CRN 13497 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: Contributions Magazine. Medfield, MA. http://www.contributionsmagazine.com/feature.html. A series of previous articles pertinent to lesson topics. This is a free subscription.


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 2018-19).
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 be able to 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 contexts; 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:

At the completion of the course, the student will be able to

• describe the components necessary for creating, sustaining, and increasing support for colleges and universities
• define how to effectively address internal and external constituents of colleges and universities
• demonstrate the relationship between theory and practice by using an experiential sample from a university
• be able to find contemporary and comparative information to inform decision-making
• effectively present persuasive materials
• effectively make a presentation to a constituency

Course Requirements

Students are required to:
• review the embedded lesson in each module
• 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 the mid-term and final examinations
• complete personal introductions and reflective personal statements

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:**

• 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, are not acceptable: search for and find your cited article.

• For each post, the student must offer an explanation about how the article adds to the class’ understanding of the 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.

• Examinations are designed to test the integration of information gathered over an extended period of time (several topics and posts about them) and to offer a response that indicates an ability to consider and use points of information from different sources. This process is similar to best practices in the workplace where consideration of individual points of information gathered over time forms the basis for an appropriate response.

**Grading basis:**

• Ten weekly postings (response to weekly topics using online articles that relate to topics and personal commentary): 5 points possible per week; 50 points possible throughout the course.
• First week personal introduction: 5 points possible.
• End of course self-reflective paper: 5 points possible.
• Mid-term and final examinations: 20 points possible for each; 40 total 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

Course Outline and Schedule
(Tentative and subject to change if notified in writing by instructor)

MODULE 1

Week 1-January 14
Introduction to the course
   Understanding advancement and development
   Advancement and development outcomes
   The value of knowing why in advancement
   The value of intuition
   Personal introduction assignment

Week 2-January 20
Definition of advancement and why it is necessary
   Why people support higher education
   Defining constituencies
   Framing a case for support
   Organization of advancement units in higher education
   Article and comments posting assignment

Week 3-January 27
Underlying concepts for advancement
   Concept of brands
   Concept of markets
   Lay boards and their roles
   Utilizing volunteers
   Confidentiality and reporting
   Support for the Executive Officer
   Organizations structures assignment
MODULE 2

Week 4-February 3
News, Information, Publications and Media Relations
  Working with media
  Special considerations for colleges and universities
  What the public needs to know
  Staying on message
  Media and student affairs
  Support for the Executive Officer
  Determining effectiveness
  Article and comments posting assignment

Week 5-February 10
Governmental Relations
  Working with elected officials
  Quid pro quo expectations
  Recognition, affiliation and neutrality
  Politics of and in higher education
  Government relations and student affairs
  The Governing Board in political territory
  The executive officer in political territory
  Determining effectiveness
  Article and comments posting assignment

Week 6-February 17
Alumni Relations
  Expectations of alumni
  Organization of alumni events
  Utilization of alumni chapters
  Institutional, collegiate and majors’ alumni
  Alumni boards and volunteers
  Alumni and student affairs
  Alumni and the executive officer
  Determining effectiveness
  Article and comments posting assignment

Week 7-February 24
Intercollegiate athletics
  Advancement opportunities
Precautionary issues
Institutional identification
Brand and marketing issues in athletics
Athletics and Student Affairs
Athletics and the executive officer
Determining effectiveness
No Article or comments posting requirement for this topic
Assignment of mid-term exam, due March 2

**MODULE 3**

Week 8-March 3
Definition of development concepts

Week 9-March 10
Principles and techniques of fundraising

Week 10-ASU Spring Break March 17-23: no assignments given during this week

Week 11-March 24
Annual giving

Week 12-March 31
Major gifts

Week 13-April 7
Capital campaigns

Week 14-April 14
Planned giving

Week 15-April 21
Grant writing and social media in development

Assignment of Final Exam, due May 4

Week 16-April 28
Institutionally related foundations
Assignment of Self-reflective Statement

Final grades posted by May 8

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 as quickly as possible. 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.