CRN 12710 CSPS 6363

Development and Advancement in Higher Education

Course Information

Instructor: Les Wyatt
Meeting schedule: asynchronous online
Contact hours: 10 am-10 pm daily
Email: leswyatt@astate.edu

Textbook and Materials

Required text: no textbook is required

Required media: Subscription to Daily News Update, and Weekly News Update: *Inside Higher Ed*. https://www.insidehighered.com/content/sign-inside-higher-eds-newsletters . This is a free subscription.

Suggested media:

NPT Weekly, NPT Instant Fundraising, and NPT Exempt: *NonProfit Times.* Morris Plains, NJ. http://www.thenonprofittimes.com/ . A series of articles and news items pertinent to lesson topics. This is a free subscription. Indicate weekly, instant fundraising, and exempt feeds.

The Nonprofit Quarterly. Boston, MA. http://www.nonprofitquarterly.org https://nonprofitquarterly.org/. A series of articles and news items pertinent to lesson topics. This is a free subscription.

Any content in the media above may be used as references for weekly article posting assignments.

A computer (not a tablet or smartphone) and access to reliable broadband internet is required for the course. The course was loaded using the Google browser. You may freely download and use the Google browser for this course.

Because the course is media-rich, some content will not be accessible using other browsers. Course assignments should be submitted using the Blackboard LMS platform in conjunction with the Google browser.

Purpose and Goals/Learning Outcomes

Course description:

CSPS 6363: *Development and Advancement in Higher Ed* This course is intended to provide a theoretical framework. Restricted to Masters in College Student Personnel Services. (A-State Graduate Bulletin 2020-21).

The purpose of the *Development and Advancement in Higher Education* course is to provide an overview of development and advancement purposes, functions, strategies, structures, and activities as they are found in higher education.

Program outcomes:

Students in the A-State CSPS master's program will acquire, critique, analyze, interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice-based issues.

Students in the A-State CSPS master's program will acquire leadership skills and knowledge to lead in diverse settings; function accordingly within a legal and political context; design, implement, and evaluate practices; make legally appropriate decisions and choices; understand and manage organizational improvement; and adhere to institutional, state, and national governance models.

Students in the A-State CSPS master's program will develop the capability to work effectively with and within diverse groups. Students will develop the skills to evaluate and interpret differing philosophical perspectives, and provide a forum where individuals can discuss and appreciate diverse viewpoints.

Course-level learning outcomes:

When you have completed the course, you will be able to:

1. describe the components necessary for creating, sustaining and increasing support for your college or university.
2. identify contemporary examples of advancement and development practices.

Course Requirements

Students are required to:

- review the embedded lesson in each module
- take a weekly quiz over content in Modules 2-7
- find and post a digital article that amplifies the topic of each module
- respond to other student's articles or comments made by other students in each module
- complete personal introductions and reflective personal statements
- complete a post-course knowledge survey
- the course is wholly asynchronous, meaning that you may access the course in your own place and time. There are no occasions where students are required to be online simultaneously.

Policies

Students with Disabilities:

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with Arkansas State Disability Services. Following registration and within the first two weeks of class, please contact the instructor to discuss appropriate accommodations and academic requirements, software and hardware specifics and issues.

Appropriate arrangements can be made to ensure equal access to this course.

Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services (870-972-3964) as soon as possible so we can make the necessary accommodations to facilitate your educational opportunity.

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. Students who require academic adjustments in the classroom due to a disability must register with Arkansas State Disability Services.

Academic Misconduct Policy:

See ASU's Academic Integrity Policy in the Student Handbook at http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot

Assignment Deadlines and Makeup Work:

Each assignment given throughout the course will have a stated deadline. Work submitted after the stated deadline will not be counted for credit unless approval was granted by the instructor before the deadline. **There is no provision for make-up work, in fairness to all other students who observed the deadlines.**

There are no exceptions to this policy.

Grading

Assignments:

- On Sunday morning each week of the course a new module opens. Assignments are stated in that lesson each week. All assignments for that module may be submitted at any time during the week, but not later than midnight Saturday of that same week. Late assignments will not be accepted unless approval is given by the instructor before the deadline.

- In Modules 2-7 there is a 10-item, true or false quiz over the content of that module. Each quiz may be worth 10 points toward the final course grade. Course content may be read and reviewed during the quiz. The quiz ends when it is submitted by the student, and cannot be reopened.

  Each quiz may be worth 10 points toward the final course grade.

- For each week a new topic is introduced, a post must be made by the student to share a digital article from a credible and accessible source that demonstrates a point germane to the topic. The course places a premium on the student's ability and obligation to independently find and report information, rather than having all material provided by the instructor. The citation of library search engines, such as ezproxy.library, is not acceptable. Citations of library search engines will not be counted for credit.

  For each post, the student must offer an explanation about how the article adds to the class' understanding of the topic, and relates to that topic. There is not a right or wrong response, but the post is rather a demonstration of independent thought and the articulation of that thought. This is similar to a best practice in the workplace of offering ideas and suggestions regarding workplace and professional issues.

  Each week's article post may be worth 3 points toward the final grade.

- Each week 2-7 each student must offer at least 2 comments in response to another student's article post. The responses must be something more than "I agree," or, "I do not agree." The response must state a reaction to the article, and must have a documented basis for the opinion statement. The documented basis may be an article, video, or other authoritative source. The response to another's article must include a citation of the evidence used to support an opinion. Citation style requirements are based on APA standards, and are introduced in Module 1. Credit will not be earned for responses without proper citations.

  Each weekly comment post with proper citation may be worth 1 point per comment, 2 points maximum per week.

- In Module 1, a personal biographical introduction is required.

  The personal introduction may be worth 5 points toward the final grade.

- At the conclusion of Module 7, an ungraded post-course knowledge survey is required for the purpose of course assessment.

  The satisfactory completion of the post-course survey automatically earns 5 points toward the final grade.

- There is no mid-term or final examination requirement.

Grading basis:

- Weekly quizzes in Modules 2-7 (10 points possible X 6 weeks) = 60 points
- Weekly article and comment postings (5 points possible X 6 weeks) = 30 points
- First week personal introduction: 5 points possible.
- Post-course knowledge survey; 5 points possible.

Grading scale:

There are 100 points possible for quality performance in all grading categories. Grades are assigned on the following scale:
- A =90 points and above
- B =80-89 points
- C =70-79 points
- F =69 points and below

CSPS 6363 CRN 12710 Spring 2 2021
Course Outline and Schedule
(Tentative and subject to change if notified in writing by instructor)

MODULE 1

March 8- March 13

The Course Objectives, Module 1 Objectives, and Module 1 Activities are related in these ways:

1. The Course Objective to *describe the components necessary for creating, sustaining and increasing support for your college or university,* is related to the Module 1 Learning Objective *to describe some of the underlying elements (The "Why," The Story, The Identification, and The Ask) used in advancement and development efforts.* Achievement of this Module 1 learning objective will be measured by successful completion of the biographical statement in the Activities tab.

2. The course objective *to identify contemporary examples of advancement and development practices,* is related to the Module 1 Learning Objective to d*emonstrate knowledge of actual advancement and development offices found in higher education.* Achievement of this Module 1 learning objective will be measured by your citations included in the Biographical Sketch in Module 1 Activities.

Module 1 Content

      Introduction to the course

             Understanding advancement and development
             Advancement and development outcomes
             The value of knowing why in advancement
             The value of intuition
             Importance of "The Ask"
             Examples of Advancement and Development Offices

Personal introduction assignment

Module 2

March 14-March 20

The Course Objectives, Module 2 Objectives, and Module 2 Activities are related in these ways:

1. The Course Objective to *describe the components necessary for creating, sustaining and increasing support for your college or university,* is related to the Module 2 Learning Objective to *describe examples of the tangible and intangible qualities of advancement and development.* Achievement of this objective will be measured by a quiz covering the Module 2 lesson.

2. The course objective *to identify contemporary examples of advancement and development practices,* is related to the Module 2 Learning Objective to *define examples of advancement and development activities in higher education.* Achievement of this objective will be measured through an assignment to find, post and comment upon an article depicting contemporary practices in advancement and development in higher education.

Module 2 Content

    The Advancement and Development Toolbox

        The intangible qualities of Advancement and Development

        The tangible qualities of Advancement and Development

        Unique tangible elements

Weekly quiz assignment
Weekly article and comments assignment

A-State Spring Break March 22-26. No new content introduced and no assignments given.

Module 3

March 28-April 3

The Course Objectives, Module 3 Objectives, and Module 3 Activities are related in these ways:

1. The Course Objective to *describe the components necessary for creating, sustaining and increasing support for your college or university,* is related to the Module 3 Learning Objective to *identify component offices of advancement units and their functions.* Achievement of this objective will be measured by a quiz covering the Module 3 lesson.

2. The course objective *to identify contemporary examples of advancement and development practices,* is related to the Module 3 Learning Objective to *relate how an advancement office will utilize the elements described in Module 2.* Achievement of this objective will be measured through an assignment to find, post and comment upon an article depicting contemporary practices in advancement and development in higher education.

Module 3 Content

Typical Advancement unit functions

Institutional office for Communications: News, Information, Publications, and Media Relations

Institutional office for Government Relations

Institutional office for Alumni Affairs

Weekly quiz assignment
Weekly article and comments assignment

Module 4

April 4-April 10

The Course Objectives, Module 4 Objectives, and Module 4 Activities are related in these ways:

1. The Course Objective to *describe the components necessary for creating, sustaining and increasing support for your college or university,* is related to the Module 4 Learning Objective to *define concepts of philanthropy and non-profit organizations.* Achievement of this objective will be measured by a quiz covering the Module 4 lesson.

2. The course objective *to identify contemporary examples of advancement and development practices,* is related to the Module 4 Learning Objective to *identify representative institutional development programs.* Achievement of this objective will be measured through an assignment to find, post and comment upon an article depicting contemporary practices in advancement and development in higher education.

Module 4 Content

Concepts underlying Institutional Development

Institutional office for Development
Philanthropy
Fundraising

Weekly quiz assignment
Weekly article and comments assignment

Module 5

April 11-April 17

The Course Objectives, Module 5 Objectives, and Module 5 Activities are related in these ways:

1. The Course Objective to *describe the components necessary for creating, sustaining and increasing support for your college or university,* is related to the Module 5 Learning Objective to *define typical fund raising campaign strategies.* Achievement of this objective will be measured by a quiz covering the Module 5 lesson.

2. The course objective *to identify contemporary examples of advancement and development practices,* is related to the Module 5 Learning Objective to *identify representative examples of a typical fund raising campaign.* Achievement of this objective will be measured through an assignment to find, post and comment upon an article depicting contemporary practices in advancement and development in higher education.

Module 5 Content

     Concepts underlying fundraising

          Major fundraising strategies
          Making the Ask
          Stewardship

Weekly quiz assignment
Weekly article and comments assignment

Module 6

April 18-April 24

The Course Objectives, Module 6 Objectives, and Module 6 Activities are related in these ways:

1. The Course Objective to *describe the components necessary for creating, sustaining and increasing support for your college or university,* is related to the Module 6 Learning Objective to *describe concepts of planned giving for higher education and non-profit organizations.* Achievement of this objective will be measured by a quiz covering the Module 6 lesson.

2. The course objective *to identify contemporary examples of advancement and development practices,* is related to the Module 6 Learning Objective to *identify sources of information that can be used to work with planned giving professionals.* Achievement of this objective will be measured through an assignment to find, post and comment upon an article depicting contemporary practices in advancement and development in higher education.

Module 6 Content

     Institutional strategies for fundraising

Planned Giving
Grant writing
Use of Social media in fundraising

Weekly quiz assignment
Weekly article and comments assignment

Module 7

April 25-May 1

The Course Objectives, Module 7 Objectives, and Module 7 Activities are related in these ways:

1. The Course Objective to *describe the components necessary for creating, sustaining and increasing support for your college or university,* is related to the Module 7 Learning Objective to *describe the functions of an institutional foundation and an intercollegiate athletics program.* Achievement of this objective will be measured by a quiz covering the Module 7 lesson.

2. The course objective *to identify contemporary examples of advancement and development practices,* is related to the Module 6 Learning Objective to *provide examples of a university foundation or intercollegiate athletics activities that are related to advancement and development practices.* Achievement of this objective will be measured through an assignment to find, post and comment upon an article depicting contemporary practices in advancement and development in higher education.

Module 7 Content

Institutionally related foundation
Intercollegiate athletics
Weekly quiz assignment

Weekly article and comments assignment

Post-course knowledge survey

Final grades posted by May 10

 SPECIAL CONSIDERATIONS

• In all written materials students are expected to have proper spelling, grammar and punctuation befitting a master's level student. Use spelling and grammar checking features on your computer and proofread your work. This simulates workplace best practices for written communications.

- Citations for digital articles must indicate the URL label for the source. Paste the URL into your written responses. This information is helpful to others interested in your work and reflects a workplace best practice of attribution of sources.

- Personal contact between the student and the professor are invited and encouraged. Contact may be made through email at any time (leswyatt@astate.edu) and responses will be made within 24 hours. Email exchanges are retained for subsequent reference.

- Because this is an online class, various services are available to support the student in the online environment, such as the ASU Computer Services Helpdesk and the Blackboard Helpdesk. The course professor provides course content information rather than technical or computer support.

- You must complete the BioSig registration to have access to some parts of this course. BioSig registration information is on the course homepage.

- You must agree to the Plagiarism Policy on the course homepage before you can have access to the course. Please be familiar with Student Handbook policies for Academic Dishonesty; instances of plagiarism will result in failure of this course.