School of Education, Indiana University
Educational Leadership and Policy Studies

Student Affairs and Higher Education Fundraising and Development Graduate Certificate

Name: _____   IU STUDENT ID# _____

Address: _____

Phone: _____   E-Mail: _____

CORE COURSES   (9 credit hours)   ALL COURSES REQUIRED

Course No. & Title	Hrs.	Semester/Yr	Grade
C-680 Philanthropy & Higher Education	3 cr.	_____	_____
C-585 Principles of Fundraising Management	3 cr.	_____	_____
C-590 Establishing a Culture of Giving in Higher Education	3 cr.	_____	_____

ELECTIVE COURSE   (3 credit hours) POSSIBLE SELECTIONS FROM THE FOLLOWING:

School of Philanthropy

	Hrs.	Semester/Yr	Grade
P-542 Ethics and Values	3 cr.	_____	_____
P-527 Cross-Cultural Dimensions of Philanthropy	3 cr.	_____	_____
P-523 History of American Philanthropy	3 cr.	_____	_____
P-515 History of Philanthropy	3 cr.	_____	_____
Other:_____	3 cr.	_____	_____

School of Education - Higher Education and Student Affairs Program

	Hrs.	Semester/Yr	Grade
C595 Legal Aspects of Philanthropy	3 cr.	_____	_____

ELECTIVE COURSE (3 credit hours) POSSIBLE SELECTIONS FROM THE FOLLOWING:

	Hrs.	Semester/Yr	Grade
U590 Independent Study - Higher Education & Student Affairs	1-3 cr.	_____	_____
U560 Internship in Student Affairs	1-4cr.	_____	_____
P590 Internship	3 cr.	_____	_____
P690 Research-Philanthropic Studies	1-3 cr.	_____	_____
Other:_____	3 cr.	_____	_____

TOTAL HOURS _____
A minimum of 15 credit hours are required to complete the program.

Advisor's Name: _____

Advisor's Signature: _____

Date: _____

Higher Education and Student Affairs
Student Affairs and Higher Education Fundraising & Development Graduate Certificate (15 credits)
Proposal Summary (August 2014)

Fundraising has been a part of the higher educational landscape since Harvard was established in 1636 (Cohen & Kisker, 2010). The continued need for higher educational institutions to find alternative sources of revenue to support campus programs and services has resulted in a need for student affairs administrators to establish their own fundraising initiatives. This new reality of student affairs administration has also placed practitioners at a disadvantage in regard to professional preparation and training (Tull & Kuk, 2012). Current graduate programs in student affairs administration are only now beginning to recognize the need to include fundraising as part of the professional preparation curriculum.

In 1997, NASPA found that 30% of institutions surveyed had a full-time fundraiser assigned to their division (Penney & Rose, 2001). More recently, trends are indicating that divisions of student affairs are investing in development officers who are part of the staff, not just liaisons to the institution's foundation. This growing trend has resulted in an increase in professional training being offered through professional associations. In 2010, NASPA offered nine programs and meetings with presentations that focused on fundraising and/or development in student affairs. In January 2014, NASPA offered a webinar to its membership that provided a basic framework for understanding fundraising in student affairs.

The implementation of a graduate certificate would be attractive for not only current students in Higher Education and Student Affairs (HESA) but also for professionals in the field who are now finding themselves in positions that require them to understand how to fundraise to support their programs and services.

The graduate certificate would be a collaborative partnership with the Lilly Family School of Philanthropy. Both the HESA program in the IU School of Education and the Lilly Family School of Philanthropy are nationally recognized and ranked for their faculty and programs. The unique focus of this certificate to target student affairs administrators and current students (both doctoral and masters) makes HESA the logical home for the certificate. In addition, two courses already exist that would serve as part of the core curriculum for the certificate: C680 Philanthropy & Higher Education and C585 Principles of Fundraising Management. Both of these courses provide the context for fundraising and development work within student affairs administration. A new course would be added that would focus on how to establish a culture of giving within higher education institutions. A curriculum that is inclusive of the historical and current context, the nuts and bolts of fundraising, and the conditions necessary to create a culture of giving within student affairs would be ideal for this growing area of the profession.

Finally, it is important to recognize that the certificate would provide professional preparation and training for a specific target audience that is currently not being served. Student affairs administrators are being asked to find additional sources of revenue to support programs and services on college

campuses, and many administrators are looking toward fundraising and development to fill that financial void. Tull and Kuk (2012) note that there is a lack of professional preparation for emerging roles in student affairs, and one of the key roles identified is fundraising and development. The curriculum specifically includes a research project or internship that would provide students with a tangible way to apply their knowledge to practice in meaningful ways that would be useful to the student in their current context.

This proposal requests approval to offer the certificate in both online and in-person modes of delivery.

Required Courses (9 credits)

1. EDUC -C680: Philanthropy & Higher Education (3 credits)
2. EDUC - C585: Principles of Fundraising Management (3 credits)
3. *NEW COURSE REQUEST: EDUC-C590 Establishing a Culture of Giving in Higher* Education(3 credits)

Elective Courses (3 credits)

Possible course options include:

- EDUC-C595: Legal Aspects of Philanthropy (3 credits)
- PHST-P542: Ethics and Values (3 credits)
- PHST-P527: Cross-Cultural Dimensions of Philanthropy (3 credits)
- PHST-P523: History of American Philanthropy (3 credits)
- PHST-P515: History of Philanthropy (3 credits)

Practical Application/Research Requirement (3 credits)

- EDUC-U560: Internship in Student Affairs (1-4 credits)
- EDUC-U590: Independent Study in Higher Education and Student Affairs (1-3 credits)
- PHST-P590: Internship (3 credits)
- PHST-P690: Research-Philanthropic Studies (1-3 credits)

Cohen, A. M. & Kisker, C. B. (2010). The shaping of American higher education: emergence and growth of the contemporary system (2nd ed.). San Francisco: Jossey Bass.

Penney, S. W., & Rose, B. B. (2001). *Dollars for Dreams: Student Affairs Staff as Fundraisers*. National Association of Student Personnel Administrators, 1875 Connecticut Ave., NW, Suite 418, Washington, DC 20009-5728.

Tull, A. & Kuk, L. (Eds.) (2012). New realities in the management of student affairs: Emerging specialist roles and structures for changing times. Sterling, VA, USA: Stylus Publishing.

New Degree/Certificate Cover Sheet

Date:

Institution:

Campus:

School or College:

Department:

Location: 50% or more online: Yes   No   *If yes please send to Office of Online Education

County:

Type: Financial Aid Eligible: Yes   No

Degree/Certificate name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new degree:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

Indiana University Office of Online Education

Program Approval Form

Date:

Campus:

School/Academic Unit:

Department:

Proposed Program Title:

Proposed Program Type:

Graduate/Undergraduate:

Status of Proposed Program:

Percentage of Program to be delivered via distance:

Will this program also be delivered in an on-campus format?

Does the online program **require** a clinical, practicum, or internship that will take place in a student's home state?

Academic

1. Describe the rationale for converting the program to distance delivery.

2. Explain why you are uniquely suited to offer this program via distance delivery. What are the distinctive features of the distance delivered program?

3. Describe the program review plan and any plans for acquiring/maintaining program accreditation (identify accrediting agency).

Market Demand

4. Describe the evidence that you have that indicates there is a market demand for the distance delivery of this program at the state, regional, national or international level.

5. Are there currently any related distance delivered or on-campus programs offered by IU campuses? If so, please describe the extent to which plans to deliver this program via distance delivery have been discussed with the appropriate stakeholders associated with these related IU programs.

6. Provide letters of support from peer departments and/or any related programs within Indiana University campuses.

Fiscal

7. What are the expected tuition and fees of the proposed program?

8. Describe any additional resources needed to implement the program (i.e., faculty, staff, student support, technical support services).