Arkansas State University-Jonesboro

College of Education and Behavioral Science

School of Teacher Education and Leadership

Master of Sciences Degree with a Major in College Student Personnel Services

1. COURSE SYLLABUS: CSPS 6363, Development and Advancement in

 Higher Education

Professor: Les Wyatt

Email: leswyatt@astate.edu

Contact hours: 10am-10pm CST daily

1. READINGS:
2. No textbook required
3. Required subscriptions:

Daily News Update: Weekly News Update: *Inside Higher Education*.

Washington D. C. [www.insidehighered.com/subscribe](http://www.insidehighered.com/subscribe). This is a free subscription. Indicate daily and weekly feeds.

*Contributions Magazine.* Medfield, MA. <http://www.contributionsmagazine.com>. This is a free subscription.

NPT Weekly, NPT Instant Fundraising, and NPT Exempt: *NonProfit Times.* Morris Plains, NJ. <http://www.thenonprofittimes.com>. This is a free subscription. Indicate weekly, instant fundraising, and exempt feeds.

1. Required online reading sources:

*Stanford Social Innovation Review*, <http://www.ssireview.org>

*The Nonprofit Quarterly,* <http://www.nonprofitquarterly.org>

1. Optional readings, if any, are cited in weekly lesson guides.
2. PURPOSES:

The purpose of the College Student Personnel Services major is to train entry-level professionals for a broad array of student services positions in higher education.

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.

1. MAJOR COURSE GOALS:

Cognitive

1. Become aware of the components necessary for creating, sustaining, and increasing support for colleges and universities.
2. Become aware of how to effectively address internal and external constituents of colleges and universities.
3. Become aware of the relationship between theory and practice by using an experiential sample from a university.

 Behavioral

1. Develop skills in finding contemporary and comparative information to inform decision-making.
2. Develop capabilities to effectively present persuasive materials.
3. Develop capabilities to effectively make a presentation to a constituency.

 Affective

1. Determine how development and advancement functions can be used to support and enhance administration of higher education.
2. Identify potential interests for career work in development and advancement units.
3. COURSE OUTLINE (tentative and subject to change):

BLACKBOARD MODULE 1

1. January 21

Introduction to the course

 Understanding advancement and development

 Advancement and development outcomes

 The value of knowing why in advancement

 The value of intuition

 Biographical sketch assignment

B. January 26

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

Organization assessment posting assignment

Biographical sketch review assignment

 C. February 2

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

Self-reflective paper assignment

 BLACKBOARD MODULE 2

 D. February 9

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

Example of posting and assignment

1. February 16

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

 Posting assignment

1. February 23

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

 Posting assignment

1. March 2

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 posting requirement for this topic

 Assignment of mid-term exam, due March 9

 BLACKBOARD MODULE 3

1. March 9

Development

1. March 16

Principles and techniques of fundraising

1. March 23-29

Spring Break

1. March 30

Annual giving

1. April 6

Major gifts

1. April 13

Capital campaigns

1. April 20

Planned giving

1. April 27

Grant writing and social media in development

Assignment of Final Exam, due May 4

1. May 4

Institutionally related foundations

Assignment of a final posting for course evaluation, due by May 9

Final grades posted by May 14

1. COURSE REQUIREMENTS AND EVALUATION PROCEDURES
2. Course requirements

The College Student Personnel Services program is designed for entry into the higher education workplace. Requirements for this course reflect typical workplace expectations of all employees, and on occasion the heightened expectation for leaders.

1. Participation policy: participation each week of the course is expected, in order to simulate best practices in the workplace. Participation is demonstrated by weekly student postings that include sharing information with, and evaluating information shared by a colleague, as would be the practice in the workplace.

If a student fails to post for whatever reason excusal must be sought in advance, as would be the case for absence in the workplace. The grade may be docked for unexcused failure to post, similar to a consequence for absence in the workplace.

1. Timeliness policy: submission of material on a timely basis is

 expected, as is the best practice in the workplace. Postings are

 expected during the week of a given assignment. The grade may be

 docked for failure to submit materials on a timely basis, as the

 failure may affect the work of others as would be the case in the

 workplace.

1. Assignments:
2. For each week a new topic is introduced, a post must be made by the student to share a digital article from a creditable 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.

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.

1. 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.
2. Evaluation
3. 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 semester.

1. First week personal introduction: 5 points possible.
2. Self-reflective paper: 5 points possible.
3. Mid-term and final examinations: 20 points possible for each; 40 total points possible.
4. Response to course evaluation questionnaire: 10 points possible.
5. There are 110 points possible for quality performance in all grading categories. Grades are assigned on the following scale:
6. A =90 points and above
7. B =80-89 points
8. C =70-70 points
9. D =60-69 points
10. F =59 points and below

1. SPECIAL CONSIDERATIONS
2. 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 the computer and proofread your work. This simulates workplace best practices for written communications.

1. 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.
2. 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.
3. 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.

1. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES

Aspects of this course will be modified as appropriate to accommodate students with disabilities. Students who have special needs related to disabilities that have been documented by the Arkansas State University Office for Disability Services should inform the professor as early in the semester as possible to arrange appropriate modifications. Students who have not documented a disability with the Office of Disability Services must do so before requesting modifications.