

work in the program. The start of the program was in August 2018. The educational mission FREE comprise of four pillars: (1) fact and science minded, (2) reflective and self-aware, (3) empathetic and culturally literate, and (4) entrepreneurial and responsible. The tutorial program runs in all three years and is based on individual and small group meetings between students and faculty. In the paper, we show how the meetings aim to link the pillars of the educational mission to the tutorial meetings.

References and further details please contact the author with “*.”

Title: Exploring the Role of Information Literacy on Satisfaction with Client Sponsored Experiential Learning Project

Author(s): Qin Sun, California State University, Northridge; Charissa Jefferson, California State University, Northridge (email: in.sun@csun.edu)*

This study applies pre-purchase decision making model for services to higher education context in order to better understand the effects of motivators behind the international students’ post acquisition engagement. The research fills a literature void to build and test a theoretical model in order to connect the pre-purchase decision making factors with post consumption marketing engagement among international students. The findings provide valuable insights on international student recruitment and service marketing engagement management.

References and further details please contact the author with “*.”

Title: No Plastics Please: Transformative Learning through Service-Learning Projects

Author(s): Sarah Fischbach, Pepperdine University; Timothy Good, Pepperdine University; Elizabeth MacCoy, Pepperdine University (email: sarah.fischbach@pepperdine.edu)*

In this classroom project, we bring together transformative learning and service learning using the Burns sustainability model to address projects in Principles to Marketing courses. The sustainability movement found in such companies as Patagonia, Toms Shoes, and Rareform, is providing a new marketing strategies for future leaders. Our project begins to uncover the benefits of these movements and shape student thinking. A guide on how to implement these projects is provided including classroom resources, time allotted and future student outcomes.

References and further details please contact the author with “*.”

Title: Collaborative Marketing Internship Program: A Developmental Transfer Perspective

Author(s): Lan Wu, California State University, East Bay; Sweety Law, California State University, East Bay (Email: sweety.law@csueastbay.edu)*

Internships are becoming an important component in college programs to enhance student learning and employability of graduates. Many marketing internships appear to be administrative support or salesforce positions that mainly focus on soft-skills (e.g., verbal and oral communication and teamwork skills for entry level positions) and in which students have limited on-the-spot training and prospects of professional development. Given low requirements and expectations, it is difficult for sponsoring firms to assess interns’ potential to deliver in real or more challenging tasks and what new knowledge or perspectives the interns has brought into the organization. Finally, implementation of marketing internships varies across campuses. Most programs are mainly supervised either by employers, a faculty coordinator, or a university