational entities. Through the use of readings, discussions, case studies, and projects, graduate students will analyze environments and marketing mixes, and make decisions in the development of viable educational marketing strategies.

II. Objectives of the Course

1. Understand service markets and the behavior of customers in a service environment, with attention to nonprofit organizations.
2. Apply the principles of positioning services in the context of a competitive market.
3. Understand the practices, e.g., reservation system, in balancing service demand and capacity to address demands in a managed manner.
4. Implement service strategies for profitability, including techniques for building loyalty, adjusting procedures based on customer feedback, and increasing quality.
5. Understand the process of integrating operations, marketing, and human resources that includes an ethical context for the delivery of services.
6. Apply service marketing principles in the context of case study analysis and/or strategic planning.

Educational Leadership Constituent Council Standards at <http://www.npbea.org/ELCC/>

Standard 1: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.*

1.1 Develop a Vision

- a. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.

1.2 Articulate a Vision

- b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.5 Promote Community Involvement in the Vision

- a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

Standard 3: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.*

3.2 Manage Operations

- a. Candidates develop staff communication plans for integrating district's schools and divisions.
- b. Candidates develop a plan to promote and support community collaboration among district personnel.

3.3 Manage Resources

- a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
- b. Candidates creatively seek new resources to facilitate learning.

Standard 4: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.*

4.1 Collaborate with Families and Other Community Members

- a. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.
- b. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.
- c. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.

- g. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.

Standard 5: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.*

5.3 Acts Ethically

- a. Candidate makes and explains decisions based upon ethical and legal principles.

Standard 6: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

6.1 Understand the Larger Context

- a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.

6.3 Influence the Larger Context

- b. Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

III. Text and Additional Reading Resources

Text/Paper (Required)

Lovelock, C., & Wirtz, J. (2011). *Services marketing: People, technology, strategy* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Text/Article (Optional)

Ellet, W. (2007). *How to analyze a case*. Boston, MA: Harvard Business School Press.

Anderson, L., & Kotler, P. (2008). *Strategic marketing for nonprofit organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Hanson, M. E. (1991). *Educational marketing and the public schools: Policies, practices and problems*. ERIC Document Reproduction Service No. ED343242.

IV. Prerequisite Skills for the Course

The student should be able to:

- Demonstrate effective writing skills with a control of grammar, punctuation, sentence structure, spelling, and word choice;
- Show evidence of class preparation permitting active participation during class discussions; and
- Demonstrate research skills enabling preparation for class sessions.

V. Course Expectations

Readings: Graduate students will be required to read in their entirety the specified readings assigned in order to participate during group/class discussion. Each graduate student will read chapters 1 through 15, as well as selected case studies in preparation for group and class discussions. Blackboard provides PowerPoint Presentations for class. See **Class Attendance and Participation** section for issue of points.

Papers: Papers are expected to be typed, Times New Roman, 12 font, with one-inch margins in APA 6th Edition format.

A. Case Study Questions: Each graduate student will answer study questions for six (6) designated cases in preparation for group and class discussions. [Note: There will be eight (8) cases, but each graduate student is a member of group presenting two (2) case studies; so the graduate student is exempt from turning in study questions for these two specific cases.] Content (e.g., theories, strategies) from the textbook chapters must be incorporated into the answers. The answers to study questions will be submitted to the instructor by set due dates. It is anticipated that each paper will be approximately three to four typed, double spaced, pages depending on the number of questions. The six (6) assignments will comprise 30% (5% for each) of the final grade, using the following rubric.

Case Study Questions Assessment Rubric

Unacceptable (0 points)	Acceptable (1-4 points)	Complete (5 points)
Does not provide a meaningful explanation, omitting key questions/issues, with little or no connection with relevant book chapter contents; not meeting set page lengths of the assignment.	Provides focused, meaningful explanations, but omits one or more key questions/issues, with limited connection between relevant book chapter contents and case study facts/issues; not sufficiently meeting the set page lengths of the assignment.	Provides in-depth, focused, meaningful explanations of the key questions/issues, with a thoughtful connection between relevant book chapter contents and case study facts/issues, meeting the set page lengths of the assignment.

B. Case Study Presentations: Graduate students, working in groups of two or three (a total of four groups), will make a 15-20 minute PowerPoint presentation on facts of two (2) assigned cases, as well as lead the discussion on the case. Content (e.g., theories, strategies, references) from the textbook chapters must be incorporated into the presentation, using APA 6th edition for referencing format. The two (2) assignments will comprise 30% (15% for each) of the final grade, using the following scoring rubric.

Case Study Presentation Assessment Rubric

Unacceptable (0 points)	Acceptable(1-14 points)	Complete (15 points)
Presentation omits two or more key personnel, and/or two or more major organizational facts/issues of the case study. Provides no handouts/ artifacts.	Presentation omits one or more key personnel, and/or one or more major organization facts/issues of the case study. Provides insufficient handouts/artifacts.	Presentation clearly identifies/presents key personnel and organizational facts/issues of the case study. Provides relevant handouts/artifacts.

C. Services Marketing Strategic Plan, with Presentation: Graduate students, working in self-selected groups of three or four, will prepare a strategic services marketing plan for a nonprofit organization. The framework for the services marketing strategic plan can be found in Table 3.1 on page 65 of the Andreasen and Kotler (2008) textbook (on reserve in the library). Early in the semester/session, each group will turn in a one-page summary of the project for instructor approval. The strategic plan narrative must be a minimum of ten (10) double-spaced pages, plus relevant charts, graphs, and so forth. Each group will make a 20-minute PowerPoint presentation to the class on the Services Marketing Strategic Plan. Each group will provide the instructor and class members a copy of the PowerPoint presentation. This assignment will comprise 20% of the total final grade. See scoring rubric in Appendix A.

Each graduate student must upload on the UHCL Website this assignment (i.e., strategic plan) by Friday, July 6, 2012 by 7:00 pm. Directions for uploading campus plan can be found online at the UHCL student

UAS Website. Not uploading the strategic plan by the set due date will result in a reduction of the final grade by one letter grade. Not uploading the campus plan by Monday, July 9, 2012 by 7:00 pm will result in a failing grade for the course.

D. Final Exam: Each graduate student will be provided a case to analyze, demonstrating lessons learned. This is an individual assignment, comprising 20% of the final grade. See scoring rubric in Appendix B. This assignment is due by Monday, July 9, 2012 by 6:00 pm, hand delivered to Bayou 1125 or sent to the instructor by email.

E. Class Attendance and Participation: Student input is a valued component of each class; therefore, attendance and participation are required. Each graduate student is expected to be prepared for class, having read materials and completed assignments, to actively participate during class (e.g., regularly making key points/suggestions). Graduate students are expected to be on time for class and be present for the entirety of scheduled class session of the course. One absence or two tardies will result in the final grade being reduced ten (10) points. Each additional absence or two tardies will result in an additional reduction of ten (10) points from the final grade. Late submissions of work will result in reduction of 50% of point value for each assignment. The lack of participation in group/class work and discussions; cell phone use (e.g., texting) during class will result in the final grade being reduced by 20 points.

VI. Grading Criteria	Points (%)
A. Case Study Questions.....	30
B. Case Study Presentations	30
C. Services Marketing Strategic Plan, with Presentation.....	20
D. Final Exam	20
Total:	100

The following scale will be used:

A	94-100	C+	76-79
A-	90-93	C	73-75
B+	86-89	C-	70-72
B	83-85	D	60-69
B-	80-82	F	59 and below

Academic Honesty Statement: Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

Honesty Code: The Honesty Code is the university community’s standard of honesty and is endorsed by all members of the University of Houston–Clear Lake academic community. It is an essential element of the University’s academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Statement on Professional Dispositions: Each student in the School of Education is required to read and abide by the Statement on Professional Dispositions. You may download the statement by going http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf. As the statement indicates, "As an NCATE accredited institution, we will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator" so it is imperative that you abide by the dispositions described in the document.

Americans with Disabilities Statement: In accordance with Section 504 of the federal *Rehabilitation Act of 1973* and *the Americans with Disabilities Act of 1990*, the University of Houston – Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

UAS Statement: Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student’s course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Exceeds Standards, Acceptable, or Unacceptable. Every student in a course which is either field-based or has a field experience, must log into the UAS and complete the Diversity Survey.

Student Life Policies

The Student Life Policies can be found by going to <http://www.uhcl.edu/studentervices> and selecting “Student Life Policies.”

General Information

It is the expectation that all student submissions are authored by the student, representing original ideas, thoughts, and efforts of the student. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website, and UHCL student policies. UHCL provides writing services to assist with papers. Go to the Center’s on-line tutoring services home page at http://prtl.uhcl.edu/portal/page/portal/WC/WC_Online. The Center for On-Line Tutoring (COLT) is available to all university students and is an excellent option. Online tutoring is offered in three formats: phone chat, IM chat, and email response.

**EDLS 7238.40 Marketing of Educational Services for Nonprofit Organizations
First Five Week, Summer 2013 Schedule**

Week 1

Tuesday, June 4 (Day 1)

- Complete Information Page
- Introductions
- Review Course Syllabus
- Assigned Graduate Students for Case Study Group Discussions
- Development of Services Marketing Strategic Plan Topic (See Table 3.1 on page 65 of the Andreasen and Kotler (2008) textbook (on reserve in the library)
- Review the 7 Ps regarding the Marketing of Services
- Review Marketing of Services in Schools (i.e., Spring Branch ISD Communications Website)
- Discuss Service Marketing Strategic Plan of a Specific Nonprofit Organization
- Review PowerPoint of Chapter 1 New Perspectives on Marketing in the Service Economy

Homework:

- Read Chapter 2: Customer Behavior in a Services Context
- Read *Case 3 Dr. Beckett's Dental Office* and Review Study Questions

Wednesday, June 5 (Day 2)

- **Review PowerPoint of Chapter 2**
- Class Presentation/Discussion of Chapter 2: Customer Behavior in a Services Context
- Presentations of Facts on *Case 3 Dr. Beckett's Dental Office*
- Group Discussion of *Case 3 Dr. Beckett's Dental Office*
- Presentation on an example of Service Marketing Strategic Plan of a Specific Nonprofit Organization

Homework:

- Read Chapter 3: Positioning Services in Competitive Markets
- Read Chapter 4: Developing Service Concepts: Core and Supplementary Elements (**P1: Project Elements**)

Thursday, June 6 (Day 3)

- **Review PowerPoint of Chapter 3**
- **Review PowerPoint of Chapter 4**
- Class Presentation/Discussion of Chapter 3 Positioning Services in Competitive Markets
- Class Presentation/Discussion of Chapter 4: Developing Service Concepts: Core and Supplementary Elements (P1: Project Elements)
- Presentation on an example of Service Marketing Strategic Plan of a Specific Nonprofit Organization
- Discuss the one-page outline on a Service Marketing Strategic Plan of a Specific Nonprofit Organization, for instructor approval.

Homework:

- Read Chapter 5: Distributing Service Through Physical Electronic Channels (**P2: Place & Time**)
- Read/Complete Study Questions for *Case 16 TLC Contact: CarePages Services (A)*
- Complete a one-page outline on a Service Marketing Strategic Plan of a Specific Nonprofit Organization, for instructor approval.

Week 2

Tuesday, June 11 (Day 4)

- **Review PowerPoint of Chapter 5**
- Class Presentation/Discussion of Chapter 5: Distributing Service Through Physical Electronic Channels (P2: Place & Time)
- **Group 1** Presentation on *Case 16 TLC Contact: CarePages Services (A)*
- Groups/Class Discussion of *Case 16*
- Individual Turn in Study Questions for *Case 16*
- Group 1 turns in PowerPoint Presentation on *Case 16*
- Groups turn in a one-page outline on a Service Marketing Strategic Plan of a Specific Nonprofit Organization

Homework:

- Read Chapter 6: Setting Prices and Implementing Revenue Management (**P3: Price & Other User Outlays**)
- Read Chapter 9: Balancing Demand and Productive Capacity
- Read/Completed Study Questions for *Case 8 Coyote Loco (handout)*

Wednesday, June 12 (Day 5)

- **Review PowerPoint of Chapter 6**
- **Review PowerPoint of Chapter 9**
- Class Presentation/Discussion of Chapter 6: Setting Prices and Implementing Revenue Management (P3: Price & Other User Outlays)
- Class Presentation/Discussion of Chapter 9: Balancing Demand and Productive Capacity
- **Group 2** Presentation on *Case 8 Coyote Loco*
- Groups/Class Discussion of *Case 8*
- Individuals Turn in Study Questions for *Case 8*
- Group 2 turns in PowerPoint Presentation on *Case 8*

Homework:

- Read Chapter 7: Promoting Services and Educating Customers (**P4: Promotion & Education**)
- Read/Complete Study Questions for *Case 15 Massachusetts Audubon Society*

Thursday, June 13 (Day 6)

- **Review PowerPoint of Chapter 7**
- Class Presentation/Discussion of Chapter 7: Promoting Services and Educating Customers (P4: Promotion & Education)
- **Group 3** Presentation on *Case 15 Massachusetts Audubon Society*
- Groups/Class Discussion of *Case 15*
- Individuals Turn in Study Questions for *Case 15*
- Group 3 turns in PowerPoint Presentation on Facts of *Case 15*

Homework:

- Read Chapter 8: Designing and Managing Service Processes (**P5: Process**)
- Read/Complete Study Questions of *Case 10 Shouldice Hospital Limited (Abridged)*

Week 3

Tuesday, June 18 (Day 7)

- **Review PowerPoint of Chapter 8**
- Class Presentation/Discussion of Chapter 8: Designing and Managing Service Processes (**P5: Process**)
- **Group 4** Presentations on *Case 10 Shouldice Hospital Limited (Abridged)*
- Groups/Class Discussion of *Case 10*
- Individuals Turn in Study Questions for *Case 10*
- Group 4 turns in PowerPoint Presentation on *Case 10*

Homework:

- Read Chapter 10: Crafting the Service Environment (**P6: Physical Environment**)
- Read/Complete Study Questions of *Case 9 Aussie Pooch Mobile*

Wednesday, June 19 (Day 8)

- **Review PowerPoint of Chapter 10**
- Class Presentation/Discussion of Chapter 10: Crafting the Service Environment (**P6: Physical Environment**)
- **Group 1** Presentation on *Case 9 Aussie Pooch Mobile*
- Groups/Class Discussion of *Case 9*
- Individuals Turn in Study Questions for *Case 9*
- Group 1 turns in PowerPoint Presentation on *Case 9*

Homework:

- Read Chapter 11: Managing People for Service Advantage (**P7: People**)
- Read/Complete Study Questions for *Case 18 Starbucks: Delivering Customer Service*
- Work on Presentations of Services Marketing Strategic Plan by Groups
- Work on Final Examination

Thursday, June 20 (Day 9)

- **Review PowerPoint of Chapter 11**
- Class Presentation/Discussion of Chapter 11: Managing People for Service Advantage (**P7: People**)
- **Group 2** Presentation on *Case 18 Starbucks: Delivering Customer Service*
- Groups/Class Discussion of *Case 18*
- Individuals Turn in Study Questions for *Case 18*
- Group 2 turns in PowerPoint Presentation on *Case 18*
- Case Study for Final Exam will be provided.

Homework:

- Read Chapter 12: Managing Relationships and Building Loyalty
- Read/Complete Study Questions of *Case 14 Hilton HHonors Worldwide: Loyalty Wars*

Week 4

Tuesday, June 25 (Day 10)

- **Review PowerPoint of Chapter 12**
- Presentation/Discussion of Chapter 12: Managing Relationships and Building Loyalty
- **Group 3** Presentation on *Case 14 Hilton HHonors Worldwide: Loyalty Wars*
- Groups/Class Discussion of *Case 14*
- Individuals Turn in Study Questions for *Case 14*
- Group 3 turns in PowerPoint Presentation on *Case 14*

Homework:

- Class Presentation/Discussion of Chapter 13: Complaint Handling and Service Recovery
- Read/Complete Study Questions of *Case 1 Sullivan Ford Auto World*

Wednesday, June 26 (Day 11)

- **Review PowerPoint of Chapter 13**
- Class Presentation/Discussion of Chapter 13: Complaint Handling and Service Recovery
- **Group 4** Presentation on *Case 1 Sullivan Ford Auto World*
- Groups/Class Discussion of *Case 1*
- Individuals Turn in Study Questions for *Case 1*
- Group 4 turns in PowerPoint Presentation on *Case 1*

Homework:

- Read Chapter 14: Improving Service Quality and Productivity
- Read Chapter 15: Striving for Service Leadership
- Read *Case 17 The Accellion Service Guarantee*
- Work on Services Marketing Strategic Plan, with Presentation
- Work on Final Examination

Thursday, June 27 (Day 12)

- **Review PowerPoint of Chapter 14**
- **Review PowerPoint of Chapter 15**
- Class Presentation/Discussion of Chapter 14: Improving Service Quality and Productivity
- Class Presentation/Discussion of Chapter 15: Striving for Service Leadership
- Presentation on *Case 17 The Accellion Service Guarantee*
- Groups/Class Discussion of *Case 17*

Week 5**Tuesday, July 2 (Day 13)**

- Class day is scheduled for completion of chapters and case studies if not completed in prior class days. If all chapters and case studies are completed, it will be a library day for groups to work on the Services Marketing Strategic Plan, with Presentation.

Wednesday, July 3 (Day 14)

- Turn in Services Marketing Strategic Plan. Also, each group will present its strategic plan in classroom setting. Each graduate student uploads the Services Marketing Strategic Plan (not PowerPoint Presentation) by Friday, July 5, 2012 at 7:00 p.m.
- Complete Final Examination and turn in by Monday, July 8, 2013 at 6:00 pm, hand-delivered to Bayou 1125 or sent to the instructor by email.

Thursday, July 4 (Day 15)

- University Holiday

The instructor may alter this syllabus as conditions warrant.

**University of Houston-Clear Lake
School of Education Disposition Assessment Form**

Candidate: _____ Course: _____

- Instructions:** Please provide the appropriate score using the following criteria:
 0=Unacceptable (difficulty or inconsistency in demonstrating this disposition)
 1= Needs improvement (demonstrates this disposition with reasonable consistency)
 2= Acceptable (consistent demonstration of this disposition)
 NA= Not able to observe

UHCL candidates are expected to: **Rating**

Dispositions	<i>Demonstrate professional responsibility by, for example,</i>	
	Being present, punctual and prepared for professional and academic activities. Maintaining confidentiality of student records and private communications. Being involved in professional development activities. Committing to being a lifelong learner and reflective practitioner. Maintaining professional competence. Meeting professional obligations. Using language that meets professional standards. Using self-reflection to improve performance.	
	<i>Foster collegiality by, for example,</i>	
	Responding constructively to evaluations by supervisors and others making appropriate corrections to address legitimate concerns. Using positive conflict resolution techniques. Maintaining positive working relationships. Collaborating with colleagues to improve student achievement Showing respect for fellow students, faculty and staff. Actively participating in meetings and conferences. Assisting others when necessary.	
	<i>Embrace diversity by, for example,</i>	
	Adapting instruction to individual differences. Demonstrating that diversity in the classroom and society is a strength. Instructing with lessons which counteract negative stereotypes and bigotry. Providing students with access to varying points of view. Using language that is not demeaning or harmful to any individual or group.	
	<i>Demonstrate commitment to learning by, for example,</i>	
	Displaying enthusiasm for the candidate’s chosen teaching field(s) or professional role. Creating a learning environment which enables students to fulfill their potential. Being an advocate for all learners. Adapting instruction to “best practices.” Displaying creativity to enhance the instructional process.	
	<i>Maintain professional and personal integrity by, for example,</i>	
	Adhering to the UHCL honesty code. Maintaining ethical and legal behaviors in interactions with others. Adhering to the Code of Ethics and Standard Practices for Texas Educators. Maintaining professional relationships.	

Note: The items under each disposition help provide clarity and are not intended to be a comprehensive list of expected behaviors.

Candidate: _____

Date: _____

Rater: _____

Date: _____

If any criterion is rated unacceptable (“0”), fully describe the rater’s concern.

If any criterion is rated unacceptable (“0”), fully describe the rater’s concern.

Appendix A

Marketing of Services Strategic Plan Rubric

*Strategic plan narrative must be at least ten (10) typed, double-spaced pages using Times Roman 12 font, with one-inch margins, to be eligible to earn a passing score on this examination. It is expected the case analysis will be limited to no more than 15 pages. There is a maximum of 20 points for this assignment.

CRITERIA	ELCC Standards	0 points	1 point	Proficient (P) 2 points	Total Points
Analysis of the Organization	1.1 1.2	Does not sufficiently describe the nonprofit organization's mission, goals, and objectives; and key personnel and their duties; as well as does not provide a chronology.	Describes the organization's mission, goals, and objectives; as well as key personnel and their duties; but lacks sufficient chronology (changes) of the organization over time.	Clearly describes the nonprofit organization's vision, as well as mission, goals, and objectives; as well as key personnel and their duties. It includes the history (chronology) of the organization, and changes that have occurred over time. Separates objective facts from subjective feelings.	Multiplier 1
Analysis of the External Environment	1.5 4.1	Does not sufficiently describe the external environment including markets served (stakeholders), competitors, and opportunities and threats facing the organization; as well as perspectives of stakeholders.	Describes the external environment including markets served (stakeholders), competitors, as well as opportunities and threats facing the organization; but, does not sufficiently address perspectives of multiple stakeholders relating to strengths, challenges, etc.	Clearly describes the external environment including markets served (stakeholders), competitors, as well as opportunities and threats facing the organization. It includes the perspectives of multiple key stakeholders (community) related to strengths, challenges, etc. to develop the vision.	Multiplier 2
Development of Services Marketing Strategy	1.1 1.2 3.2 3.3 5.3 6.1 6.3	Does not adequately describe the mission, goals, and objectives, and develop a marketing strategy that includes various relevant marketing elements.	Describes the mission, goals, and objectives, and develops a marketing strategy that includes various relevant marketing elements, but information and discussion are limited to clearly address the marketing strategy.	Clearly describes the organization's vision mission, goals, and objectives, and develops an extensive marketing strategy that includes various relevant marketing elements taken from literature/research (e.g., service concept, 7 Ps of Services Marketing). It includes viable alternative solutions that include change management strategies, resources (e.g., finances), timetables, and measures for planned outcomes. It reflects the complex, interactive nature of actions/decisions, problem-solving in an ethical manner related to organizations in developing policies and procedures to improve the educational opportunities for all.	Multiplier 3

<p>Implementation of the Services Marketing Strategy</p>	<p>3.2 3.3</p>	<p>Does not sufficiently describe some feasible and reasonable actions that include organizational design, specific tactics, resources (e.g., finance) in the context of a timeline with performance benchmarks; and lacks logical flow from the discussion of the services marketing strategy.</p>	<p>Describes some feasible and reasonable actions that include organizational design, specific tactics, resources (e.g., finances, personnel) in the context of a timeline with performance benchmarks; but with limited logical flow from the discussion of the services marketing strategy.</p>	<p>Clearly describes multiple feasible and reasonable actions through a collaborative problem-solving approach that include organizational design, specific tactics, resources (e.g., finances, personnel) in the context of a timeline with performance benchmarks (formative and summative assessment techniques) that flow logically from the discussion of the services marketing strategy.</p>	<p>Multiplier 2</p>
<p>Logic & Organization</p>		<p>Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion.</p>	<p>Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.</p>	<p>Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.</p>	<p>Multiplier 1</p>
<p>Language Spelling & Grammar</p>		<p>Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting. Writing contains frequent spelling and grammar errors which interfere with comprehension.</p>	<p>Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting. While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.</p>	<p>Develops concise standard English sentences, balances a variety of sentence structures effectively. The writing is essential error-free in terms of spelling and grammar.</p>	<p>Multiplier 1</p>

Elements adapted from Table 3.1, p. 65 in the textbook Anderson, L., & Kotler, P. (2008). *Strategic marketing for nonprofit organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall; and from The University of Scranton Kania School of Management Assessment Council (<http://academic.scranton.edu/departement/assessment/ksom/>)

Appendix B

Marketing of Services Case Analysis Rubric

*Case Analysis narrative must be at least six (6) typed, double-spaced pages using Times Roman 12 font, with one-inch margins, to be eligible to earn a passing score on this examination. It is expected the case analysis narrative will be limited to no more than ten (10) pages; additional pages for appendices can be included. There is a maximum of 20 points for this assignment.

CRITERIA	0 points	1 point	Proficient (P) 2 points	Total Points
Issues	Does not recognize a problem or dilemma, or mentions leadership problems or dilemmas not based on facts of the case.	Recognizes one or more key challenges, problems, and/or dilemmas based on facts in the case, with only little explanation why some issues are more important than others.	Recognizes multiple challenges, problems and/or dilemmas, based on facts in the case. Describes why some issues are more important than others and explains why; including chronology of events. Separates objective facts from subjective feelings.	Multiplier 1
Perspectives	Does not recognize the perspectives of any characters in the case.	Considers the perspectives of individuals who are related to the challenges, problems and/or dilemmas.	Clearly describes the perspectives of multiple key stakeholders related to challenges, problems, and/or dilemmas, and how these perspectives compare/ contrast among stakeholders, respecting and understanding points of view.	Multiplier 1
Knowledge	Simply repeats facts listed in case and does not discuss the relevance of these facts in light of services marketing literature/research.	Considers facts from the case and cites related knowledge from services marketing literature/ research, but information and discussion are limited.	Discusses facts of the case in relation to multiple sources of knowledge of services marketing literature/research (e.g., service concept, 7 Ps of Services Marketing), including relevant theories and key researchers; thus, developing a database of knowledge for an informed decisions and judgments.	Multiplier 3
Actions/ Consequences	Few or no actions proposed, or infeasible action(s) are provided in addressing the spectrum of services marketing issues identified; consequently, lacking feasible/reasonable analysis. Thus, displays limited or no awareness of results of actions and/or broader outcomes of decisions/actions.	Sufficient actions proposed that tend to be feasible, but not viewed as sufficiently reasonable toward achieving viable alternative solutions regarding marketing of services issues. Thus, displays awareness of consequences of actions and/or broader social outcomes of decisions/actions.	Proposes multiple feasible and reasonable actions that flow logically from the discussion of services marketing issues, perspectives, and knowledge toward viable alternative solutions that include activities, change management strategies, resources (e.g., finances, personnel), timetables, and measures of desired outcomes. There is recognized the complex, interactive nature of actions/decisions, highlighting the broader consequences related to organizations.	Multiplier 3

<p>Logic & Organization</p>	<p>Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion.</p>	<p>Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.</p>	<p>Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.</p>	<p>Multiplier 1</p>
<p>Language Spelling & Grammar</p>	<p>Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting. Writing contains frequent spelling and grammar errors which interfere with comprehension.</p>	<p>Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting. While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.</p>	<p>Develops concise standard English sentences, balances a variety of sentence structures effectively. The writing is essential error-free in terms of spelling and grammar.</p>	<p>Multiplier 1</p>

Elements adapted from The University of Scranton Kania School of Management Assessment Council
[\(http://academic.scranton.edu/departement/assessment/ksom/\)](http://academic.scranton.edu/departement/assessment/ksom/)

May Mini Sessions (05/14/12 – 06/01/12)

April 9 – 19	Early Registration
April 20 - May 14	May Mini-Session Open Reg. (ends at 6 p.m.)
May 14	Fee Payment Deadline for May Mini-Session, by 6 p.m.
May 14	First Class Day for May Mini-Session session
May 15	Census Date for May Mini-Session
May 28	Last Day to Withdraw from May Mini-Session Course(s)
May 28	University Holiday (Memorial Day)
May 29 – June 1	Final Exam Week for May Mini Session
June 1	Last Class Day for May Mini-Session
June 7	May Mini Session Grades Due by Noon
June 8	May Mini Session Grades Available over E-Services
August 11	Official Closing of Summer 2012 Semester
August 11	Degree Conferral Date (No Summer Ceremony)

Regular Session (9-Weeks) (06/04/12 – 08/4/12)

April 9 – 19	Early Registration
April 20 - June 1	Open Registration (ends at 5 p.m.)
June 1	Fee Payment Deadline for Early and Open Reg., by 5 p.m.
June 2 – 6	Late Registration
June 4	First Class Day for Regular Session
June 4 – June 30	On-time Graduation Application Available
June 7	Fee Payment Deadline for Late Reg., by 6 p.m.
June 12	Census Date for Regular Session
July 1 – 12	Late Graduation Application Available
July 4	University Holiday (Independence Day)
July 6	Submission of Thesis/Projects to Library for Format Check
July 16	Last Day to Withdraw from Regular Session Course(s)
July 17	Deadline for Submission of Thesis/Projects to Dean
July 23	Submission of Dissertation to Library for Format Check
July 30	Deadline for Submission of Dissertation to Dean

Regular Session (9-Weeks) Continued

July 31Deadline for Final Approval of Thesis/Projects by Dean
 August 4Last Class Day for Regular Session
 August 9Regular Session Grades Due by Noon
 August 10Deadline for Final Approval of Dissertation by Dean
 August 11Official Closing of Summer 2012 Semester
 August 11Degree Conferral Date (No Summer Ceremony)
 August 21Graduation Clearances Due by Noon
 August 22Summer Grades Available over E-Services

Eight-Week Session (06/11/12 – 08/04/12)

June 11First Class Day for 8-Week
 June 18Census Date for 8-Week
 July 4University Holiday (Independence Day)
 July 16Last Day to Withdraw from 8-Week Course(s)
 August 4Last Class Day for 8-Week
 August 98-Week Grades Due by Noon
 August 11Official Closing of Summer 2012 Semester
 August 11Degree Conferral Date (No Summer Ceremony)
 August 22Summer Grades Available over E-Services

First Five-Week Session (06/04/12 – 07/07/12)

June 4First Class Day for 1st 5-Week
 June 7Census Date for 1st 5-Week
 June 25Last Day to Withdraw from 1st 5-Week Course(s)
 July 4University Holiday (Independence Day)
 July 7Last Class Day for 1st 5-Week
 July 121st 5-Week Grades Due by Noon
 July 16Summer I Grades Available over E-Services
 August 11Official Closing of Summer 2012 Semester
 August 11Degree Conferral Date (No Summer Ceremony)

Second Four-Week Session (07/9/12 – 08/04/12)

- July 9 – 11Summer II Late Reg. (2nd 4-Week and 2nd 5-Week only)
- July 9First Class Day for 2nd 4-Week
- July 11Census Date for 2nd 4-Week
- July 12Fee Payment Deadline for Summer II Late Reg., by 6 p.m.
- July 30Last Day to Withdraw from 2nd 4-Week Course(s)
- August 4Last Class Day for 2nd 4-Week
- August 92nd 4-Week Grades Due by Noon
- August 11Official Closing of Summer 2012 Semester
- August 11Degree Conferral Date (No Summer Ceremony)
- August 22Summer Grades Available over E-Services

Second Five-Week Session (07/9/12 – 08/11/12)

- July 9 – 11Summer II Late Reg. (2nd 4-Week and 2nd 5-Week only)
- July 9First Class Day for 2nd 5-Week
- July 12Census Date for 2nd 5-Week
- July 12Fee Payment Deadline for Summer II Late Reg., by 6 p.m.
- July 30Last Day to Withdraw from 2nd 5-Week Course(s)
- August 11Last Class Day for 2nd 5-Week
- August 11Official Closing of Summer 2012 Semester
- August 11Degree Conferral Date (No Summer Ceremony)
- August 162nd 5-Week Grades Due by Noon
- August 22Summer Grades Available over E-Services